

SPECIAL EDUCATIONAL NEEDS AT ST MICHAEL'S C of E (A) INFANT SCHOOL

		Prompts for responses to the 14 questions
Questions		School Response
1	How does the school know if children need extra help and what should I do if I think my child may have special educational needs?	<p>Prior to reception class home visits are carried out at the beginning of term by teachers which provides an opportunity for parents to raise any concerns. Professional and pre-school reports will be handed over as part of transition.</p> <p>From the moment children start school all pupils are assessed regularly by class teachers. Progress in reading, writing and numeracy is tracked termly. We have systems in place that use data to support tracking to identify the needs and celebrate achievements. Pupils making slow progress are discussed with the SENCO (special educational needs coordinator) and parents/carers.</p> <p>Parents/carers are encouraged to speak to the class teacher about any concerns they have via an appointment or other form of communication such as email if that is not possible. Class teachers will inform the SENCO of their concerns. These are logged as initial concerns. If these concerns meet the criteria for extra support in school then a meeting is arranged with the SENCO and/or teachers and parents to discuss the next steps in terms of the best way to support the child in school. St Michael's provides a wide range of support from all areas of the SEND Code of Practice.</p>
2	How will the school staff support my child?	<p>When the school identifies the need for additional support, parents and staff including the SENCO will plan the interventions that will need to be put in place to support the pupil. These may include working in small groups with more adult support or 1:1 support in a specific area of learning. All teachers are teachers of pupils with SEND children and will oversee the educational program in place with advice and support from the SENCO and other outside support services if required.</p> <p>Any intervention is evaluated. Learning is carefully planned and tasks adapted to meet the needs of the pupil. Feedback from all adults working with the child is shared with the SENCO who oversees the program. Our school provision map demonstrates the range</p>

SPECIAL EDUCATIONAL NEEDS AT ST MICHAEL'S C of E (A) INFANT SCHOOL

		of interventions available in our school. The progress of all pupils receiving additional support is monitored termly. All interventions put in place are research and evidence based. The SENCO keeps the governors informed of the process and the needs of SEN pupils.
3	How will the curriculum be matched to my child's needs?	Staff plan the curriculum carefully, differentiating it to further each child's learning. Lessons and activities are interactive and delivered in a variety of ways to support each child's learning style. Advice from outside agencies is followed and progress is constantly assessed in the assess, plan, do and review cycle. Learning takes place in both the classroom and out in the grounds and is planned to accommodate all learning styles. Next steps in the form of preferred outcomes are planned for each child. Teachers and support staff work closely with pupils to ensure access to the curriculum.
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	Staff regularly assess pupils progress and understanding and this informs future planning. Children are given the opportunities to discuss their learning with adults in school. Parents are welcome to discuss progress with teachers on a more informal basis and at the more formal parents evenings. We use "home-school" link books for contact with parents. Any outside agency reports will be sent to parents. Parents are invited to attend any relevant meetings regarding their child. For example a talk on dyslexia by a specialist. Progress review meetings between teachers and parents and, if needed, the SENCO are arranged termly and more often if required. The school runs workshops to inform parents and increase their knowledge of how to support their child at home. Annual reports are sent out in the Spring Term. Parents evenings are held in the Autumn and Summer terms. The school hosts "drop in" sessions for parents and curriculum newsletters are sent home. Parents also have the opportunity to complete school surveys.
5	What support will there be for my child's overall well-being?	The school delivers PSHE (Personal Social Health Education). This is planned for each week but is also part of the schools ethos to ensure all children's wellbeing. The school uses positive behaviour strategies which focus on praising good behaviour. There is also

SPECIAL EDUCATIONAL NEEDS AT ST MICHAEL'S C of E (A) INFANT SCHOOL

		<p>a behaviour policy with clear sanctions in place.</p> <p>The older pupils often support the younger ones within our school. Highly trained Midday supervisors support the wellbeing of children at playtime to ensure there is a positive lunchtime experience.</p> <p>The office has a stringent policy for managing medicines and ensures they are kept locked away. We also have clear termly values that help to underpin our ethos. St Michael's supports a wide range of SEND from all areas of the SEND code of practice including cognition and learning, communication and interaction, physical and sensory and social, emotional and mental health needs.</p>
6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>St Michael's has access to a range of services including speech and language therapy, educational psychology, language and literacy support, mental health provision, behaviour support and physical &amp; sensory support. These services are offered at a local level.</p> <p>The school also works closely with Pediatricians and other health professionals when working with children with SEND.</p> <p>St Michael's is part of the Dorking Schools Partnership which allows us to share expertise with other practitioners on a formal and informal basis.</p> <p>The SENCO is currently studying for the National Award for SEND coordination; the Executive Head, who supports the SENCO, has the qualification.</p>

SPECIAL EDUCATIONAL NEEDS AT ST MICHAEL'S C of E (A) INFANT SCHOOL

7	<p>What training are the staff supporting children and young people with SEND had or having?</p>	<p>Staff have regular training in aspects of Special Educational needs that are pertinent to our school at a given time. These have included Speech, Language and Communication needs, dyslexia, behaviour management, positive touch, first aid, child protection and MAPA training. Staff may attend external training courses or be trained by the SENCO or outside agencies. The SENCO attends local area and borough meetings. Staff receive appropriate training to support pupils with medical needs. The SENCO works with the Bursar to secure funding to purchase appropriate resources and equipment that children with SEND need to access the curriculum successfully.</p>
8	<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>Staff visit the venues for school trips before the visit to ensure the trip is suitable for all children. Children with SEND are always included in school trips and excursions. Risk assessments are completed prior to the visit and consideration is given to ensure that children with SEND have full access to the activities available.          No children with SEND would be excluded from excursions due to financial implications. Parents can accompany their child if it is possible.          On the visit day, specific staff are allocated to children with SEND to ensure they are safe and are able to access the learning.</p>

SPECIAL EDUCATIONAL NEEDS AT ST MICHAEL'S C of E (A) INFANT SCHOOL

9	How accessible is the school environment?	There is wheelchair access on to the site and one disabled toilet. The play space however has restricted access as there is a sloping site and the main playground is accessed via steps. Three class bases are accessible. The SENCo works with the Bursar to secure funding to purchase appropriate resources and equipment that children with SEND need if existing equipment cannot be adapted.
10	How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?	<p>We have close links with the pre-school setting near the school site. Visits are regularly encouraged and welcomed by staff and pupils. Parents have commented on these saying how smooth the transition is from pre-school to school. Our Reception class staff visit pre-school settings to foster links between schools. The Senco also visits new students if they have identified SEND. Prospective pupils are invited to events throughout the year, including the Christmas play and open days. Home visits are offered to all Reception admissions in the first week of the Autumn term, where parents have the opportunity to talk about their child before starting school. The SENCO liaises with pre-school SEND staff where there is an already identified need.</p> <p>Transfer to Junior school involves visits and discussions with the Year 3 lead teachers where relevant pupil information is shared. This allows time for the setting to put in place whatever support the pupil will need upon transfer.</p> <p>A detailed transfer is provided involving Senco's from both schools where there is a child with SEND.</p>

SPECIAL EDUCATIONAL NEEDS AT ST MICHAEL'S C of E (A) INFANT SCHOOL

11	How are the school's resources allocated and matched to children's special needs?	<p>Currently pupils at the School Support level (Wave 1) of the SEND policy will be resourced within the general classroom. Pupils at the next level (Wave 2) will receive extra support dependent on their needs. This may be in the form of participation in a small group, 1:1 support or adult support within or outside the class. Interventions are offered as and when appropriate. Pupils with an EHCP will receive support as detailed in that document. Pupils are included in the classroom whenever possible. Small groups may work in other quiet areas within school.</p> <p>Governors closely monitor the allocation of resources through meetings with the SENCO.</p>
12	How is the decision made about what type and how much support my child will receive?	<p>Initially there will be a discussion with the class teacher and parents. If necessary, discussion with the SENCO and advice from outside agencies will be sought. Regular pupil progress meetings will assess progress against set outcomes and interventions put in place if required. These interventions will be evaluated for impact by the class teacher and SENCO at least termly and shared with parents and the Head Teacher.</p> <p>Children are supported in accordance with the SEND Code of Practice 2014 and Surrey's guidance advice.</p>

SPECIAL EDUCATIONAL NEEDS AT ST MICHAEL'S C of E (A) INFANT SCHOOL

13	How are parents involved in the school? How can I be involved?	<p>Our school has an “open door” policy where parents are invited into school whenever possible. Parents are welcome to be helpers in the class which is a lovely opportunity to spend time with the children. Progress and targets are shared with parents termly and more often should the need arise. Parents evenings are also held twice a year in the Autumn and Summer Terms.</p>
14	Who can I contact for further information?	<p>Before your child starts at our school the office staff and the Head Teacher are there to offer help and advice. The telephone number is 01372 373717. Once at school, the class teacher is the parent’s first point of contact followed by the SENCO or Head.</p> <p>All staff may be contacted via email at <a href="mailto:info@stmichaels-dorking.surrey.sch.uk">info@stmichaels-dorking.surrey.sch.uk</a>. The local authority’s Local Offer for advice and support with SEND can be found on the Surrey County Council website at <a href="https://www.surreylocaloffer.org.uk">https://www.surreylocaloffer.org.uk</a></p> <p>Send advice Surrey SSIASS provides information, advice and support to parents, carers children and young people with special educational needs and or disabilities (SEND) aged 0 to 25 years. Their information and advice is impartial, confidential and free,. Their helpline number is 01737 737 300. Email: <a href="mailto:ssiass@surreycc.gov.uk">ssiass@surreycc.gov.uk</a>. There is a website with an online contact form available at : <a href="http://www.sendadvicesurrey.org.uk">www.sendadvicesurrey.org.uk</a></p>