



# St. Michael Catholic Primary School

## Responses to the 14 Questions

	Questions	School Response
1	<p><b>How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</b></p>	<ul style="list-style-type: none"> <li>• We have rigorous monitoring in place at St. Michael's that tracks the progress our learners make in all areas of the curriculum. In addition, the impact of interventions is tracked rigorously. We liaise with Early Years providers prior to admission to school to establish any existing needs. All of our staff members are vigilant at supporting and raising any concerns to the SENDCo and Senior Leadership Team. We use data and other forms of assessment to identify additional needs and celebrate achievement.</li> <li>• Parents/carers are encouraged to speak to the class teacher about any concerns they have. Equally, teachers approach parents about any concerns they have about the children. We operate an 'open door' policy here at St. Michael's and encourage parents to share their concerns and information about their children throughout the year.</li> <li>• We have qualified SENDCos (achieving the National Award for SEND Coordination) and staff with Masters level training in all areas of special educational needs, including emotional needs.</li> </ul>
2	<p><b>How will school staff support my child?</b></p>	<ul style="list-style-type: none"> <li>• Our governors play an active role in monitoring the quality of our special educational needs provision, as does the Head teacher, senior leadership team and SENDCo.</li> <li>• Initial concerns and early interventions are discussed with the parents by the class teacher. Should further intervention be required to enable a pupil to make expected progress, the parents/carers are invited to a meeting at the school with the SENDCo to draw up a plan of support. This individual education provision plan will detail what sort of provision is in place, what outcome is expected, who is providing it and for how long, including recommendations from outside agencies where appropriate.</li> <li>• All interventions we put in place are research informed and evidence based and are measured to monitor impact &amp; attendance against expected rate of progress. Where we feel</li> </ul>

		<p>something isn't working, we are quick to respond and find alternatives through dialogue with the learner and their families. All our additional support programmes are overseen by the SENDCo and all our teachers are teachers of inclusion and special educational needs.</p> <ul style="list-style-type: none"> <li>• Our school provision map shows the range of interventions in place in our school which will be used where we identify children who will benefit from these interventions. We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.</li> </ul>
3	<p><b>How will the curriculum be matched to my child's/young person's needs?</b></p>	<ul style="list-style-type: none"> <li>• At St. Michael's, good quality whole class, including differentiation, is embedded in our curriculum and practice. We have a broad and balanced curriculum. Regular Pupil Progress Meetings help us to monitor and measure the impact of this and reflect on the next steps in learning. All of our teachers are clear on the expectations of classroom provision and this is monitored regularly by the leadership team.</li> <li>• All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. When planning, teachers refer to children's IEPs to make particular provision for their needs. If, for example, a child has Speech, Language and Communication Needs teachers will use simplified language and pictures to support them to understand new vocabulary.</li> </ul>
4	<p><b>How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</b></p>	<ul style="list-style-type: none"> <li>• We regularly share progress feedback with all our learners and their families through target setting evenings and written reports.</li> <li>• Our 'open door' policy allows parents/carers to meet with the SENDCo to discuss pupils' progress, what can be done by families at home to support the learning at school.</li> <li>• We host a number of curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child's needs. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.</li> </ul>

		<ul style="list-style-type: none"> <li>• We believe in supporting the development of parenting skills and as such deliver workshops on site/work in collaboration with other agencies.</li> <li>• Parents/carers will be invited to a bi-annual meeting with the SENDCo and class teacher to discuss the support that the school are providing and how they can help their child at home.</li> </ul>
5	<p><b>What support will there be for my child's/young person's overall well-being?</b></p>	<ul style="list-style-type: none"> <li>• All of our staff provide a high standard of pastoral support. Relevant staff are trained to support medical needs and some cases all staff receive training.</li> <li>• We have a medical policy in place.</li> <li>• Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.</li> <li>• We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.</li> <li>• Children's views (Pupil Voice) are encouraged in a variety of ways. School council and pastoral carers are central to our ethos and encouraged to contribute in a variety of ways and regularly.</li> <li>• All pupils are supported with their social and emotional development through the curriculum and at playtimes.</li> <li>• We offer additional support for children in the form of group work or one to one sessions where we help children to understand their emotions and develop empathy towards others. This helps them to understand the impact of their actions on others.</li> <li>• Small group targeted programmes are also delivered to pupils to develop and improve social skills and emotional resilience ability.</li> <li>• The school has effective systems to make sure that friendships are maintained and that no pupil feels isolated</li> </ul>

		<ul style="list-style-type: none"> <li>• Children with identified behaviour, social and emotional needs may require additional specialist support. External support is sought and advice implemented to ensure that such pupils' needs are responded to.</li> </ul>
6	<p><b>What specialist services and expertise are available at or accessed by the setting / school / college?</b></p>	<ul style="list-style-type: none"> <li>• Our staff at St. Michael's receive training and our teachers all hold qualified teacher status.</li> <li>• We have a number of established relationships with professionals in health and social care and these are recorded on our provision map.</li> <li>• Services include but are not limited to: School nurse; Child Protection; First Aid; Speech and Language Therapy; Behaviour Support; Occupational Therapy; Language and Literacy Support; Child and Adolescent Mental Health Services (CAMHS).</li> <li>• All external partners we work with are vetted in terms of safe guarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.</li> </ul>
7	<p><b>What training are the staff supporting children and young people with SEND had or are having?</b></p>	<ul style="list-style-type: none"> <li>• One of our Special Needs Co-ordinators (SENCo) has completed the mandatory National SENCo Award and is a qualified teacher; the other SENCo is committed to complete this and holds a MA in Special and Inclusive Education.</li> <li>• SENDCos attend SEN network meetings, to enable them to remain up-to-date with initiatives, legislation, research, etc.</li> <li>• We regularly invest time and money in training our staff to improve classroom provision delivery.</li> <li>• We develop enhanced skills &amp; knowledge for the implementation of wave 2 and 3 interventions.</li> <li>• At staff meetings, our staff are updated on matters pertaining to special educational needs and disability.</li> </ul>

8	<b>How will my child/young person be included in activities outside the classroom including school trips?</b>	<ul style="list-style-type: none"> <li>• Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom, including out of hours provision.</li> <li>• Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.</li> </ul>
9	<b>How accessible is the school environment?</b>	<ul style="list-style-type: none"> <li>• We have a full Accessibility Plan in place and as such we consider our environment to be fully accessible. We are vigilant about making reasonable adjustments; where possible</li> <li>• Our policy and practice adheres to and embraces The Equality Act 2010.</li> <li>• We monitor the languages spoken by families in our settings where possible we ensure any home-setting communications are available in the relevant languages and when required translators are asked to attend meetings.</li> </ul>
10	<b>How will the school prepare and support my child/young person to join the school transfer to a new setting / school / college or the next stage of education and life?</b>	<ul style="list-style-type: none"> <li>• We have a robust Induction programme in place for welcoming new pupils to our setting.</li> <li>• Our Provision Management systems records what aspects of our environment help child/young people learn and this information is passed on in transition</li> <li>• We have very good relationships with any feeder settings as well as settings children move onto.</li> </ul>
11	<b>How are the school's resources allocated and matched to children's/young people's special educational needs?</b>	<ul style="list-style-type: none"> <li>• Our finances are monitored regularly and we utilise resources to support the strategic aims of our school as well as individual pupil needs.</li> <li>• We seek to ensure value for money service, so all interventions are costed and evaluated.</li> <li>• Our budget is allocated according to our Provision Management system.</li> </ul>
12	<b>How is the decision made about what type and how much support my</b>	<ul style="list-style-type: none"> <li>• Quality First inclusive Practice (wave 1) is clearly defined in our setting and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the SENDCo, other relevant staff, outside agencies (if appropriate), the pupil and their families.</li> </ul>

	<b>child/young person will receive?</b>	<ul style="list-style-type: none"> <li>• All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees all additional support and regularly shares updates with the SEN Governor.</li> </ul>
<b>13</b>	<b>How are parents involved in the school? How can I be involved?</b>	<ul style="list-style-type: none"> <li>• As a Catholic school, we believe that parents are the primary educators of their children and it is our role to support them.</li> <li>• We believe in partnering parents in dialogue to support a child's learning, needs and aspirations.</li> <li>• We operate an 'open door' policy.</li> <li>• Parents are invited to contribute through a number of means such as parent surveys, meetings and workshops.</li> <li>• Our Governing Body includes Parent Governors/representatives and a report is given to them annually by the SENDCo.</li> </ul>
<b>14</b>	<b>Who can I contact for further information?</b>	<ul style="list-style-type: none"> <li>• In the first instance, parents/carers are encouraged to talk to their child's class teacher.</li> <li>• Further information and support can be obtained from the school's SENDCo and Senior Leadership Team.</li> </ul>