

# ST. MICHAEL'S NURSERY AND INFANT SCHOOL



## SEND INFORMATION REPORT 2023/2024

### Identifying Special Educational Needs

At St. Michael's, systems are in place to ensure early identification and tracking of progress for all students. Through these systems, we identify where pupils have needs in terms of communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical needs.

Children are identified and / or assessed as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with the previous school or pre-school setting
- Child performing below 'age expected' levels or equivalent (e.g. percentile rankings)
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Early Help assessment.

- Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Parents, and the Local Education Authority.
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## **Role of Parents**

If parents have concerns relating to their child's learning or inclusion they are encouraged to discuss these in the first instance with the child's teacher, who will then inform the SENCO.

Parental views and support are actively sought in helping a child with special educational needs and disabilities. The SMART targets expressed in the Individual Education Plans are shared with the parents and child and are reviewed at agreed intervals. Parental consent is necessary before external support can be called. Where appropriate, pupils and their families will be made aware of Cumbria County Council's Local Offer (see below).

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## **Role of all Staff**

### **How will the School Support a Child with SEND?**

Early identification regarding learning difficulties and appropriate intervention is established practice at St. Michael's Nursery and Infant School and may take place at any point in the child's school career.

The class teacher will share any concerns with the parents at the earliest opportunity and will enlist their help to agree an appropriate programme of intervention and support. Additional support may be given within the class setting, or by attending a programme of support according to the child's needs. An Individual Education Plan (IEP) may be composed which will employ a 'small-steps' approach. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience some success. Most children on the special needs register have an Individual Learning Plan (IEP).

Staff will assess and monitor the children's progress in line with existing school practices and their progress with EHCP targets is reported to parents at agreed intervals.

The school uses the graduated approach below to respond to children's special educational needs:

- **Assessment and analysis:** This includes: teacher assessment and experience of the pupil; information from the school's core approach to pupil progress, attainment and behaviour; comparison to peers and national data; views of parents / carers and pupils themselves.
  - **Plan:** Agreement on adjustments, interventions and support; expected impact on progress, development and behaviour; all staff who work with the pupil are made aware of the plan and the expected outcomes; parents are aware of planned support and where appropriate are expected to reinforce and contribute to progress at home. A date for review is set. The plan is recorded on the school's information system.
  - **Do:** Links between support and interventions and classroom teaching are clear. The class teacher has overall responsibility for working with the pupil, including when there is one-to-one support. The SENCO continues to consult with and advise the class teacher on the effective implementation of support.
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## **Adaptations to the curriculum and learning environment**

- Classroom layout is adapted to individual needs of the children, including the seating arrangements of the children
- Differentiated tasks
- Additional teaching time to ensure understanding of learning/expectations of task
- Tasks blocked into smaller units
- Extra support during teaching time
- Extra support given outside of lessons to support learning

- Now and Next timetables
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## **Staff Training**

- All staff are trained by Read Write Inc to support childrens' reading journeys.
  - Staff also have a variety of training on specific SEND needs such as Attachment and training in Autism.
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## **Pastoral support arrangements for listening to the views of children with SEND to improve social and emotional development; measures to prevent bullying**

- Pupil Voice Surveys
  - Pastoral and Mental Health Lead in school
  - In consultations with parents/children key person identified as 'go to' person and times agreed to meet
  - School council
  - Circle times
  - Kidsafe training for children
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## **Involving Specialists**

If insufficient progress is made despite support, further advice will be sought through external specialists (e.g. Local Authority Specialist Advisory Service, Education Psychologists) through the SEND Early Help Assessment (EHA) process.

The class teacher and SENCO will keep parents and children fully informed about any proposed interventions and the outcomes of these. Interventions will only be delivered with the agreement of parents and carers and, where possible, the child.

## **Educational Health and Care Plan (EHCP)**

The school or parents / carers may request an Education, Health and Care needs assessment. The LA considers the need for statutory assessment and may order multi-disciplinary assessment leading to an EHCP.

An EHCP aims to secure positive outcomes in education, health and social care. Children with an EHCP will continue to be monitored through the school's tracking system, and will additionally be the subject of an Annual Review Meeting/s to which the parents, and the multi-agencies involved with the support for the child, and the child if appropriate, will be invited.

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## **Arrangements for consulting pupils with SEN and involving them in their education**

- Children identify areas they feel that they find difficult which feeds into individual plans
  - Children review their learning after lessons/units of work
  - Children identify next steps in their learning and suggested support needed
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## **How are children with SEND enabled to engage in activities available with children in the school who do not have SEND**

- Group work can be supported by older pupils
  - Group work can be supported by additional adults
  - Extra support is given during explanations/teaching
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## **Transition to/ from Other Schools**

The school is guided by Chapter 8 of the Code of Practice 2014 for this process. Liaison with receiving /junior schools is considered to be particularly important for children with special needs.

At transfer to junior school, liaison between the Head and new school SENCO takes place to allow for continuity and a smooth transition for each child.

Regarding the sharing of information between St. Michael's Nursery and Infant School and the receiving school, we are guided by Section 6.57 of the SEND Code of Practice (January 2015).

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## **The Local Offer**

Local Authorities have a statutory duty to develop and publish a Local Offer, setting out the support they expect to be available for local children and young people with Special Educational Needs and Disabilities. The purposes of the Local Offer are: to provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it; to directly involve children with SEND and their parents/carers in provision, its development and review.

A link to Cumbria's Local Offer can be found on our SEND webpage.

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## **Supporting Pupils at School with Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and may have an Education, Health and Care Plan, which brings together health and social care needs, as well as their special educational provision.

The SEND Code of Practice is followed.

The school's policy for Supporting Pupils with Medical Conditions can be viewed on the School Website.

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## **Intimate Care**

When it is agreed that a child requires intimate care, a Health Care Plan will reflect the need for the care. Intimate care will be given only with the consent of the parent, and wherever possible the consent of the child. Staff providing this care will be discreet in their actions, considering the dignity of the child at all times. The School's Intimate Care Policy can be found on our school website in the Policies and Procedures section.

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## **Accessibility**

The school has a statutory responsibility to produce an accessibility plan, detailing how it ensures access for disabled pupils to the curriculum and to the physical environment. This plan ensures that disabled pupils are not treated less favourably than other pupils. It details arrangements for the admission of disabled pupils.

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## **Role of the Headteacher**

The Headteacher will ensure that this policy is implemented and managed across the curriculum, including the deployment of support/ resources.

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## **Role of Governors**

The Headteacher uses the provision map to inform the governing body of how the special educational needs funding is allocated to support children in the school. The SENCO and SEND governor will meet annually to discuss the implementation and success of the policy and any concerns about individual children or resources.

The SEND Governor will report the outcome of the review to the full governing body. The Governing Body reviews SEND provision and policy annually and considers any amendments in light of the annual review findings. The governing body is responsible for publishing this SEND Information Report on the school's website; it will be updated at least annually.

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## **Who can parents contact for further information or if they have any concerns?**

If parents wish to discuss their child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Their child's Class Teacher.
- The Headteacher / SENCo; Mrs. Candice Regan / Shadow SENCo – Miss. Laura Swinburne
- The SEND governor; Reverend. Peter Powell

For complaints, please contact the School Governor with responsibility for SEND (for contact details, see above).

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## **Storing and managing information**

This will comply with the school's policies on Information Management and Confidentiality.