



St Michael's C of E Primary School Schools Information Report

To nurture and inspire our children to develop a love of learning in a supportive Christian community and become the best they can be.

St Michael's School, like all schools in Haringey, is committed to meeting the needs of all pupils including those with special educational needs or disabilities (SEND).

Our expectation is that children and young people with SEND will receive an education that enables them to make the best possible progress so that they:

- achieve well
- have a joy of learning
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training.

We will use our best endeavours to make sure that a pupil with SEND gets the support they need – this means doing everything we can to meet the pupil's special educational needs or disabilities (SEND).

About this Information Report

This report answers some of the most frequently asked questions about the school and SEND. The format and information in this report has been developed through ongoing feedback from parents and carers and school staff at St Michael's Primary School.

We will review and update this information report regularly to reflect changes and feedback. The date for the next annual review of this report is January 2019.

If you need any more information please see our Inclusion Policy or contact our Inclusion Leader, Linda Kennedy.

Frequently Asked Questions

1. What kinds of Special Educational Needs or Disabilities (SEND) does the school support?

St Michael's is a mainstream primary school and welcomes children with SEND in one or more of the following areas:

- **Communication and interaction**
e.g. speech, language and communication needs (SLCN) Autism Spectrum Disorder (ASD), Asperger's Syndrome
- **Cognition and learning**
e.g. moderate learning difficulties (MLD), dyscalculia and dyspraxia,
- **Social, emotional and mental health difficulties (SEMH)**
e.g. attention deficit hyperactive disorder (ADHD), -anxiety, attachment difficulties
- **Sensory and/or physical needs**
e.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI), Cerebral Palsy (CP), epilepsy
- **Medical needs**
Where pupils have medical needs and SEND, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

2. What are the school's policies for the identification and assessment of pupils with special educational needs (SEND)?

All of our teachers teach children with SEND. All of our staff recognise the importance of identifying SEND early and making effective provision quickly. The identification and assessment of SEND is built into the school's approach to monitoring the progress of all pupils.

We assess each pupil's skills and levels of attainment when they first come to the school. This builds on the information from the child's previous early years setting or school where appropriate, and provides us with information we need to monitor their progress. It also ensures that we discover any areas of difficulty early on. Where children already have their SEND identified or diagnosed we will work closely with the family and a range of professionals to make sure we know as much as possible about the child's strengths and needs before they start at the school.

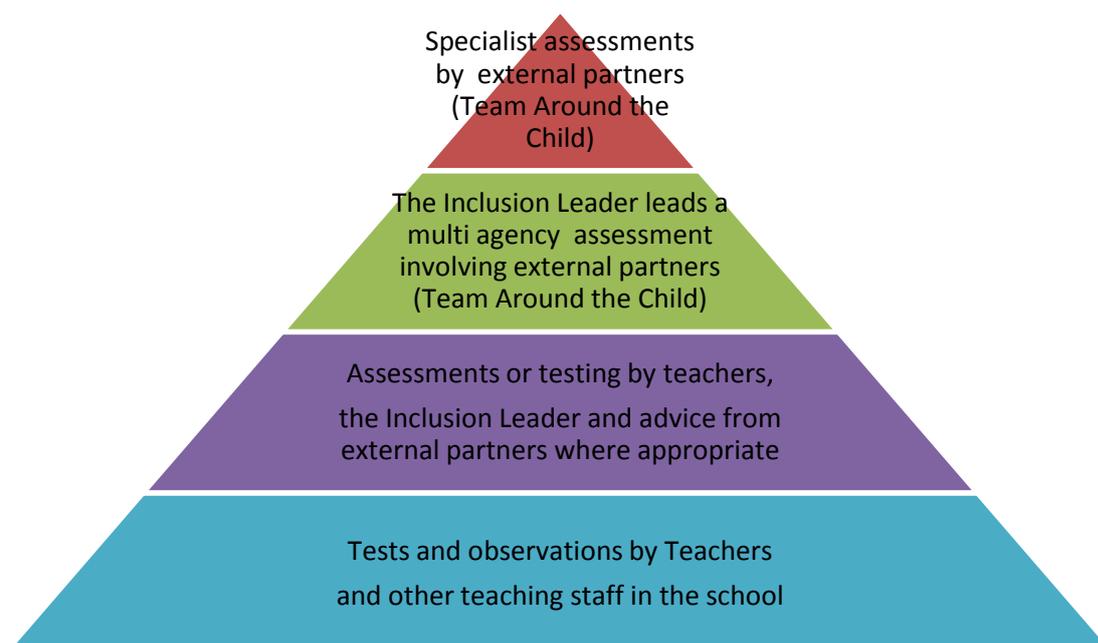
Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. This helps us to see any pupils whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers.

Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place. Making high quality teaching normally available to the whole class is likely to mean that fewer pupils will require additional support.

If their progress continues to be slower than expected the teacher will work with the family and the Inclusion Leader to carry out a clear analysis of the child's needs and identify if they need additional support. There can be many reasons why a child doesn't make the progress expected of them – perhaps there has been a significant change in family circumstances such as a new baby, a move of home, or a bereavement. Or they may have a special educational need.

The school uses a range of different assessment tools and systems to help identify and assess pupils with SEND. The tools and assessments gradually draw upon more frequent reviews and more specialist expertise to understanding SEND and match interventions to the SEND of pupils. They are summarised in the diagram below:



When considering if a child needs SEND support the school takes into account:

- the pupil's previous progress and attainment
- the teacher's assessment and experience of the pupil
- the pupil's development in comparison to their peers and national data
- the views and experience of parents
- the pupil's own views
- advice from external support services, where appropriate

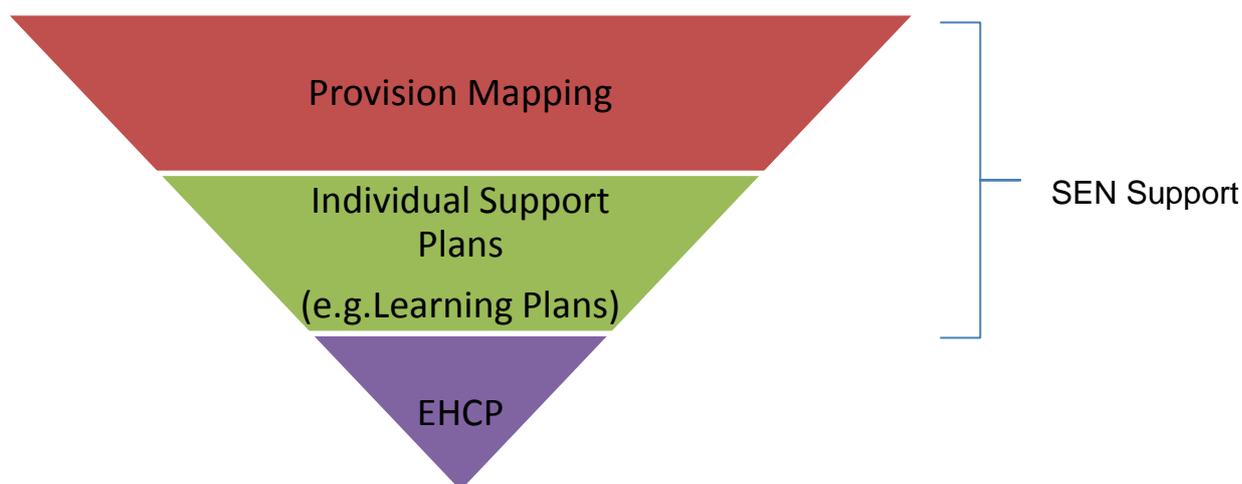
Further information is set out in our Special Educational Needs or Disabilities Policy.

3. What are the school's policies for making provision for pupils with special educational needs or disabilities (SEND) whether or not pupils have Education, Health and Care Plans (EHCP)?

Most of our pupils with SEND have their needs met as part of high quality teaching. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different pupils and a range of interventions normally provided by the school.

If a pupil is identified (through the assessment process above) as having SEND their teacher and the Inclusion Leader will consider everything we know about the pupil to determine the support that they need and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

Where provision for SEND is needed, we work with pupils and their families to plan what to do. This usually includes writing a plan of action using one of the SEND planning tools we have available to use. The tools we use are summarised below.



Provision Mapping: A document that is used to capture targeted and specialist interventions that will be 'additional to' and 'different from' the usual differentiated curriculum.

Individual Support Plan (e.g. Learning Plans): Our format for IEPs contains an action plan listing the goals and provision to meet the SEND..

Education, Health and Care Plan (EHCP): Where the school has done everything it can to identify, assess and meet the SEND of the pupil and they are still not making the expected progress, the school or parents may consider requesting a Statutory Assessment of the pupil's SEN. The process for requesting a Statutory Assessment in Haringey can be found on the Council's Local Offer website:

<http://www.haringey.gov.uk/children-and-families/children-and-young-people-special-educational-needs-and-disabilities-our-local-offer>

A Statutory Assessment may lead to the Local Authority issuing an Education, Health and Care Plan. An EHCP is used by the school to plan and deliver individualised provision for children with severe and complex needs. The EHCP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs they have
- the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education
- any education, health and social care provision in place to meet their needs.

The EHCP includes a detailed annual support/action plan. This plan sets out the goals for the pupil for the next year, and the activities that everyone supporting the child will put in place to support them.

a) How does the school evaluate the effectiveness of its provision for SEND?

Through day to day teaching which then informs planning for all children. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need.

We monitor the effectiveness of our SEND provision by checking pupil progress and to see if the agreed goals and outcomes for a pupil are being met. Where professionals from Health or Social Care are involved with the pupil, we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively.

Teachers work with the Inclusion Leader, parents and the pupil to make sure any SEND support is adapted or replaced by another approach if it is not being effective.

The Inclusion Leader and the Head Teacher report regularly to Governors on the quality of SEND provision and the progress towards outcomes being made by pupils with SEND. Governors also consider the attainment data for pupils with SEND and compare it with the progress of other pupils and the progress of pupils in similar schools. This helps to ensure that the approaches used to meet SEND are based on the best possible evidence and are having the required impact on progress.

b) What are the school's arrangements for assessing and reviewing the progress of pupils with SEND?

Every pupil in the school has their progress reviewed regularly and this information will be shared with both parents and pupils. We provide an annual report to parents on their child's progress, normally at the end of the school year.

Where a pupil is receiving SEND support, regular feedback is provided. Parents are contacted by phone or email where there is specific feedback or to discuss specific achievements, concerns or observations. There are review meetings throughout the year. Some pupils with SEND may have more frequent reviews if they are required.

Reviews are usually led by a teacher with good knowledge and understanding of the pupil's needs and attainment, usually the class teacher, supported where necessary by the Inclusion Leader. Reviews normally last between 30 minutes and 1 hour, although this can vary if there has been good progress, the child's needs have changed or the review involves a range of different professionals. We always aim to allow sufficient time to plan effectively.

Reviews involve the pupil, the family and other professionals, where this is appropriate. They are used to:

- discuss what is working well and not working well
- find out if the SEND provision has been delivered as planned
- review the pupil's progress towards their goals and longer term outcomes
- discuss and agree clear outcomes for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority and other partners.

A record of the outcomes, action and support agreed through the discussion is then shared with all the appropriate school staff and the pupil's parents.

When the school has an Ofsted inspection the Inspectors take a particular interest in the progress of pupils with SEND.

c) What is the school's approach to teaching pupils with SEND?

All pupils, including those with SEND, have access to a broad and balanced curriculum with high quality teaching to enable them to make the best progress and achieve well.

Teachers plan lessons carefully and think about the wide range of different needs in their class and use the information from assessments and progress reviews to set targets which are deliberately ambitious to encourage pupils to aim high. Teachers plan their lessons with the individual needs of all pupils in mind, which means that most pupils with SEND will be able to study the full national curriculum along with their peers.

Teaching staff always aim to match the work given to pupils with their ability to do it. School staff such as Teaching Assistants and other more specialist staff may be directed to work with pupils, in pairs or small groups and sometimes individually to facilitate their understanding and promote their ability to complete tasks with increasing independence and to the best of their ability.

The type of SEND support provided is based on reliable evidence of what works. We are careful to avoid the overreliance on individual support for pupils as evidence shows that in many cases this prevents them becoming independent learners.

The Inclusion Leader, supported by the Senior Leadership Team ensures that staff have sufficient skills and knowledge to deliver the interventions that pupils need.

d) How does the school adapt the curriculum and learning environment for pupils with SEND?

We are committed to meeting the needs of all pupils, including those with SEND. We have a duty not to directly or indirectly discriminate against children with SEND. We make all reasonable adaptations to the curriculum and the learning environment to make sure that pupils with SEND are not at a substantial disadvantage compared with their peers.

We work closely with families and partners to work out what children with SEND might need before they start with us, and what adjustments we might need to be make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, and in order to getting additional resources and support.

Teachers will be supported by the Inclusion Leader to assess, plan and differentiate the curriculum or make adaptations to meet the needs of pupils with SEND. This may also involve working with outside partners. For example we might need to:

- Provide visual resources to support learning
- rearrange the layout of the classroom
- install sound loops in a classroom
- create a quiet area in the school
- buy specialist ICT software.

In considering what adaptations we need to make the Inclusion Leader will work with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. A link to the Equality Act 2010 can be found here: <http://www.legislation.gov.uk/ukpga/2010/15/contents>

e) What additional support for learning is available to pupils with SEND?

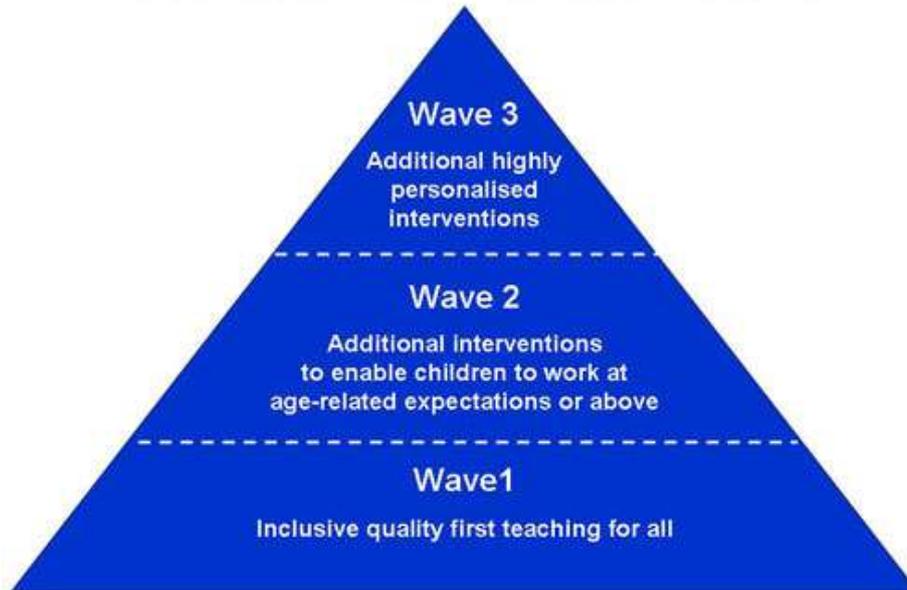
The school organises the additional support for learning into three different levels (also called waves).

Wave 1 (Universal): describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable

them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Waves of Intervention Model



Wave 3 (Specialist): describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.

We provide additional support for pupils with SEND to be able to access assessment tests, when needed.

We are able to support the administration of medication if it is recommended by health professionals and documented by them in a healthcare plan.

f) What extra-curricular activities are available for pupils with SEND?

The school has a wide range of extra circular activities including:

- A breakfast club each morning between 8am – 8:50am
- A range of after school clubs including sports, arts and music activities.

We try to make sure that all pupils with SEND can engage in these activities alongside pupils who do not have SEND.

The school also provides opportunities for pupils to go on school trips and we organise an annual residential trip for Years 4 and 6. We will involve parents of pupils with SEND in the planning of school and residential trips to assess the benefits and risks and identify how the needs of individual pupils can be best met.

g) What support is available for improving the emotional and social development of pupils with SEND?

The culture and structures within the school aim to encourage the emotional and social development for all pupils, including those with SEN.

We work hard to create a culture within the school that values all pupils, allows them to feel a sense of belonging and makes it possible to talk about problems in a non-stigmatising way. We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school. We have clear systems and processes so that staff can identify and respond to mental health difficulties.

For children with more complex problems, additional in-school interventions may include:

- advice and support to the pupil's teacher - to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class
- small group sessions - to promote positive behaviour, social development and self-esteem
- individual action plans - to support pupils during transition periods, break times
- additional support for the pupil – to help them cope better within the classroom
- therapeutic work with the pupil, delivered by specialists (within or beyond the school), which might take the form of art therapy, cognitive behavioural therapy, behaviour modification or counselling approaches family support and/or therapy by health professionals – to help the child and their family better understand and manage behaviour.

4. Who is the Inclusion Leader and what are they responsible for?

Our Inclusion Leader is a qualified teacher working at the school who has responsibility for SEND. She works closely with the Head Teacher and Governing Body as well as all teachers and support staff. If you have concerns about your child you should speak to your child's teacher before you speak to the Inclusion Leader.

The Inclusion Leader is responsible for:

- overseeing the day-to-day operation of the school's Inclusion Policy
- coordinating provision for children with SEND
- liaising with and advising fellow teachers
- supporting staff in their planning for overcoming barriers to learning and in sustaining effective teaching
- managing teaching assistants
- overseeing the records of all children with SEND
- liaising with parents of pupils with SEND
- planning successful movement (transition) to a new class group or school

- providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- liaising with external agencies including the LA's support and Educational Psychology Services, Health and Social Care, and voluntary bodies.

If you need to contact our Inclusion Leader, Linda Kennedy, please call 0208 340 7441 or via email senco@stmichealsn6.com. Linda is available during term time, Mondays and Tuesday.

5. What expertise and training do school staff have in relation to SEND and how will specialist expertise be secured?

The school supports its staff to access a wide range of information on appropriate interventions for pupils with different types of need, and to access associated training to ensure they have the necessary knowledge and expertise.

The responsibility for ensuring staff have the appropriate training and expertise to meet the needs of pupils with SEND is shared between the Head Teacher, Inclusion Manager and the Governing Body. The training and development needs of staff are closely monitored through annual appraisal.

Our staff also access training and materials provided through outreach services offered to mainstream schools. SEND training and expertise will be sought when the needs of individual pupils require it, for example when there is a need to prepare for a pupil coming to the school. This can include:

- Reading about the conditions
- Visits to other schools to see good practice
- Home visits
- Training by the Complex Care Nursing Team
- Commissioning advice from a range of professionals including the following services: Occupational Therapy, Speech and Language Service, Educational Psychology Service, Health and Emotional Well Being Service

6. What equipment and facilities are available to support pupils with SEN?

St Michael's Primary School is a Grade 1 listed building, and is therefore not fully wheelchair accessible. There is a right of way through the school grounds that is used by Highgate School. Significant development has taken place to make the environment secure.

Facilities for children with SEND:

- A disabled changing room and toilet
- Acoustic tiles in the majority of classrooms to aid children with hearing impairments.
- White lines on all steps in school for those with visual impairments

Equipment available in our school includes:

- Sensory equipment

- Devices for alternatives to written recording e.g. Cameras, tablets
- SEND software - Communication in Print to produce printed matter with visual prompts, typing programmes, specific maths and literacy computer programmes.

The school will consider purchasing other equipment if there is an agreed identified need supported by recommendations from the involved professionals. We will normally consider this at the pupil's termly or annual review.

7. What are the arrangements for consulting and involving parents of children with SEND in their child's school life?

All parents are encouraged to contribute to their child's education through:

- discussions with the class teacher
- setting and reviewing targets
- parents' evenings
- meetings with the Inclusion Leader or other professionals
- commenting and contributing to assessment, planning and reviews
- School/home books

If your child has an Education, Health and Care Plan we will discuss their progress with you regularly and have a formal review with you and your child, at least annually.

Specific support to help you support your child at home will include;

- Meetings with teachers and SEND staff to discuss progress and support including ideas for home learning.
- Parent Classes/Workshops e.g. maths workshops, early years workshops, early reading and phonics.

If we think your child needs significant amounts of extra support we will always discuss this with you and, where appropriate, a meeting with the parents and the people supporting your child can be arranged.

We have parents and Parent Governors who are happy to talk with prospective parents to share their experiences and answer any questions you may have; if you would like to talk with one of them please contact the Inclusion Leader.

8. What are the arrangements for consulting and involving pupils with SEND in their education?

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school.

Where pupils have SEND, we will take extra care to involve them and make sure their voice is heard. Their involvement will be tailored to each child and take into account their preferred methods of communication. This may include:

- providing them with relevant information in accessible formats
- using clear ordinary language and images rather than professional jargon
- giving them time to prepare for discussions and meetings
- dedicating time in discussions and meetings to hear their views
- involving them in all or part of the discussion itself, or gathering their views as part of the preparation
- supporting their access to an adult who can help them express their views where necessary (this could be a family member or a professional)
- ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively.

We ensure that pupils with SEND are included and represented in the groups and activities that we have set up to listen to the views of pupils and involve them in decision-making. These groups and activities include:

- The School Council
- Pupil interviews.

The views of the individual pupil sit at the heart of the SEND assessment and planning process. We will make sure that assessments include the wishes and feelings of the pupil, their aspirations, the outcomes they wish to achieve and the support they need to achieve them. Whenever possible we include pupils with SEND in planning how best to support them, and in reviewing their progress. This may include the use of questionnaires, story boards or symbols.

All pupils with SEND will have specific goals and outcomes and they will be part of the discussion to agree and review these. Where a personal budget is being used for those with an EHCP, the school will support the pupil's involvement in decisions about their support.

9. What are the arrangements for parents raising concerns and making a complaint about the SEND provision at the school?

We are committed to providing excellent services to all our pupils and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. So if you have something to tell us, whether good or bad, please contact the class teacher or Inclusion Leader.

If you have a complaint about SEND provision, please tell us promptly by contacting the following people in this order:

- the Class Teacher
- the Inclusion Leader
- the Head Teacher
- the Governing Body (a letter can be submitted through school office).

The Governing Body will then refer to the complaints procedure to try and address the issue.

If you need support to raise a concern or make a complaint you may want to contact KIDS mediation and disagreement resolution service, an independent organisation. You can contact them at <http://www.kids.org.uk/>

Further information on local support for families of pupils with SEND can be found in the Local Offer. See question 13 below.

10. How does the school involve others in meeting the needs of pupils with SEND and in supporting the families of such pupils?

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we seek advice and support from specialists from outside agencies such as:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- specialist teachers
- therapists (including art therapists, speech and language therapists, occupational therapists and physiotherapists)
- social workers

We always involve parents in any decision to involve specialists.

The Inclusion Leader is the person who usually coordinates the contact and works with these outside agencies. We mainly use other agencies outside of the school to:

- help us train staff e.g. epilepsy and diabetes
- get more specialised advice e.g. advice on hearing impairment
- carry out assessments e.g. a social care assessment
- ask for a service to be delivered e.g. physiotherapy
- setting programmes for implementation at home and in school
- review progress and plan provision e.g. at annual reviews for pupils with an EHCP.

The main agencies used by the school are shown in Appendix 1.

11. What local support is there for the parents of pupils with SEND?

Information about local support is located here:
<http://www.haringey.gov.uk/children-and-families/children-and-young-people-special-educational-needs-and-disabilities-our-local-offer>

The Family Information Service - 020 8489 1000

Gives free impartial information, advice and guidance about services for children, young people and families.

Email: earlyeducation@haringey.gov.uk

Website: <http://www.haringey.gov.uk/children-and-families/childcare-and-early-years/family-information-service-directory-fisd>

Markfield Community Centre

Markfield provides a range of services and initiatives:

- Information, Advice and Advocacy
- Training and events for people with disabilities and their families
- MPower Youth Leadership group
- Planning and setting up social enterprises by adults with learning disabilities.

There is more information on the [Markfield website \(external link\)](#).

Haringey Information, Advice and Support (Haringey IAS) Service

The Haringey Information, Advice and Support (Haringey IAS) Service is provided by Markfield community centre. It is a confidential service that:

- supports parents to get their views and the views of their child known, understood and valued
- helps parents to make informed decisions
- listens to parents' concerns
- advises parents on special educational needs (SEND) procedures.

There is more information on the [Markfield website \(external link\)](#).

Advice and Support (Haringey IAS) Service

This is a confidential service that:

- supports parents to get their views and the views of their child known, understood and valued
- helps parents to make informed decisions
- listens to parents' concerns
- advises parents on special educational needs (SEND) procedures.

There is more information here: <https://www.markfield.org.uk/haringey-ias-service>

Families First

Families First is a family advocacy group, committed to supporting parents and children in the family unit. It supports the rights and responsibilities of parents to protect and guide their children and to bring them up in a reasonable manner, according to their religious and philosophical convictions.

There is more information here: <http://www.families-first.org.uk/index.html>

Email: info@families-first.org.uk

12. What are the school's arrangements for supporting pupils with SEND when they join the school, and supporting them to move to secondary school?

All children with SEND and their families may be particularly anxious about changing classes or "moving on" from school to school. We work with families and our partner organisations to make sure changes are planned and well managed.

Transition guide table:

	Examples of additional arrangements for children with SEND
In to nursery / Reception	<ul style="list-style-type: none"> • Swift transfer of records • Home visits • Meeting with the Head teacher • Work with the Haringey Early Years Inclusion Team • Transition meeting with the previous setting • Transition plan drawn up with main carer and your child (could include managed visits, pictures or transition book or video, social stories about 'moving on').
When moving to another school	<ul style="list-style-type: none"> • We will contact the School SENCO/Inclusion Manager and share information about the special arrangements and support that has been made to help your child achieve their learning goals • Swift transfer of records • Transition meeting with the new setting • Transition plan (as above).
When moving classes in school	<ul style="list-style-type: none"> • Transition meetings are held within school with the new class teacher. • Work with child to prepare for the next class through; transition books, transition programme, visual supports and visits to the next setting. This will be shared with parents and transition books that can be taken home over the holidays. • 'Step-up' days, during Summer Term when the children meet their new class teacher and visit their new classroom.
Primary to secondary transition	<ul style="list-style-type: none"> • Swift transfer of records • Year 5 annual reviews planning meeting • During Year 6 the Inclusion Leader may arrange a transition meeting with the child's secondary school, to discuss the specific needs of your child and the nature and level of support which has had the most impact. • Additional multi-agency meetings may be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school for the children where these changes are more complex. • Children with an EHCP will have the opportunity to visit their new school, accompanied by their Teaching Assistant. • Staff from their new school may come and see the child at school.

13. Where can I find more information about SEND services in Haringey and the local area (the Local Offer)?

All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND.

The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and service providers in its development and review.

The school cooperates with the Local Authorities in the local area to:

- make families aware of the kind of support available to them and where to find the Local Offer
- help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining and interpreting
- consult children and young people and their families directly in preparing and reviewing the Local Offer
- keeping the Local Offer information up to date and identifying gaps in provision.

To find out more about the range of services on offer locally go to:

Haringey Local Offer: <http://www.haringey.gov.uk/children-and-families/children-and-young-people-special-educational-needs-and-disabilities-our-local-offer>