



SEN AND DISABILITIES REPORT

September 2021

This report sets out information about our provision for children and young people with special educational needs (SEN). This report is updated annually.

The School's Aim

Our aim at St. Michael's is to be an educationally inclusive school in which the teaching and learning, achievements, attitudes and well-being of every child matters. We take account of children's varied life experiences and needs, monitor and evaluate the progress each child makes, identify where extra provision and support is necessary and take practical steps to meet children's needs effectively.

We have various policies to help us to achieve this aim and the school's [Accessibility Plan](#) forms the focus for pupils with SEN and disabilities. The school's practice is in line with the [SEND Code of Practice](#).

The SEN Policy

The [SEN Policy](#) outlines our aims and all our arrangements for the coordination and management of SEN. It describes the systems we have to identify, assess and provide for children with special needs and to make sure that we are working in partnership with the child, the parents / carers, other agencies and professionals and other schools to which our children may transfer.

About our school

St. Michael's provides for children and young people with a wide range of special educational needs including those with:

- Communication and interaction needs; this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- Cognition and Learning needs; this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning

Our special educational needs co-ordinator (SENCo) is Miss Billingham. She can be contacted via the school office: 01865 241476 / office.3216@st-michaels-oxf.oxon.sch.uk, although we would remind parents Miss Billingham teaches full-time and the first professional you need to speak to is your child's teacher. Our governor with responsibility for SEN is George Southcombe.

How do we identify and give extra help to children with SEN?

The school uses [Oxfordshire County Council's Guidance for SEN Support](#).

The guidance sets out:

- How we identify if a child has a special educational need
- How we assess children and plan for their special educational needs, and how we adapt our teaching
- Ways in which we can adapt our school environment to meet each child's needs
- Appropriate strategies to use
- How we review progress and agree outcomes and involve you and your child in this

How do we work with parents and children?

We will always contact parents if we have a concern that a child may have a special educational need.

We work closely with children with SEN and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this by meeting termly with parents; these meetings are separate from, and additional to, parent consultation evenings. Planned provision and outcomes for children are documented in pupil profiles.

Adapting the curriculum

We offer a broad and balanced curriculum for all children including those with SEN. Details are published on the school website. The way we adapt this for children with SEN and disabilities is set out in the school's [Accessibility Plan](#).

We recognise the importance of quality first teaching and that first and foremost, this will have the greatest impact on learning. Each class has a teaching assistant who works with the class teacher to prioritise support for children with SEN.

Children with SEN also take part small group and 1:1 interventions relating to their specific needs. We use intervention programmes, including NELI, to support the development of language and literacy.

We run same day intervention sessions to ensure children are supported in keeping up with the maths curriculum.

Precision teaching is used to target small gaps in learning where appropriate (this approach can be useful to support learning across the curriculum e.g. phonics, spelling, number bonds).

Computer applications can be a helpful tool and we subscribe to a number of services (e.g. Mathletics, Times Tables Rockstars) which can support the children in their learning both at home and in school.

What expertise can we offer?

Our SENCo has over 20 years teaching experience across the primary school age range (including Early Years), and over a decade in the SENCo role with much specialist knowledge.

All classroom staff have basic awareness level training in a range of SEN needs and individual staff have more in depth training in a range of areas relevant to the needs of the children they work with. Our whole school CPD includes opportunities to develop staff expertise in SEN. Over the last year, for example, staff have received training in mental health first aid; supporting children with anxiety; supporting children with ASD; sensory needs; and zones of regulation.

We also work with a range of specialist support services including:

- SENSS, who support children with communication and language, sensory needs and physical needs
- Speech and Language support from the OWL Centre for 4 hours a week in school
- Behaviour Support through Point5 Ltd
- Domino for emotional support, currently 2 afternoons a week

- NHS Mental Health Support Team
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team
- NHS Speech and Language and Occupational Health Therapists
- Local and Community Support Service

Information about some of these services and what they offer can be found on the [Oxfordshire County Council SEN web pages](#).

We always discuss the involvement of specialist SEN services with parents first.

We also work with other services and organisations that are involved with a family, with the family's permission.

How do we know if SEN provision is effective?

The academic progress and attainment of all children is tracked throughout the school in termly pupil progress meetings based on a number of assessment criteria. The progress and attainment of each SEN child is carefully reviewed and is particular to their individual circumstances. In addition, for children with SEN, we regularly review progress towards agreed outcomes, which are not always academic, assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations.

In 2020-21 children's learning continued to be disrupted by the Covid-19 pandemic including lockdown in the Spring Term. 62% of our SEN children continued to come into school throughout this period and those at home engaged in online learning with live lessons delivered by their class teacher. Our SEN children continued to make progress at the same rate as their peers. At the end of the year, 36% of the SEN were at age related expectations for reading, 21% for writing and 21% for maths.

Applications for EHCP's were also made in 2020-21 with 100% success rate.

When we run special intervention programmes for groups of children, we assess how successful they have been and use this information to decide on how best to run them in the future.

The head teacher reports regularly to the Governing Body; sharing details of progress and attainment across the school; the SENCo also meets regularly with the SEN Governor.

How are children with SEN helped to access activities outside of the classroom?

All children are included in activities and trips following risk assessments where needed and in accordance with our duties under the Equalities Act 2010. We talk to parents and children when planning trips so that everyone is clear about what will happen. If it is deemed appropriate, parents may be invited to accompany their children on trips.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the [Family Information Directory](#).

What do we do to support the wellbeing of children with SEN?

All children have the opportunity to share their views through their class representatives and when pupil profiles are reviewed with teachers 1:1 termly. Classroom staff prioritise SEN children, building strong relationships with them.

Some of our SEN children work with our Emotional Support Coach either 1:1 or in a small group and we also involve the NHS Mental Health Support Team where appropriate. We teach our children to respect, appreciate and celebrate the many ways in which we can all be different and where appropriate we follow our anti-bullying policy.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children joining our school we make sure that they have a 'buddy' who will help them to get to know where everything is and will play with them during lunch and break times.

We recognise that transitions can be difficult for children with SEND, and we take steps to ensure that any moves are as smooth as possible. When children are changing classes we arrange transition visits so that children become familiar with their new classrooms and key adults.

When children are moving schools, support available includes:

- Taster sessions
- Contact between SENCOs/ Class Teachers
- Additional visits to local secondary schools in preparation for year 7
- Sharing records

Who to contact

If you are concerned about your child please speak to the class teacher initially.

If you'd like to feedback, including compliments and complaints about SEN provision, please contact the class teacher, if you feel your issue has not been fully dealt with then you should contact the SENCo and, ultimately, the head teacher in line with our School Complaints Procedure. We aim to respond to any complaints within 5 working days.

Oxfordshire's [SENDIASS](#) (Special Educational Needs and Disability Information & Support Service) provide impartial advice and support for parents.

If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the [Family Information Directory](#).

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it: [SEND: The Local Offer](#)

Miss Billingham (SENCo) 3/9/2021