

**St Michael's Catholic Primary Academy and Nursery**

**SEND Information Report  
September 2014**



Praise the Lord  
in Work, Play and Prayer

### **What is the local offer?**

The Government plans, through the Children and Families Bill, to require all local authorities to publish, in one place, information about provision they expect to be available in their area for children and young people from 0 to 25 who have special educational needs – a local offer.

The local offer must include both local provision and provision outside the local area that the local authority expects is likely to be used by children and young people with SEN for whom they are responsible, including relevant regional or national specialist provision. As well as providing clear, comprehensive and accessible information about the support and opportunities that are available, the local offer should make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parents and carers, and service providers in its development and review.

Clause 30 of the Children and Families Bill gives details of the duty on local authorities to develop, publish and review their local offer. Further detail about what is required is given in indicative draft regulations, whilst guidance on carrying out the statutory duty is given in the indicative draft Special Educational Needs Code of Practice.

With the implementation of the Schools Funding Reform (April 2013) work has been on-going to develop the wider Schools Local Offer, which covers the universal banded funding approach (SEN Matrix) the authority has agreed. This sets out what schools and settings are expected to deliver for their high needs pupils and students through funding elements 1 and 2, and following robust evidence that these elements are insufficient to meet the pupil or student's needs and explanation of element 3 (top up funding) provided by the authority.

As well as setting out the provision the local authority expects to be available in early years settings, schools and post 16 institutions the local offer should make clear where information provided by schools (under Clause 64 of the Children and Families Bill) about their arrangements for identifying, assessing and making provision for children and young people can be found.

\*Subject to Parliamentary approval of provisions in the Children and Families Bill, it is intended that implementation of the SEND reforms will take effect from September 2014.

Wolverhampton City Council LOCAL OFFER can be found at  
<http://m.wolverhampton.gov.uk/index.aspx?articleid=4936>



# St Michael's Catholic Primary Academy and Nursery SEND Information Report

## 1) Assessment, Targets & Review

<p>Details of how children and young people's special educational needs are identified.</p> <p>Details of how parents and carers are informed that their child has special educational needs, including how the school communicates with parents and carers in particular parents and carers whose first language is not English.</p> <p>.</p>	<p>Children are assessed each half term in Reading, Writing &amp; Mathematics. The data is monitored and analysed by class teachers and SMT and the progress of each child is discussed at termly progress meetings.</p> <p>Should it be considered that the child needs further support, the Inclusion Manager will liaise with appropriate outside agencies and arrange for the pupils to take part in a range of intervention strategies to boost their levels of progress and attainment.</p> <p>If the child is deemed to have a learning difficulty parents are contacted at the earliest opportunity to discuss concerns and enlist their active help and participation. If additional support is required the child will be placed on the Special Educational Needs (SEN) register and appropriate provision is provided.</p> <p>Some children join the foundation stage of our school with needs that have already been identified. In these circumstances the school works closely with such support agencies as Early Years Special Educational Needs Team (EYSEN) or Team Around the Child (TAC).</p> <p>Children who join us from other schools are supported using information obtained from the previous school. This information is then used in order to deliver the initial extra support needed to allow the child to progress.</p> <p>All children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Pupils whose language is not English will have a first language assessment.</p> <p>At times, parents as the first educators of their child may have concerns that if expressed to the class teacher and Inclusion Manager will be further investigated.</p>
<p>Details of how children and young people's</p>	<p>All pupils in the Foundation Stage are assessed against the 'Development Matters in Early Years Foundation Stage' criteria. This is carried out throughout the school day, in all areas of the curriculum, through observations, pupils work and responses.</p>

<p>special educational needs are assessed.</p> <p>Details of how progress is measured and evaluated.</p>	<p>Assessment of each child's progress in years 1-6 is an on-going process achieved through teacher and TA observations, marking of work and pupil's own self assessments.</p> <p>From years 1 to 6 all pupils are formally assessed in reading, writing, and Mathematics on a half termly basis. This is an on-going process using assessment material such as Rising Stars and Optional SATs Papers. If a pupil is not making expected levels of progress, extra appropriate support is provided through intervention sessions.</p> <p>In year one a formal assessment of pupils phonic ability is made and any pupils not achieving expected levels are given appropriate extra phonic support and re-tested at a later date.</p> <p>In addition, pupils with SEN are assessed against their Individual Educational Plan (IEP) targets. Smaller step targets are set and reviewed on a termly basis allowing key concepts to be re-visited on a regular basis. All pupils on the SEN register receive support for their areas of need whether this be on a one to one basis or in small group intervention groups.</p>
<p>Details of how children and young people's special educational needs are monitored and reviewed.</p> <p>Details of how often monitoring and reviews take place.</p>	<p>Staff are familiar with the IEP targets for all pupils in their class or group and are involved in teaching pupils to enable them to achieve their targets. When a pupil can achieve the determined target independently, a new target is set.</p> <p>Review sheets are completed on a termly basis and parents are invited to a meeting with the class teacher and Inclusion Manager to discuss both the review of targets and the setting of new ones. These meetings take place once a term.</p>
<p>Details of how children and young people's needs are provided for (level of impact / of support)</p> <p>Details of how parents/carers can be involved and how they can support their child.</p> <p>Details of training opportunities/learning events provided by the school for parents/carers.</p> <p>Details of how parents and carers/ children and young people can raise any general concerns they may have.</p>	<p>Pupils specific areas of need are supported through interventions and small group withdrawal sessions, RAPID reading, writing and maths, Precision Teaching, Phonic Awareness Training Cool Kids and Cool Characters Programme. Targets are set prior to intervention and progress and achievement is monitored throughout.</p> <p>All interventions planned and delivered across the school are recorded on a 'Provision Map'. Progress is monitored throughout the interventions and the impact of the intervention is evaluated. This information is then added to the 'Provision Map'.</p> <p>During the review session with parents/carers, teachers will give a copy of the IEP which outlines strategies that parents can use to support their child and where appropriate, give suggestions of extra activities that can be practised at home.</p> <p>Homework is set on a weekly basis for literacy and numeracy and is specifically differentiated to the pupil's ability. Reading books are sent home weekly and parents/carers are encouraged to make comments about their child. Learn at home projects are set on a termly basis, with a wide range of suggestions to support all areas of the curriculum. On-line activities are available on the Academy website <a href="http://stmichaelscatholicprimarywolverhampton.co.uk">http://stmichaelscatholicprimarywolverhampton.co.uk</a> and include Learning Zone links to</p>

	<p>Purple Mash and Bug Club, pupils are given their own passwords.</p> <p>Throughout the year we offer a range of workshops for parent/carers to allow them to gain an understanding of the curriculum and ideas of how to support their child at home.</p> <p>Further parent support classes are available at the MAST centre,</p> <p><b>MAST 4 :Warstones Road, Penn, Wolverhampton, WV4 4LU, 01902 557 935</b></p> <p>Class teachers are available to parents/carers on a daily basis, both at the beginning and end of the school day. Appointments for further discussion will be made if needed. If a parent has any concerns or queries pertaining to their child's education they are asked to discuss these concerns in the first instance with the class teacher who will then liase with the Inclusion Manager or the Academy Principal for further advice.</p> <p>Parents/carers evenings are held on a termly basis.</p> <p>Informal meetings take place on a termly basis to discuss targets, reviews and additional support.</p> <p>Informal meetings for parents/carers of pupils with SEN to update on any changes in provision, to discuss strategies and activities to support their child at home with their targets and to voice any concerns they may have.</p> <p>Parents of pupils who are identified as having specific needs are made aware of a range of support networks that are available to either themselves or their child to access.</p> <p>Wolverhampton PARENT PARTNERSHIP is one of these;</p> <p>Parent Partnership newsletters are added weekly to the PP board in the quad at our Academy.</p> <p><u>PARENT PARTNERSHIP details <a href="http://www.wolvesparentpartnership.org">www.wolvesparentpartnership.org</a></u></p>
<p>Names, roles, telephone numbers of key contacts within the school.</p>	<p>All staff can be contacted on the school number:</p> <p>01902 556368</p> <p>INCLUSION MANAGER: Mrs S McHale</p>

## 2) Curriculum Access

<p>Details of the school curriculum offer. Including curriculum provision, mapping of provision and differentiation.</p>	<p>For information regarding the curriculum please visit the school website:</p> <p><a href="http://stmichaelscatholicprimarywolverhampton.co.uk">http://stmichaelscatholicprimarywolverhampton.co.uk</a></p> <p>Each subject coordinator is responsible for the curriculum content, mapping and coverage. Senior</p>
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	<p>leaders work with subject leaders to ensure all curriculum areas are covered and differentiated and that the Academy provides a broad and balanced curriculum for each of our pupils. (see below)</p>										
<p>Details of how the curriculum is organised (Policy) and made accessible to all, including organisation of teaching groups.</p>	<p>A copy of the Curriculum Policy is available on the school website.</p> <p>Literacy and Numeracy lessons are taught in ability groups across the school and enable staff to direct their teaching to a specific level and need.</p> <p>All other areas of the curriculum are taught within the year group and differentiated appropriately.</p> <p>Children on the SEN register are provided with additional, small group or 1:1 support from teachers/ TA's or external agencies. The Academy has set up a detailed provision map that identifies a child's needs and addresses it through intervention groups that are timetabled throughout the day. For example if a child is identified as having SEN for reading they are given an extra hour a week, small group support, in addition to the one to one reading and literacy lessons that every other child receives in school. Currently within our academy there are over 10 interventions running.</p> <p><u>Intervention groups/ additional support currently running are:</u></p> <table data-bbox="965 635 1554 890"> <tr> <td>Guided Reading</td> <td>Phonic intervention</td> </tr> <tr> <td>Cool Characters</td> <td>Gifted &amp; Talented Maths and English</td> </tr> <tr> <td>Spelling Cool Kids</td> <td>Maths</td> </tr> <tr> <td>Precision Teaching</td> <td>English</td> </tr> <tr> <td>Daily diary</td> <td></td> </tr> </table> <p>In addition to all of these intervention groups some of the children's needs are met by external agencies who come into work with individual children on a regular basis. These services include: Speech &amp; Language Therapy, Bamhs (behaviour &amp; mental health support), Hearing Impaired support, Area SENCO, Pennfields Outreach service &amp; EP.</p>	Guided Reading	Phonic intervention	Cool Characters	Gifted & Talented Maths and English	Spelling Cool Kids	Maths	Precision Teaching	English	Daily diary	
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<p>Details of Governor involvement in terms of curriculum provision, including name of SEN Governor, parent/carer Governor, Link Governor.</p>	<p>When we converted to an Academy in 2013, our governing body became Academy Committee Members responsible to the Board of Directors for the Bishop Cleary Catholic Multi Academy Company.</p> <p>Director of Bishop Cleary Catholic Multi Academy Company: Dr C Walker</p> <p>Chair of Academy Committee Members: Mrs R Watkins</p> <p>SEN Academy Committee Member: Mrs R Watkins</p> <p>Parent/Carer Academy Committee Member: Mr Andrews</p> <p>Each subject/area also has a linked Academy Committee Member. Please contact the Academy for further information about how to make contact Academy Committee Members for a specific area of</p>										

	the curriculum.
Details of staff expertise and professional development/training of staff.	<p>INCLUSION MANAGER keeps updated on a regular basis through Network meetings and training. This information is then shared/ delivered to all staff during Staff Meetings.</p> <p>All new members of staff receive in-house training with regards to SEN Policy and procedures.</p> <p>All teaching assistant staff have 2 day Paediatric first aid training.</p> <p>Cool Kids Training: Mr T McGinn  Precision Teaching: Mr McGinn, Mrs Jarvis, Mrs Kaur  Dyslexia Training: Mrs A Brereton,  Dyspraxia training : Mrs R Kaur  Restraint training: Mrs P Cullen, Mrs C Williams, Mrs Fergusson, Mrs Bradley, Mrs Singh , Mrs Visentin</p>
Details of the types of special educational needs for which provision is made.	Provisions are made for any pupils regardless of their needs in order for them to access the full curriculum. These include mild/moderate learning difficulties, hearing impairment, visual impairment, behaviour, dyslexia and dyspraxia and physical needs.

### 3) Grouping and Pastoral Care

<p>Details of the school pastoral support system.</p> <p>Details of what support mechanisms are in place and how groups are planned, including what social support is available i.e. mentoring.</p>	<p>Class teachers are responsible for the pastoral care of their pupils. They will raise any concerns with the INCLUSION MANAGER who will then make appropriate referrals or organise appropriate support.</p> <p>In addition to support given by staff, we encourage peer support e.g. play leaders, buddying systems, use of worry boxes and school council suggestion boxes.</p> <p>The school have 1:1, small group and whole class sessions delivered through BAMHS (MAST 4) to support pupils with personal and social needs.</p>
<p>Details of how parents and carers/ children and young people raise any concerns they may have about progress, or request for additional support.</p> <p>Details of opportunities for pupils/students to have a voice.</p>	<p>Class teachers are available to parents/carers on a daily basis, both at the beginning and end of the school day. Appointments for further discussion will be made if needed.</p> <p>School evaluation forms are sent out on a yearly basis and any issues or suggestions made by parents/carers feed into the School Improvement Plan for the following year.</p> <p>Each year group elect two members to represent them on the School Council. Meetings are held on a weekly basis to discuss suggestions, concerns and successes that have been raised through the week.</p> <p>Every year group have their own webpage on the School Learning Platform (password protected) in which they can add to discussions, upload their work and pictures and raise any concerns or</p>

	<p>suggestions.</p> <p>All pupils on the SEN register are involved in the setting of their targets. They are given the opportunity to discuss their progress and identify areas where they feel they need support. They are then asked to sign their IEP or additional support sheet in response to this. Pupils are also involved in completing a 1 PAGE PROFILE with the Inclusion manager on an annual basis to ensure they have the opportunity to comment under the following headings:</p> <p>&gt;What people like &amp; admire about me...</p> <p>&gt;How best to support me...</p> <p>&gt; What is important to me...</p> <p>Parents of children with an EHCP or Statement of SEN will also be asked to complete a 'Family journey' and / or 1 PAGE PROFILE.</p>
<p>Details of the strategies available to support regular attendance, including what support is available.</p>	<p>First day contact is made by phone if a child is not in school. If no contact is made by the third day, this will be logged.</p> <p>Every term pupils with under 85% attendance are identified and receive a letter from the Principal. If attendance issues continue, parents/carers are invited to discuss issues and a Parenting Contract is put in place with support e.g. phone calls, discussions with the pupil.</p> <p>Attendance Officer meets fortnightly with Educational Welfare Officer (ESW) to discuss all pupils under 92%.</p> <p>The attendance bear is given on a weekly basis to classes with the best attendance for the week, these are displayed to encourage pupils to attend and classes are rewarded with 5, 10 or 15 minutes extra play.</p>
<p>Details of the strategies available to support good behaviour, including what support is available.</p>	<p>A copy of the Schools Behaviour and Discipline Policy is available on the school website.</p> <p>An annual letter is sent to parents regarding the behaviour policy which also contains any reviews/ amendments/ feedback.</p>
<p>Details of access activities out of the classroom and support available, including how parents are involved in planning of school trips etc.</p>	<p>The School Curriculum and out of school activities are fully inclusive and accessible to all. Arrangements for pupils with SEN are made as required.</p> <p>Trips out or visitors in are organised termly and link with the year group topic. All pupils are expected to attend and additional support is organised if needed.</p>

	<p>Pupils with SEN have full access to the after school clubs on offer.</p> <p>*See also Equal Opportunities Policy.</p>
<p>Details of the transition procedures and arrangements i.e. moving into school and moving on from school. Plus details of how the school prepares young people for adulthood/ independent living.</p>	<p>Transition meetings are held in the Summer Term of year 6 to inform parents/carers of Secondary School Provision. Statemented / EHCP pupils will discuss the options of Secondary School at their Annual review which is held during the Summer term of year 5.</p> <p>Visits to prospective new schools are arranged through the local authority.</p>
<p>Details of medical and personal care procedures.</p>	<p>Training is delivered with regards to asthma, diabetes, epilepsy, attachment disorder, Epi pen, and any other medical needs related to the pupils in the school.</p> <p>All teaching assistant staff have 2 day Paediatric first aid training. Key teaching staff also have full paediatric training.</p> <p>Pupils requirements with regards to medical care are kept in the medical room that it is accessible when needed. MEDICAL ALERT posters are displayed in the staffroom and medical showing photographs &amp; details of any pupils with any severe allergies or condition. Pupils with long term medical needs have a designated member(s) of staff identified.</p> <p>Parents/carers are required to fill out a medical consent form for any medication needed during the school day. Any medication given is recorded. The Academy has a medical needs policy which informs practice please see the Academy website for a copy of this policy or ask at the office.</p> <p>Support staff will support pupils in the event of 'personal accident' e.g. wetting or soiling themselves. Parents/carers are informed at the end of the school day. or by phone call if required.</p>

#### 4) Equipment & Resources

<p>Details of the specialist staff working within the school and qualifications.</p>	<p>The Academy employs the following SEN teaching assistants to support statemented pupils:</p> <p>1:1 TA for 1 pupil for 15 hours (includes lunch time provision) &amp; for another Statemented pupil for 15 hours per week (Level 3)</p> <p>1:1 TA for Statemented pupil for 30 hours per week (includes lunch time provision) Level 3</p> <p>1:1 TA for Statemented pupil for 15 hours hours per week (includes lunch time provision) (Level 3)</p> <p>1:1 TA for Statemented pupil for 22 hours per week. (Level 3)</p> <p>In addition to this we have 4 TAs who also work with small intervention groups. This is in addition to any targeted</p>
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	<p>interventions / booster groups the teachers are timetabled to run each week.</p> <p>Detailed records are kept by all teachers and support staff which are passed to the Inclusion Manager at the end of each month.</p> <p>Other specialist staff are organised through outside agencies.</p>
<p>What services the school accesses, including other educational establishments, health and social care services.</p> <p>What links does the school have with Voluntary organisations, including support services for parents and carers.</p>	<p>Speech and Language Therapy Service: Contact Hazel Shaw</p> <p>Early Years team: Jill Wellings</p> <p>Occupational Therapy: Gem Centre</p> <p>Visual Impairment Team; Rob Tipton</p> <p>Hearing Impairment team : Rachel Armstrong</p> <p><u>MAST 4 Team:</u></p> <p>Educational Psychologist: Anne Daka</p> <p>Educational Psychologist: Chris Wood</p> <p>Area SENCO: Lesley Taylor</p> <p>Learning Support:</p> <p>BAMHS: Louise Taylor</p> <p>*Parent are encouraged to contact the Parent Partnership Service if needed.</p> <p><u>PARENT PARTNERSHIP details</u></p> <p><a href="http://www.wolvesparentpartnership.org">www.wolvesparentpartnership.org</a>, email: <a href="mailto:ppservice@wolverhampton.gov.uk">ppservice@wolverhampton.gov.uk</a>.</p> <p>01902 556945</p>
<p>Details of the schools access arrangements.</p>	<p>See Disability Accessibility Scheme and Inclusion Policy</p>
<p>Details of how the schools SEN budget is allocated.</p>	<p>Teaching Assistants (Intervention groups &amp; 1:1 support ).</p> <p>Resources</p> <p>On-line Programmes: LEXIA and RAPID</p> <p>Cool Kids and Cool Characters sessions</p>

	Outside Agencies e.g. counsellors, Bamhs Training for staff
Details of travel arrangements to and from school.	Currently Not Applicable
AUTHORITY LOCAL OFFER	Can be found at : <a href="http://m.wolverhampton.gov.uk/index.aspx?articleid=4936">http://m.wolverhampton.gov.uk/index.aspx?articleid=4936</a>