

SEN Information Report

The Special Educational Needs and Disability Regulations 2014 require schools to publish certain information about their policy for supporting pupils, including LAC, with SEND, which must be updated annually. Information reports need to be accessible for all pupils and parents, and should be presented in clear, plain language. It's important that schools have due regard to the statutory information they need to publish and the need to make the information easy to digest.

Schools should use this template as a basis for their SEN Information Report. It has been developed in accordance with the 'Special educational needs and disability code of practice: 0 to 25 years' 2015 to ensure all statutory information is included, as well as 'Keeping children safe in education' (KCSIE) 2020 which addresses specific areas and additional risks staff members should be aware of for pupils with SEND. Some sections have been included that are good practice (signposted as 'optional') – these relate to the information outlined in KCSIE and the spending of your SEND budget. Whilst these are optional, including information on these shows additional transparency and demonstrates how your school is meeting its duties in other areas.

Wherever possible, provide bullets under each section to make sure your report is easy to follow.

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Our school's approach to supporting pupils with SEND

At Mickleton Primary School we believe that inclusive education means providing all pupils with appropriate education and support alongside their peers.

We follow the 'Gloucestershire Graduated Pathway' for children with SEND needs. In addition to this we have our own preliminary pathway for children whom we identify as having 'additional needs'.

Our curriculum promotes learning, personal growth and development. It includes not only the formal requirements of the National Curriculum but also the range of additional opportunities that our school provides to enrich the experiences of our children no matter where their strengths may be. Our inclusive approach and ethos enables all of our children to access their learning confidently and we offer support where necessary to ensure that every child has a positive and happy experience in school.

Catering for different kinds of SEND

Communication & Interaction

Children may have a delay or disorder in one or more of the following areas:

Attention / Interaction skills: some may have difficulties ignoring distractions. Some need reminders to keep attention. Children may need regular prompts to stay on task, they may need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. They have peer relationship difficulties and may not be able to initiate or maintain a conversation.

Understanding / Receptive Language: Some children may need visual support to understand or process spoken language. They may need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.

Speech / Expressive Language: Some children may use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar /phonological awareness still fairly poor and therefore their literacy can be affected.

Cognition & Learning

May have difficulties with the skills needed for effective learning such as use of:

- Language, memory and reasoning skills
- Sequencing and organisational skills
- An understanding of number
- Problem-solving and concept development skills
- Fine and gross motor skills
- Independent learning skills
- Exercising choice
- Decision making
- Information processing
- Children may have a specific learning disability such as dyslexia, dyscalculia or dyspraxia.

Social, Mental & Emotional Health

May have difficulties with social and emotional development which may lead to or stem from:

- Social isolation
- Behaviour difficulties
- Attention difficulties (ADHD)
- Anxiety and depression
- Attachment disorders
- Low self esteem
- Issues with self-image

Sensory and/or Physical

These pupils may have a medical or genetic condition that could lead to difficulties with:

- Gross / fine motor skills
- Visual / hearing impairment

• Accessing the curriculum without adaptation

• Physically accessing the building(s) or equipment.

• Over sensitivity to noise / smells / light / touch / taste.

• Toileting / self-care.

WAVES OF INTERVENTION

The school provides a graduated response to each child dependent on the level of need. These are often referred to as waves of intervention.

Wave 1: Quality first teaching through differentiation in English and Maths lessons

Wave 2: Small group support for those pupils who are achieving below age expected levels

Wave 3: Focussed, individualised programmes for pupils working well below age expectation

Teaching Approach/ Area of need	Wave 1 **Whole School Approach (1st Quality Teaching)**	Wave 2 **Targeted Support For Individuals or small groups**	Wave 3 **Specialised Intervention for those with additional needs**
Whole School Teaching Approach	• Access to a varied and stimulating curriculum • Use of different individualised teaching approaches according to needs. • Use of different individualised teaching approaches according to needs • Hands on learning • School trips	Phonics groups • Reading Intervention • Fine & Gross Motor Skills groups • Comprehension groups • Handwriting groups • Spelling • Optional homework group for Yr5 pupils Dyslexia groups (Alpha Omega). • 1:1 Tuition where needed • Booster Groups	Precision Teaching • My Plans • SEN target setting • Regular support provided by an outside agency.

	• Good use of visual and practical learning • Remove all potential barriers for all pupils while also providing support for pupils during learning activities. • A range technology to support and aid quality teaching • Consideration of differing culture and beliefs. • Setting groups with other children. • Small guided groups • Opportunity for guided and independence work • Opportunities to develop positive self-esteem, • Extra adult (teaching Assistant) in every class • Independent learning, enabling pupils to exercise choice, involvement in decision making and problem solving	• SENCo observation /assessment • Parent discussion with SENCo	

Communication and Interaction Needs: Speech, Language and Communication Autistic Spectrum Disorders	AS ABOVE + • Drama / Role play • Outside theatre groups / shows and workshops • Peer interaction • A range of technology to support learning • Outdoor learning activities / areas to support environmental learning • Full inclusion in all school assessment and tasks • Clear verbal instructions / explanations which can be simplified along with visual or concrete support • Visual timetables	Additional Speaking and Listening groups • Communication in Print • Communication boards • Referral to Parent Partnership (as required) • SENCo observation /assessment • Additional ICT use of audio / visuals • Parent discussion with SENCo • Task Boards • Time to talk • Colour semantics	Referral to the Speech and Language Therapist (SALT) • Speech and Language Support Assistant who can deliver the individualised programmes according to the SALT directions • Completion of a CAF Application for an Educational Health Care Plan • Application for an Education Health Care Plan if needed • SENCo assessments and monitoring to ensure appropriate intervention and access to learning
Cognition & Learning Memory Processing disorders Literacy Phonics Dyslexia	• Use of different individualised teaching approaches according to needs • Hands on learning • School trips • Good use of visual and practical learning	• **SENCo observation /** • **assessment** • **Parent discussion with** • **SENCo** • **Floppy Phonics** • **SALT games and resources** • **Precision reading**	• Precision Teaching • Fully inclusive curriculum • Access to a Specialist Teacher Advisor • Access to an Educational Psychologist

	• Remove all potential barriers for all pupils while also providing support for pupils during learning activities. • Appropriate quality resources • Positive learning environment • A curriculum delivered appropriate to level of ability and understanding • Access to a full and broad curriculum • Consideration of home, cultural, language and heritage • Promotion of a positive attitude towards learning and behaviour • Motivation to help build a positive self-esteem, increase concentration • Lessons differentiated in order to include both sensory and physical disabilities	• **Precision teaching** • **Handwriting focus groups**	• Completion of a CAF • Application for an Educational Health Care Plan • • SENCo assessments and monitoring to ensure appropriate intervention and access to learning

Sensory & Physical Needs Hearing Impairment Visual Impairment Multi-Sensory Impairment Physical Needs Medical Needs	• Whole school approach • Sports coach • After school clubs • Outside play areas/play equipment /swimming • A fully inclusive and differentiated class / curriculum approach according to individual needs • Audit of environment to consider adaptations (as required) • Modification of organisation, routine and environment • Access to a base for therapy if required • Technology – iPads / laptops	• Handwriting practice • Extra 1:1 / small group activities • Targeted small group / individual intervention to address specific needs such as self-help skills, touch typing and independence • Physical aids where necessary or where advised by specialists • Parent discussion with SENCo	• Access and liaison with the OT (Occupational Therapist) • Access and liaison with the Physio Therapist • SENCo assessments and monitoring to ensure appropriate intervention and access to learning • 1:1 support if required • Individual Provision Maps • Identified key worker • SENCo to lead provision • A place for time-out or exercise if necessary • Extra support and access to appropriate ICT interventions as needed
Social, Mental and Emotional Health:	• All pupils can confidently grow in a safe, caring, supportive and purposeful environment that enables the development of relationships based on mutual	• Behaviour Logs / Charts • Time out • Parent discussion with SENCo • Social Skills Intervention • Anger Management • Time for Talk	• Referral to CAMHS (Child and Adolescent Mental Health Services) • Support from BST (Behaviour Support Team)

	respect and understanding. • Small group activities to address needs • Opportunities for children to talk about any fears, confusion and guilt • Opportunities for children to meet adults they can trust and to participate in activities where they can meet other children. • Provision to explain and discuss about the events and circumstances surrounding the parental mental health problems • Continuity of care and minimal disruption of routines during a crisis	• Friendship Groups • Attendance Intervention • First Aid • Social Empathy Intervention • Transition Intervention	• Completion of a CAF • Application for an Educational Health Care Plan • 1:1 support • Full inclusion in all school assessment and tasks • SENCo assessments and monitoring to ensure appropriate intervention and access to learning

COMMONLY ASKED QUESTIONS AND ANSWERS

How does Mickleton Primary School know if children need extra help?

Children may be identified as having SEN through a variety of ways including the following: -

• Liaison with class teachers in school/previous school

• Child performing below age expected levels

• Concerns raised by Parent

• Through termly Pupil Progress Meetings held between the Teachers / SENCO and Head

teacher

• Concerns raised by teacher for example behaviour or self-esteem is affecting

performance

• Liaison with external agencies e.g. Learning Support Teacher

• Health diagnosis through paediatrician/doctor

As a school we measure children's progress in learning against National expectations and age related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Reception through to Year 6, using a variety of different methods including National Curriculum levels and Foundation Stage Profiles. Children who are not making expected progress are picked up through our termly Pupil Progress Review meetings with the Class teacher, SENCO and Head / Deputy Teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

What should I do if I think my child may have special educational needs?

Talk to us – firstly contact your child's class teacher. If you require more information, contact our SENCO or Head Teacher. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

How will Mickleton staff support my child?

Our SENCO will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEN in their class to ensure that progress in every area is made. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher.

How will the curriculum be matched to my child's needs?

All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

How do we know if the support or strategies used have had an impact?

In school we use a Provision Mapping System where we plan for intervention groups for children we feel need that extra boost or support with certain topics. We place the children on a Class Provision Map and set them targets according to their need. We set each SEN child a specific target and will often use IPM's (Individual Provision Targets/Maps) to set targets and review progress. We can use these targets to monitor pupils' progress academically against national/age expected levels and update or adjust the IPM. This may involve updating into smaller steps or using a different approach to ensure progress is made. Children may move off of the SEN register when they have 'caught up' or made sufficient progress. If they do not consistently make progress, this is when we may call in outside agencies to support the child and the school. Your child may have an IPM in place and therefore the targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed. If your child has complex SEN they may have a Statement or an EHC Plan (Education Health Care Plan) which means that a formal Annual Review will take place to discuss your child's progress and a report will be written. This can also be done at a six monthly interim review if changes to circumstances occur or concerns arise.

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

The class teacher will have the opportunity to meet with all parents at least twice a year as part of Parent's evening to discuss your child's needs, support and progress. For SEN children, the class teacher may request more frequent meetings for a more detailed discussion around the child's current SEN concerns. For further information the SENCo is available to discuss support in more detail. We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised. Children who have IPMs (Individual Provision Maps), and are able to do so appropriately, may discuss and set their targets with their class teacher. There is an annual pupil questionnaire where we actively seek the viewpoints of children, especially concerning being able to speak to an adult if they have a worry. If your child has an EHCP Plan, or an Annual Review of their EHC Plan, then their views will be obtained before any meetings.

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

We are an inclusive school, we welcome and celebrate diversity. All staff appreciate the importance of children having high self-esteem in order to achieve positive well-being. Here at Mickleton we commit to our own values and ensure pupils are able to develop in a caring, fair and understanding environment.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher can liaise with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team. The school have Safeguarding Officer (Miss Condon) and Deputy Safeguarding Officers (Mr. Roberts, Mrs Wright) who deal with vulnerable children during the school day. We are not allowed to administer medicine unless it has been prescribed by a doctor. This may include

medicines for life threatening conditions or required for a long term illness such as asthma and diabetes. In such cases a 'Care Plan' may be put in place agreed and signed by parents / carers.

What specialist services and expertise are available at or accessed by Mickleton Primary School?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: BST (Behaviour Support Team), Health including: School Nurse, General Practitioners, CAMHS (Child and Adult Mental Health), Paediatricians, OT (Occupational Therapist) and the Speech & Language Therapy service. We also work very closely with Social Care and the Education Psychologists. Should your child require any form of involvement with an outside agency, then the school would immediately inform you and obtain permission to pursue any kind of professional intervention.

What training have staff had or going to have?

Oue SEN lead is currently completing the full qualification. Our TAs have had training in delivering reading and spelling / phonics programmes. They have also received specialist speech and language training. All staff have received positive handling training, ensuring that both children and staff are safe at all times. As a staff we have regular training and updates of SEN conditions, Medication use and Resources / interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly.

What are the Governors responsibilities?

We currently have one governor involved in SEN. The governor meets regularly meet with the SENCO and will update on changes, needs in school, current concerns and budget. The Governors are then also able to agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

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

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is

considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

Mickleton Primary School is all on one level. A disabled toilet near to the main reception and bathroom management area. Any other resources needed for access may be assessed by OT/ Physiotherapy or PD outreach in order for us to ensure ease of access and safety for all.

How will Mickleton Primary School prepare and support my child to join the school and then

transfer to secondary school?

We encourage all new children to visit the school prior to starting when they will be shown around the school and any concerns can be addressed. For children with SEN we would encourage further visits to assist with the acclimatisation of the new surroundings. We may need to write a 'Social Story' to ease the transition for pupils with high anxiety and communication difficulties School / Parents may also feel the need to arrange several transition meetings / sessions between the schools in order to alleviate pupil concerns Many of our 'feeder' middle schools run a programme specifically tailored to aid transition for the more vulnerable pupils. These children will receive additional transition sessions. We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs, then a Statement/ Education Health Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.

How are resources allocated and matched to children's special educational needs?

We ensure that all children who have Special Educational Needs are met to the best of the school's ability with the funds available. We will often allocate teaching assistants who are funded by the SEN budget to deliver programs designed to meet groups of children's needs. The budget is allocated on a needs basis.

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

The class teacher alongside the SENCo will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in

order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents. If your child has a statement/EHCP there will be time where your child may receive 1:1 support at certain times throughout the day, dependent upon their need. Some of this support may be funded from the local authority.

What support is there for improving behaviour, attendance and avoiding exclusion?

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. If a child has behavioural difficulties a Pastoral Support Plan (PSP) may be written with the child and Parents to identify the specific issues, set targets and put the relevant support in place. After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. Attendance of every child is monitored on a daily basis by our Head, Deputy and office staff. Lateness and absence are recorded and reported to the Head Teacher. Good attendance is actively encouraged throughout the school and rewarded on a weekly basis. Children who have 100% attendance, receive a special award at the end of the academic year. Families who struggle with attendance and lateness are often called into a meeting with the Head Teacher in an attempt to improve attendance and lateness. We have had many successes where families were struggling with lateness but are now able to get their children into school on time. Our Educational Welfare Officer where appropriate will contact families who are struggling with attendance and punctuality and offer support and advice.

Who can I contact for further information?

Your main point of contact would always be the class teacher and then following this you may need to speak to the SENCo, Miss Britt.

What should you do if you feel that the above SEN information is not being delivered or is not meeting your child's needs?

1) First point of contact would be your child's class teacher to share your complaint.

2) If the concern hasn't been resolved by the class teacher, you can then arrange a meeting

with the SENCo (Miss Britt) and/or the Head Teacher (Mr Roberts)

3) If you do not think that the concern has been resolved after following steps 1 and 2,

please follow the school complaints procedure. This can be found on the school website.

Who should I contact if I am considering whether my child should join Mickleton Primary School?

In this instance you can contact the school Admin office to arrange a meeting with either the Head Teacher or Deputy Head.

How is this SEN information reviewed?

This SEN information report will be reviewed annually to reflect the changing needs of the children who join and are developing in our school. Part of this review process will involve contributions from parents. All parents of children with SEN are invited to share their views with us, to help us match our SEN school offer to the needs of their child. This may be referred to as the school forum.

YOUR SENCO

SENCO: Miss Britt

Working as part of the Management Team, Miss Britt works closely with all staff in school, parents, outside agencies and colleagues throughout Gloucestershire. She has the responsibility of co-ordinating the provision made for individual children with: Special Educational Needs, Social and Emotional Needs, English as An additional Language and Gifted and Talented pupils. Support is available through:

• Giving advice on issues related to Special Educational Needs, Social and Emotional difficulties, pupils with English as an additional language and Gifted and Talented.

• Meeting with parents to discuss any concerns they may have about their child's development or learning difficulties • Assessments of individual pupils to identify need

• Referrals may be made to a range of other professionals such as: Educational Psychologist, Speech and Language and Specialist Teacher Advisors in Worcestershire.

OUTSIDE AGENCIES

SPEECH & LANGUAGE THERAPY

- Discussion and advice on activities you

can use at home

- Assessing pupils individual communication

needs and supplying school / home with an

individual SALT plan identifying targets to

be worked towards

- Providing advice, games and activities for

school / or home to work on with the

children

EDUCATIONAL PSYCHOLOGIST (EP)

School have access to an EP. This access will be dependent upon individual pupils

needs through discussion with the SENCo, Parents/Carers and Class Teacher. The EP service are able to work with school staff, parents and directly assessing / observing pupils in order to support learning and identify area of need and how best to support.

CAMHS (Child and Adolecent Mental

A wide range of health professionals who can support children where there are concerns about their emotional wellbeing and mental health. They can also work with their families and carers

OCCUPATIONAL THERAPY (OT)

Occupational therapists help to reduce a child's difficulties and improve their ability to learn, socialise and play, finding ways to over - come any problems they experience in participating in day to day activities. They will work closely with the child, parents and teachers to develop practical approaches and find solutions to help children get the most from life, whether at nursery, school or at home.

SOCIAL CARE

School has access to and works very closely with Social Care in supporting both our children and families as needed

SCHOOL NURSE

The School Nurse can be contacted through the school SENCO. You may also be referred to the School Nurse via your GP and a possible Care plan may need to be put in place. School will also hold sessions for parents to come in and discuss and health concerns. We also have access to a range of other Specialist Nurses should they be required