

## SEND INFORMATION REPORT

*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?*

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the graduated approach cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

**Assess:** *class teachers will assess your child's needs to identify what intervention they need to offer your child to enable them to make progress.*

**Plan:** *class teachers will plan quality first teaching lessons including differentiated resources to support your child and work closely with support staff in their lessons to ensure your child is able to access the work and make progress.*

**Do:** *class teachers will provide quality first teaching and interventions to support your child over several weeks and assess if their strategies have had an impact on your child's learning.*

**Review:** *class teachers will review your child's progress with their subject leader. If interventions have had a positive impact then the class teacher should continue to monitor within their department. If the intervention has had limited impact then the class teacher*

*will start the cycle again, but will work with a member of the SEND team to plan an intervention to support your child.*

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

### **The SEND team**

Our SENCOs are responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEND. We liaise with staff to monitor the student's progress and plan further interventions where progress is slower than expected. We regularly have contact with a wide range of external agencies that are able to give more specialised advice

Our SEND team are able to offer support to class teachers to ensure your child is fully supported to access the curriculum. The team comprises of the following staff:

*Senior SENCO: Mrs M Graham*

*SENCO: Miss T Caan*

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

Each student's education programme will be planned by the class teacher and will be differentiated accordingly to suit the student's individual needs; this may include additional general support by the teacher or teaching assistant in class. If a student has needs related to more specific areas of their education, such as numeracy & literacy skills etc, then the student will access an appropriate intervention, which will be run by the teacher or LSP/LSA. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

These interventions will be recorded on the school's provision map (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCO.

Student Progress Meetings are held each term. This is a meeting where subject leaders meet with Senior Leadership Team to discuss the progress of the students. This shared discussion may highlight any potential problems in order for further support to be planned.

Occasionally a student may need more specialist support from an outside agency such as the Children's Therapy Team, Paediatrician etc. a referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

The Governors of St Michael's are responsible for overseeing and monitoring the SEND provision within the school and have appointed a Link SEND Governor: Mr Ken Hadley to work closely with the SEND Department.

Each child with a statement of special educational need/EHC Plan has a support worker allocated to them. The support worker acts as a vital link of communication between parents and school.

### *How will the school staff support my child?*

For the majority of students, quality first teaching which is differentiated to a high standard will meet their needs. Differentiation is the responsibility of the classroom teacher who will request support from the SEND Team where appropriate. Some students may require the curriculum to be adapted in order for them to make progress. These students may not be on the SEND register.

When the decision is made to place a student on the SEND register, it will be done so in conjunction with parents / carers, teachers and the SEND team to develop a shared understanding of the student's strengths and difficulties, agree outcomes and agree on next steps to support the student. Parents will be notified formally in writing of the student's SEND status.

Placement on the SEND register is reviewed as appropriate. Students will always be actively involved in discussions regarding their progress and SEND status.

St Michael's will assign appropriate support to students, this could comprise of any of the following, or a combination thereof:

- In-Class support
- Small group intervention
- Placement on a reading programme
- Mentoring from Assistant Head of Years for both Learning and Behaviour

Where students are in need of further intervention, St Michael's works closely with several outside agencies. This may include Speech and Language team, Behaviour support team, Sensory support team, Occupational Therapist, Common Assessment Framework Team, CAMHs or Consultant Specialist Teacher. In this instance, we will fully consult with parent / carer and the student.

For some students with complex needs, a more intensive and long term solution may be needed to ensure good progress; St Michael's, in conjunction with parents / carers and student, may apply for an Educational, Health and Care Plan in this instance.

### *How will the curriculum be matched to my child's/young person's needs?*

All teachers differentiate their lessons to ensure all students are able to access the work. They work closely with support staff to ensure support is customised to the needs of the students to enable them to make progress. The SEND team who work in collaboration with teachers and advise them of useful strategies to support the teacher's delivery of differentiation. Staff also have access to Student Profiles that contains useful information and strategies. One page profiles are written with input from our students to ensure staff understand their needs.

The school has a very effective tracking system based on half termly assessments, this allows the school to quickly identify specialist support and the opportunity to follow a personalised curriculum to better meet the needs of the student.

St Michael's adapts the curriculum for students as soon as they enter the school. We work closely with primary schools to ensure students who may require an adapted curriculum are identified in year 6. Miss Caan is responsible for year 6 Transition and will liaise with SENCOs and primary staff and organise visits and extra transition. Visits are arranged to support the student's needs including a 2 week Transition Summer School.

In year 7/8 the school has a dedicated transition class, where a small group of students are taught in a nurtured environment. Students are taught English, Religious Education, Geography and History in the transition class and are carefully placed in mainstream classes for all other subjects. This enables the school to quickly offer intensive support for its most vulnerable students and identify how the student learns best and offers a safe and nurturing environment for our more vulnerable students.

In years 9 to 11, the curriculum is adapted to support students who may not be able to access the full GCSE route. Current courses include OCR Entry Level and OCR Life and Living skills courses that help prepare students for their adult life.

### *How is the decision made about the type and how much support my child will receive?*

Once a child has been identified as having a special educational need each case is reviewed on an individual basis. Specialist advice is sought and resources are allocated based on this advice. The amount and type of support will be dependent upon their status on the SEND register as well as any physical or medical needs. Support will range from physiotherapy, hydrotherapy, occupational therapy to meet any physical needs, to in-class support, 1:1 interventions, small group work and adapted equipment to help meet any learning needs.

From the beginning of Year 9 an evidence portfolio is collected for each student who may need access arrangements for public exams. Access arrangements may include extra time, scribes, rest breaks, readers and for example adjustments to examination papers for visually impaired students. This information is collated by the Access Arrangements Co-ordinator in liaison with the SEND Team and teaching staff.

Parents/carers will be made aware of the support allocated to their child through a variety of means.

*(f) Activities that are available for students with special educational needs in addition to those available in accordance with the curriculum;*

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

The school offers a wide range of extra-curricular activities including Wheelchair Football, Dance Club, school productions and homework club and support staff are allocated when needed. All SEND students are actively encouraged to take part and transport is organised for one session a week after school for those students who meet the Local Authority criteria. The school is fully equipped to enable students with disabilities to access a range of activities. Parents/carers are contacted to discuss the suitability of activities or trips where applicable.

All students have the opportunity to attend a lunch and breaktime club which is run by support staff every day.

Support staff greet students in the morning and ensure that those who have transport provided for them are safely handed over at the end of the day.

Support workers have daily contact with their allocated students and have the opportunity to communicate with parents through the home school diary.

There is a team of staff available to support the emotional and social development of students with SEND and those who are experiencing behavioural difficulties. This team includes: SEND Teachers, SENCO's, Support Staff and Pastoral Team (Assistant Head Teacher (Pastoral Support & Student Welfare), Inclusion Manager, Heads of Year, Assistant Heads of Year, Form Tutors. Family Liaison and Attendance Officers).

Those students who are identified as having a particular need in this area would be able to access extra support and interventions including: Mentoring, Sulp sessions, Anti-bullying and Anger Management and referrals to outside agencies e.g. CAMHS.

PSHE drop-down days occur throughout the school year and cover a variety topics including drug awareness, e-safety, sexual health and careers guidance.

The students are encouraged to contribute their views through the SEND Student Voice : 'Star Committee' that meets on a weekly basis.



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

Students with physical and medical needs have a detailed Care Plan and Risk Assessment, which is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the student. Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both the child and staff member.

Staff are trained to support the health and wellbeing of all students through the delivery of training from a variety of specialists; such training includes: first aid, moving and handling, evacuation procedures, Fire Marshall training, Safeguarding and Child Protection.

St Michael's has a team of SENCO's to support students needs

Senior SENCO: Mrs M Graham (Responsible for SEND Students in Years 9, 10 and 11 and Focus Provision)

SENCO: Miss T Caan (Responsible for Year 6 Transition and SEND Students in Year 7 & 8)

Staff can be contacted through the Inclusion Office on 0121 561 6881 x 2536/2533.

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

In-house training sessions are delivered to all staff every half term by the SENCO's and outside providers. The aim of the training is to inform staff of the specific needs of individual SEND students and strategies to support their learning and physical and/or medical needs in the classroom.

The team of support assistants include specialists in the areas of Moving and Handling, transition, HI/VI and ASD and their work supports all staff in ensuring the needs of the students are met. In addition external support and training is given by a team of external specialist staff including Physiotherapy, Occupational Therapy, School Nurse and Speech and Language Therapist. Support from the Local Authority includes advisors in specific learning difficulties and behaviour management.

#### *How accessible is the school both indoors and outdoors?*

St Michael's is a purpose built, specialist setting that enables full access for students and staff of all abilities and disabilities. It is co-located with Westminster Special School and Whiteheath PRU on the Rowley Campus.

#### *How are parents involved in the school? How can I get involved?*

Parents and carers have the opportunity to discuss their child's progress on a regular basis including settling in evenings and parents' evenings. In addition to this parents and carers of students with SEND can attend the Parent Carer Drop in Sessions and attend Annual Reviews. However, should parents or carers have any concerns at any time they can contact the relevant member of staff in the SEND Team.

#### *How will the school prepare and support my child to transfer to a new setting or to the next stage of education and life?*

Students with are consulted about any transfer to a new setting or to the next stage of their education through the co-writing of their one page profile, termly action plan and through their full involvement in person centred reviews.

Further information can be obtained in Sandwell's Local Offer :

[www.sandwell.gov.uk/send](http://www.sandwell.gov.uk/send)

[www.gov.uk/government/publications/send-guide-for-parents-and-carers](http://www.gov.uk/government/publications/send-guide-for-parents-and-carers)

Reviewed on 19<sup>th</sup> October 2016