

St Michael's Church of England Primary School's Information Report – September 2015

St. Michael's is a happy school where the pupils and staff share many magic moments together. It is filled with imagination, nurture, enthusiasm, creativity, risk taking and challenge. As a Church school our Christian ethos weaves its way throughout all that we do to make our school the special place it is.

We believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education.

	Communication and interaction	Cognition and learning	Social, mental and emotional health	Sensory and/or physical
How does St Michael's School know if my child needs extra help?	<p>Children with every type of need are supported at our school and we make our best efforts to ensure that every child in our school makes good progress and is well prepared for adulthood. We identify extra help by:</p> <ul style="list-style-type: none"> - identification through class teacher, teaching assistant, parent concern - identification after progress meetings and daily marking and feedback - concerns discussed at progress meetings on termly basis - boost with intervention to see if works - use GRSS form to inform potential areas of difficulty and suggested strategies - review and evaluate provision according to need and then contact other agencies if necessary 			
What should I	<ul style="list-style-type: none"> - contact class teacher 			

<p>do if I think my child may have a special educational need or disability?</p>	<ul style="list-style-type: none"> - discuss any concerns at parents evenings - teacher, parents and SENCO meet to discuss ways forward
<p>How will I know how St Michael's School supports my child?</p> <p>How will I know how my child is doing?</p> <p>How will I be involved in discussions about and planning for my child's education?</p>	<p>We try to work closely with all our parents to ensure that all pupils are happy and make progress.</p> <p>Working in partnership with parents with children with SEN is even more important.</p> <p>We do the following things:</p> <ul style="list-style-type: none"> - Communicate regularly through three extended parents meetings a year (approximately 20 minutes each) with the class teacher. - One of these meetings is in term 6 and involves both your child's current teacher, and their future teacher. This supports transition. - Open door policy encouraged so regular discussions on progress can be had - Annual report outlines attitude to learning, progress made and attainment gained compared to national expectations - Provide parents with a copy of the desired outcomes agreed for their child and the strategies and interventions set up in school to help them achieve them. Progress towards outcomes is reviewed at parent meetings. - Hold an annual review for any child with a Statement of Special Needs or and Education and Health Care Plan.

<p>How will the curriculum be matched to my child's needs?</p>	<p>Teachers are responsible and accountable for the progress and development of the pupils within their class including where pupils access support from teaching assistants or specialist staff. The class teacher will deliver high quality teaching that is differentiated and personalised so that the individual needs are met and adapted when necessary. Specific resources and strategies will be used to support every child individually and in groups. The class teacher will use appropriate assessments to set outcomes which are challenging but achievable. The class teacher will plan lessons to ensure that there are no barriers to every pupil achieving. Class teachers will give learners choice and control.</p>
<p>How will you help me to support my child's learning?</p>	<p>Parents will support their child at home in order to work in partnership with the school. The following opportunities will be given for parents to enhance learning at home:</p> <ul style="list-style-type: none"> - Give parents advice on resources to use at home - Parents to be given maths and phonics packs as they enter school with resources to aid learning through both key stages - Give access to individual support to further parents knowledge and understanding of teaching methods when necessary and appropriate - At parents evenings or additional individual meetings teachers give advice on how to support children further at home - Parents receive agency reports which often include support materials for home use
<p>What support will there be for my child's overall well-being?</p>	<p>The school promotes a positive behaviour ethos as outlined in our Behaviour Policy. The school also teaches children strategies to help them socially and emotionally in the following lessons:</p> <ul style="list-style-type: none"> - Circle time, with a particular focus on self-esteem - Collective worship

	<ul style="list-style-type: none"> - ELSA interventions to support children’s social and emotional development in small group sessions delivered by a trained TA - Forest ELSA: support children’s social and emotional development in small group sessions delivered by a trained TA in the woods - Forest Schools: children develop the strength and resilience needed to cope with emotional difficulties. - <p>The ‘Rainbow Room’ is a quiet area which is available for children to sit quietly, talk to an adult on an individual basis and to gather thoughts.</p> <p>The school gives many opportunities for children to participate in after school enrichment. The school gives all children equal opportunities to participate in all activities via the pupil premium money.</p>			
<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> - SSENS support - Speech and language therapy - Behaviour support - Education Psychologist - Emotional literacy support assistant - 	<ul style="list-style-type: none"> - SSENS support - Education Psychologist 	<ul style="list-style-type: none"> - Behaviour support - Education Psychologist - CAMHS - Counselling - Social care - School Nurse - Emotional literacy support assistant (ELSA) 	<ul style="list-style-type: none"> - SSENS support - School nurse - Counselling - Physical Therapy

	ELSA			
What training are the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> - autism training 	<ul style="list-style-type: none"> - Accelread/Accelwrite - Paired Reading - Catch Up Reading - Wesford - Precision Teaching - Letters and Sounds - Support for Spelling - Dyslexia intervention training - Numicon training 	<ul style="list-style-type: none"> - ELSA training and ongoing support - Attachment disorder training - Team Teach (positive handling strategies) 	<ul style="list-style-type: none"> - sign language (Signalong) - teaching children with Downs - fine motor skills; Nessy Fingers - gross motor skills; SPARKS - manual handling - Medication training (Epipen, Buccol, oxygen)
How will my child be included in activities	<p>Activities and school trips are available to all, see Single Equalities Policy. Risk assessments and procedures are in place to enable all children to participate. If it is deemed that a child needs one to one support then resources and appropriate provision will be allocated.</p>			

<p>outside the classroom, including school trips?</p>	
<p>How accessible is the school environment?</p>	<p>The school environment is suited to all children, see Disability and Accessibility Plan</p>
<p>How will the school prepare and support my child when joining St Michael's School or transferring to a new school or post-16 provision?</p>	<p>Before any child moves to our school we try and find out as much about them as possible to help them settle in quickly. All our new children have the opportunity to come and visit the school and spend a short time in their new class so they know the expectations, meet their peers and to understand the daily routine.</p> <p>Once we know that a child has SEN we will meet with parents to decide on the desired outcomes we are all working towards and develop a plan to support each child to achieve these aims. A copy of this plan will be shared with parents as soon as possible after the meeting. If needed some plans may detail a 'transition plan' to help a child settle into the school easily and happily. This transition should only take a short amount of time and will be decided upon during the initial meeting.</p> <p>Whenever a child moves to another school we always pass on school records to the new school. If a child has SEN we also:</p> <ul style="list-style-type: none"> - pass on SEN records to the new school including SEN support plans or Statutory My Plans and one page profiles - liaise with the SENCO/headteacher or class teacher of the new school to clarify any information necessary - if needed we can include ways to support a child move to a new school through their SEN

	<p>support plan or EHC Plans. For example, extra visits to the school or transition work in preparation for move; maps or photographs of the new school or working on a new one page profile for the new school</p> <ul style="list-style-type: none"> - if possible we invite the new school to the last annual review of a child with an EHC Plan and a transition plan can be set up as part of this meeting. - A transition meeting is convened for any child with a Statutory My Plans at the end of Year 5 ready for Year 6 moving into secondary education.
<p>How are the school's resources allocated and matched to children's special educational needs?</p> <p>How is the decision made about how much/what support my child will receive?</p>	<p>The school has a delegated budget for children with special education needs and this is used for providing effective provision for individual children. The school will allocate resources and deploy members of staff according to need. The resources will be reviewed and evaluated during the parent meetings, three times a year, and modified to ensure the effective support is maintained to maximise the learning and progress for individuals. Tracking progress on a regular basis will ensure the provision matches the need.</p>

Who can I contact for further information?	<p>If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with the SENCO</p> <p>St Michael's Church of England Primary School Back Lane Aldbourn Marlborough Wiltshire SN8 2BP Tel: 01672 540434 Email: admin@stmichaelsaldbourne.co.uk</p>
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