



Aughton St. Michael's C.E. School SEND Information Report

September 2021

Which Special Educational Needs (SEN) are provided for at Aughton St. Michael's C.E. School?

We are a fully inclusive mainstream Primary School and have experience in meeting the needs of children with Speech, Language and Communication Difficulties, Emotional and Behavioural Difficulties, Specific Learning Difficulties (for example Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia, Dyscalculia or Dyspraxia) and Autistic Spectrum Disorder. The School has a procedure for catering for children with food allergies and is also accessible to wheelchair users.

How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

Aughton St. Michael's C.E. School has clearly defined, graduated responses and procedures for identifying children who have Special Educational Needs. Aughton St. Michael's C.E. School has a rigorous 'Assess, Plan, Do, Review' policy, whereby children's educational progress against national or age-related expectations is regularly monitored during consultation with the School Leadership Team, Special Educational Needs Co-ordinator (SENDCO), Class Teachers and Parents on at least a termly basis. In addition to this, there is the opportunity for Teachers and TAs to raise specific concerns during weekly staff meetings or directly to the SENDCO. Also, Parents and Carers are encouraged to chat to their child's Teacher or TA on an informal basis should they have any worries regarding their child's progress or wellbeing, as Aughton St. Michael's C.E. School has an 'open door' policy at all times. This means that any concerns a Parent, member of the SLT, or School Staff may have which relate to a child's educational progress or personal, social, emotional wellbeing, physical or mental health will be highlighted and, as appropriate, acted upon as quickly as possible.

Should a pupil's assessment data or feedback from parents or staff indicate cause for concern, then the needs of that pupil will be discussed and action will be taken. This may involve placing the child on an ISP or IBP (Individual Support Plan/Individual Behaviour Plan) which will identify specific areas of difficulty and set 'SMART' targets (Specific, Measurable, Achievable, Relevant, Time-Bound). Having an ISP or IBP does not necessarily indicate a child has Special Educational Needs - it is sometimes a short-term measure to provide focused input to raise attainment which can be dealt with by the school's focused and targeted response.

ISPs and IBPs are reviewed and monitored regularly throughout the term and reviewed in detail termly by the Teacher and SENDCO.

Children who are identified as having SEND are included in the School SEND Register by the SENDCO, so that their progress can be tracked. Targeted, planned interventions with measured outcomes which are designed to meet specific needs or close gaps in knowledge or skills are recorded on a Provision Map by the SENDCO.

Early identification of children with SEND is a priority at our school. Staff in the Early Years Foundation Stage observe and assess children before, on entry and throughout Reception,

and will then liaise with Parents, the SLT and relevant professional agencies including Health Visitors, the School Nurse and other Early Years Settings should any developmental concerns arise. In some cases, a child's needs may have already been identified and EYFS practitioners and the SENDCO will plan for their transition to our Reception Class.

At the end of KS1 (Year 2), children who are not attaining within the age-related expectations for reading, writing or maths and whose progress is a cause for concern, will be screened using 'PIVATS'. From this, specific targets are set and staff implement strategies in order to ensure the children's needs are being met.

Children who join Aughton St. Michael's C.E. School with English as an Additional Language will be supported as required. This may involve access to resources commonly available in other classrooms. A specialist teacher may be brought in if additional support is required. EAL is not in itself a Special Educational Need, however EAL children may also have SEND.

Pupils who are experiencing difficulties, or are identified as requiring extra support in areas such as Social, Emotional, Behavioural or Mental Health (which may also be creating barriers to learning and educational progress) will receive additional support from nominated key workers. If further support is required then school will give advice regarding other specialist agencies, complete with relevant paperwork, and referrals if required to do so.

If a child continues to have unmet needs or concerns relating to academic progress despite the school having put interventions in place, the SENDCO, in collaboration with parents and staff, might also request the involvement of external specialist agencies (such as the School Nurse, Educational Psychologist, CAMHS, Speech and Language Therapy, and Early Help Service).

An Early Help Assessment will be completed to identify long term targets, draw up an action plan and support arranged for the pupil and other family members as appropriate. Regular Team Around the Family (TAF) meetings will be held to monitor progress towards these aims, with the SENDCO acting as Lead Professional to co-ordinate 'joined-up' access to other services and organisations as appropriate.

Parents may also wish to contact Lancashire SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service), who will act as an independent source of advice and support. The SENDCO, pupil and parents will also complete an 'SEN Support' form for the child, which will include a description of the child's needs and how they can be supported as well as a record of the interventions they have accessed, and support given.

The SENDCO is able to access support and guidance from Lancashire County Council's Special Educational Needs and Disability Officer (SENDO) and the school-link Educational Psychologist. When necessary, a report from an Educational Psychologist, the services of an external support agency or personalised equipment will be procured by School.

If a child is identified as still having unmet needs following repeated interventions by school, or is at risk of permanent exclusion, needs access to Specialist Education, or requires a level of support or expertise on a personal basis which is above that which is possible through funding normally allocated to a mainstream school, then the SENDCO in collaboration with the parents or carer, can request a Statutory Integrated Assessment to try to obtain an Education, Health and Care Plan (EHCP). If successful, Lancashire County Council will allocate extra funding for that child, with the option for parents / carers to be 'stakeholders' and have input as to how the 'top-up' funding will be used to meet the objectives identified in the EHCP. The EHCP will be reviewed at least annually until either the child or young person no longer requires the extra support, or they reach 25 years of age.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

Through the 'assess, plan, do, review' system, Aughton St. Michael's C.E. School is able to identify and monitor the progress of individual pupils. Class Teachers assess children against National expectations on a termly basis and report to parents of all children, including those with SEND, through virtual or face-to-face consultations in the Autumn and Spring Terms and a written report at the end of the Summer Term. Targets are shared and any concerns can be discussed.

Information for Parents regarding homework policies, staffing and curriculum is shared at the 'Meet the Teacher' evening held early in the Autumn Term and is available to download from the School's website. Additionally, parents can request an appointment with the school's SENDCO at any time of the year.

Children with SEN will have an 'Individual Support Plan', compiled by the class teacher with input from the Pupil and Parents, and if necessary, the SENDCO. It is updated each term in a meeting to discuss progress towards personal targets and decide the next steps. Parents will be informed of the strategies or resources that School will be using to address particular areas of difficulty, and what they can do at home to support their child's learning. The SEND Support Plan also includes how they can be supported, as well as the provision/s in place at School.

The class teacher reports back to the SENDCO on the progress of SEND children and she then collates the information, which is used to help monitor and compare their effectiveness for those with SEND on support plans.

Some children may also benefit from communication using a daily 'Home / School Diary' compiled by both Parents and Teachers or TA. In addition, all children have a reading record book, and parents are invited to use this record their comments or concerns.

The progress and ongoing needs of Children with an Education, Health and Care Plan (EHCP) are discussed at the statutory Annual Review held by the SENDCO, to which Teachers, TA's, SENDO, relevant Professionals, the pupil and parents are invited.

For some of the children who are on the SEND Register they are also assessed and monitored using PIVATS (Performance Indicators for Value Added Target Setting). This is an effective way of tracking small steps in progress and to suggest the next step in learning. Assessment data is analysed by the Headteacher and SLT. The progress of key groups of children is monitored, compared to local and national averages, and action taken if needed. This information is shared with the class teachers and Governors.

THE SENDCO meets termly with the SEND Governor, with the SEND Governor and reporting back to Governors on a termly basis.

The Headteacher and Deputy Headteacher has a termly meeting with Class Teachers to review assessment data for the children in each class, in order to identify any children or groups who do not appear to be making at least the expected progress against individual or national targets.

Children with an ISP or IBP are monitored regularly by the person delivering the support or intervention and a brief comment regarding progress towards the targets are made. The SENDCO reviews the comments and progress on a half termly basis and will liaise with the Class Teacher / TA as needed.

At the end of the Summer Term, school allocates time for class teachers to hold 'Handover' meetings for all pupils, including those with SEND or Additional Needs. Transition meetings or reviews (should the child have an EHCP) are held between the school's SENDCO and the relevant key person from the previous or next stage.

How will the school staff support my child and how will the curriculum be matched to my child's/young person's needs?

Support for pupils with SEND is delivered using a tiered approach. At first, all pupils at Aughton St. Michael's C.E. School have access to Quality First Teaching from their Class Teacher, who in addition to working with the whole class, will also work with groups of different ability, including children with SEND.

Teachers provide a differentiated curriculum in order to meet the children's need (including those with specific SEND). All Class Teachers have at least one Teaching Assistant linked to their class who is available to support children of all abilities. The Class Teacher sets targets for all pupils, as well as those with SEND and knows the next step in learning for every child in their class - these targets and 'steps to success' are also shared with the children.

Class Teachers and TAs encourage regular, informal contact with parents on a regular basis to celebrate achievements as well as to share concerns.

The next step is additional time limited provision in the form of small group intervention to accelerate progress and enable children to work at age related expectations, typically in the areas of phonics, Reading, Writing or Maths.

Some children go on to require increasingly personalised interventions when those more general ones are not having the desired effect. Focused teaching activities on a 1:1 basis are provided to tackle fundamental errors, misconceptions and gaps in knowledge, skills or understanding that are preventing progress.

Should a child be identified as having a Special Educational Need or a require an ISP to 'close the gap', every care is taken to ensure they sensitively receive the support they require in an inclusive environment. Much of the support will take place in class, either during a lesson or at a convenient time, which will not usually interrupt access to other parts of the curriculum. Occasionally, the child or group may however be withdrawn from class to access a particular resource or activity. Children with an EHCP may also have a Teaching Assistant who delivers a highly personalised intervention which enables that child to access the curriculum, and in some instances, remain in mainstream education.

Depending on individual needs, some children may also be provided with lunchtime welfare support. When specified by an EHCP, School may also buy in the services of a specialist teacher, other Professionals such as Children's Physiotherapists, Occupational Therapists or Behaviour Management specialists may also work with children in school and provide support or advice for Teachers and TA's.

How does the school adapt the curriculum and learning environment?

Children identified as requiring extra support through meetings with Parents, SENDCO and teachers will access interventions as mentioned above. Regular meetings between these professionals, parents and the pupil at least once per term to update the SEND Support Plan will monitor progress and decide the next step, which in some cases may involve other Educational or Healthcare Professionals or a Statutory Integrated Assessment of SEND.

Children with ASD may benefit from adaptations to the physical environment such as the provision of resources such as a 'workstation' in class, visual timetables or picture exchange cards.

Aughton St. Michael's C.E. School will provide physical aides or personalised resources such as writing slopes, support cushions or pencil grips for children with fine motor skills difficulties, if required. Coloured overlays, 'Reading Rulers' or coloured writing books are available for children identified as Dyslexic or having difficulties resulting in visual stress.

Our school has access to a range of established, measurable interventions aimed at particular learning needs and age ranges. In addition, a wide range of ICT or online resources such as My Maths and IDL are available in school or at home to help children make progress towards personal targets.

The School has wheelchair access and disabled toilet facilities.

Some children with SEND may require support during the Y2 or Y6 end of Key Stage tests – this will be organised as appropriate by the class teachers liaising with the Head and SENDCO and may include extra time to complete a test or an adult as reader for certain papers.

How will my child be included in activities outside the school classroom including school trips?

Aughton St. Michael's is a fully inclusive school, and we strive to ensure all our pupils feel valued and have the opportunity to flourish. Children who experience difficulties inside the classroom have the chance to experience success and new challenges in creative, sporting, drama, cooking or craft activities. Our school has a wide range of after-school clubs which are open to all pupils. In addition to this, we have a Breakfast and an After School Club which provides after-school care until 6pm.

Individual needs are discussed for pupils with SEND. All extra-curricular activities are risk-assessed, and the individual needs of SEND children are taken into account. If appropriate, additional staff are used to support any child with specific needs. Staffing ratios and the qualifications/ experience of staff are always included in risk assessments.

Staff always take the needs of all of their pupils into account when deciding on school trips and take care to choose activities which are accessible to the whole class. Year Five pupils also have the opportunity to take part in a residential holiday for two nights at Winmarleigh Hall. These activities are not compulsory and whilst some children with SEND may be eligible to have the costs met through use of Pupil Premium, alternative arrangements in school will be made for pupils not participating in the residential visits, should they not wish to take part. Each child's needs will be handled sensitively. This would also apply to the Year 6 residential trip.

What support will there be for my child's overall well-being?

School works hard to meet the emotional needs of the children. All children are seen as individuals and the caring Christian ethos ensures the children feel valued. Staff are adept at recognising when individuals are in need of emotional support and strategies are in place to do this, at both a class level and, if needed on an individual 1:1 basis. Class Teachers and TAs provide excellent pastoral support to their pupils, giving their time to listen to pupils' problems and issues in order to resolve them as quickly as possible.

School has a rigorous Anti- Bullying Policy. Bullying is regularly dealt with through the PSHE curriculum, Worship and key events throughout the year. Where children, staff or parents raise 'bullying concerns', these are documented and investigated. The school will check with the children or parents regularly to establish whether the behaviour has ceased.

The SENDCO is also able to request support and extra staff training from Kingsbury School, in order to support children with behavioural difficulties. School works in partnership with these specialists, as well as other professionals such as trained counsellors, Educational Psychologists and CAMHS in order to ensure behavioural difficulties are understood, managed appropriately and recommendations put into place. This may include the provision of a TA.

Children who have medical conditions such as Asthma or food allergies which may require medication to be administered during the school day will have a Medical Care Plan, compiled by the School Nurse and reviewed annually with the SENDCO. Care Plans are held centrally and shared with the Class Teacher.

Training sessions, such as treatment of Anaphylaxis and use of an Epipen or Epilepsy Training are delivered by specialist nurses to the whole school. Medicines are kept in a sealed container in a visible location in class, but out of the reach of children. Staff and parents check that medicines are in date.

The kitchen staff also keep photographs of children with severe food allergies along with their name on the inside of the serving hatch wall, to ensure even temporary staff are familiar with a child's dietary requirements. All relevant paperwork and permissions are completed and held for review if required.

Children requiring support with personal care are treated sensitively and following safeguarding guidelines and if appropriate their Handling or Lifting Plans. There are disabled toilet facilities in school. Aughton St. Michael's C.E. School has a well-established system of ensuring training for First Aiders is up to date (including Paediatric First Aid).

What is the name and contact details of the SEND coordinator?

Aughton St. Michael's C.E. School Special Educational Needs Co-ordinator is Mrs Helen Wood, who can be contacted on 01695 423295 or email: h.wood@aughton-st-michaels.lancs.sch.uk. She is a member of the School Leadership Team.

What specialist services and expertise are available at or accessed by the school and what training have the staff supporting SEND had or are having?

The School has a well established and experienced staff team. Staff training sessions are used to develop the knowledge, skills and understanding of Special Educational Needs and to update staff on the any changes to the SEND Code of Practice and legal framework. LA courses are also attended.

How accessible is the school both indoors and outdoors?

The School has wheelchair access and disabled toilet facilities. Changing facilities are available in the disabled toilet.

In the event of children with a physical, visual or hearing difficulty being in school an individual plan for evacuation from the building will be put in place. This will be shared with

staff, and are identified on risk assessments for activities both within and outside of the School Environment.

All new building work is undertaken in line with Local Authority and Statutory requirements. Who can I contact for further information? Aughton St. Michael's C.E. School has an 'open door' policy and encourages regular contact with parents to discuss progress or concerns. We recognise that parents are a child's principal educators, and aim to work in partnership with them. In addition to the regular termly meetings and those linked to the SEND process at all stages, parents' views are canvassed through questionnaires or by membership of the Governing Body.

The School values and welcomes the contributions made by Parents and friends through volunteering in classes or for helping with key events along with attendance at Parents Consultation Evenings.

Parents should contact the Office Manager for more information, or to arrange a visit to the school itself should they be considering a place for their child. The SENDCO is happy to speak to any parents about individual arrangements for children with Special Educational Needs.

How are children and young people supported to ensure that their voice is heard particularly if the school has specialist staff for links with other services e.g. the Educational Psychologist?

Pupil participation is central to the SEND process, with the views of the child included in the target setting as well as the review of Education Health and Care Plans. They are asked how they would like to be helped and what others can do to help them. If a parent or adult has responded for them, this will be noted on the form.

Should any pupil or parent disagree with the level of support provided, they should speak to the Class Teacher in the first instance who will either adjust provision within the classroom or raise a concern with the Headteacher or SENDCO. Should a problem still not be resolved, they have the option of contacting the Governing Body or Local Authority. Where applicable, statutory procedures involving appeals will be followed. Independent information for parents regarding the SEND process, the role of schools and support available is available by visiting the website for Lancashire SENDIASS Lancashire Special Educational Needs and Disabilities Information Advice, and Support Service (previously known as 'Parent Partnership').