

St. Michael at Bowes C.E. Junior School: SEN Information Report - in accordance with section 65(3)  
of the Children and Families Act 2014

St. Michael at Bowes C.E. Junior School

**HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES**

**Our vision and how we hope to achieve it:**

'Helping each other to live successful lives in the world of tomorrow'

All children have a human right to be educated alongside their peers. At St. Michael at Bowes C.E. Junior School we are fully committed to meeting the needs of those children with Special Educational Needs so far as is reasonably practicable and compatible with the provision of the efficient education of other children. In meeting these responsibilities, St. Michael at Bowes has due regard to the SEN Code of Practice 2014 and Disability Discrimination Act 2001.

- ensure that all children are valued equally
- ensure that all children make progress
- work in close partnership with parents/carers, children, governors and staff
- ensure that Special Educational Needs are identified and assessed as early as possible

**Type of school we are**

St. Michael at Bowes C.E. Junior is a fully inclusive school. It is a 3-form entry (one year group has 2 classes) - Children from 7-11

- St. Michael at Bowes C.E. Junior is larger than the majority of primary schools
- Almost all the children are from a wide range of minority ethnic backgrounds. 78% speak English as an additional language. There are 36 different languages spoken. With 5% of children at the early stages of learning English.

### **Our Ofsted rating**

St. Michael at Bowes C.E. Junior School's last Ofsted in 2023 was rated:- Good

### **How we know if a child/young person has special educational needs**

- Children are identified as having SEND when their progress has slowed/stopped and where targeted interventions, resources etc. put in place do not enable children to make improvement.
- Once this occurs we have Individual Education Plans (IEP's) which support development and accelerate progress
- Children are closely monitored and any concerns are highlighted during Pupil Progress meetings with class teachers (on a rota) and with teaching assistants half termly reviews of targeted interventions
- Concerns are regularly discussed with senior staff
- Concerns are highlighted and monitored over a reasonable period of time
- Class and subject leaders track children's progress closely and identify their requiring support on accountability sheets
- Parental concerns expressed to teacher or the Inclusion Manager are followed up
- Class/subject teachers use checklists to screen children with weak reading or spelling for dyslexia
- We screen all children with English difficulties for speech, language and communication needs

### **What we do to help children/young people with special educational needs**

- The school has a provision map that is updated when needed. The provision map outlines all the additional interventions that the school is currently providing. All the interventions are carefully selected and personalise for each child. The interventions are monitored by the class teacher, Senior teachers, teaching assistants and the Inclusion Manager for suitability and progress
- At St. Michael at Bowes C.E. Junior School there is an established process to track and alert the Inclusion Manager of any concerns. Your child is provided with appropriate interventions or individual support. Support can be provided in addition to statemented hours but independence is strongly encouraged.

- The class teacher is responsible for all children in their class and provides Quality First Teaching. The teacher coordinates how the additional support is used.
- The teaching assistant provides in class support as directed by class teacher
- The class teacher is responsible for your child's education plans, which are monitored during the termly IEP reviews at Parent Consultation Evenings

#### **How we adapt our teaching for children/young people with special educational needs**

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning activities are adapted in order to enable your child to access their learning as independently as possible.
- Lessons are carefully differentiated to your child's needs and equipment carefully chosen to suit their learning needs/style.

#### **How we decide what resources we can give to a child/young person with special educational needs**

- The Assistant Headteacher - Inclusion Manager support the class teacher in planning for children with SEN
- The school has a School Development Plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD and dyslexia.
- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.
- Specifically trained support staff can implement the teachers' modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to the curriculum and extra-curricular activities in school.

#### **How we check that a child/young person is making progress and how we keep parents informed**

- Your child's progress is monitored regularly by his/her class teacher.

- His/her progress is reviewed formally every half term and progress is assessed against the national curriculum expectations for Reading, Writing, Maths and Science. Progress in other areas, such as attendance, engagement in learning and behaviour are also monitored.
- If your child is not yet at national curriculum expectations, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. These levels are called 'P levels'.
- At the end of year 6 all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results from these tests are published nationally.
- The progress of children with a statement of SEN/EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The Assistant Headteacher for Inclusion will also check that your child is making good progress within any individual lesson and in any group that they take part in.
- If your child is still not making expected progress the school will discuss with you:
  - Any concerns you may have
  - Any further interventions or referrals to outside professionals to support your child's learning
  - How school and home can work together, to support your child.
- Range of ways will be used to keep you informed, which may include"
  - Home/school work
  - Letters/certificates sent home
  - Additional meetings as required
  - Reports
  - Curriculum letters
- There are additional curriculum forums available for parents



**Support we offer for children's/young people's health and general wellbeing**

- If your child has any medical needs the School Welfare Officer will invite you to school to create a care plan.
- The plans will be updated regularly and you are able to contact the school Welfare Officer at any time
- Your child's social and pastoral care is very important and sharing of your concerns with their Class Teacher/Teaching Assistant will help us all to work together.

- All medicines are carefully monitored and recorded.
- If there are any concerns the School Welfare Officer will ring you and discuss any concerns. If needed the School Nurse will be consulted.
- Your child will access all the assessments held in school and if there are any concerns you will be informed.
- Your child is fully included in life of the school where possible - All children are encouraged to work together.
- If your child is struggling to understand how to make friends social stories are made available and additional support given through the use of a Learning Mentor.
- New children (or if your child is struggling in the playground) are provided with appropriate buddies (2).
- Staff in the playground will monitor your child and encourage them to interact with others. If there are any concerns their class teacher and the Inclusion Manager will be notified.



#### Behaviour

- If your child has behavioural difficulties their Class Teacher or a member of the Senior Management Team will keep you fully informed.
- Strategies will be implemented and shared with you.
- Additional support will be implemented if needed and advice requested from additional professionals if required.
- The Assistant Headteacher for Inclusion will keep you informed and if necessary hold a meeting with all the professionals involved and yourself.
- Everything possible will be implemented to ensure your child is included at all times.

#### Attendance

- It is crucial that your child attendance is good. This will support your child in making good progress with the support they are given.
- It is important that if your child has medical issue that the school is notified immediately and they return to school as soon as possible. If you are unsure about any issues the School Welfare Officer will be able to advise you.

#### Child's views:-

- Your child is encouraged to discuss school issues that can be taken to the school council, Talk about a Problem and the worry box.

- Staff discuss issues with your child and if they are able to contribute ideas they will be encouraged to share them with their peers.
- If your child has shared concerns or ideas with you, but they feel they cannot discuss them in school you can bring them to the Class Teacher, our Learning Mentor or the Assistant Headteacher for Inclusion.

**Specialist external services we use when we think extra help is needed**

The school have access to:

Educational Psychologist

Speech & Language Therapist

Social Services

Children and Adolescent Mental Health Service (CAMHS)

Outreach: West Lea Special School - Down's Syndrome

Russet House - Autism

Occupational Therapy

Physio Therapy

Joint Services for Children with Disabilities

Behaviour Support Service

Hearing Impaired Services

Joseph Clarke Educational Services for visually impaired

Suffolk Primary (Language Unit)

The London Centre for children with Cerebral Palsy

Family Support

School Nurse

Parent Partnership

**The training our staff are receiving**

- The Inclusion Manager trains/coaches colleagues in involving the children in identifying strengths, difficulties and what helps



- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. medical/health training to support staff in implementing medication and the EpiPen (Epinephrine Auto-injector)
- Training takes place on a regular basis.
- All staff have had access to training around Special Educational Needs for example Autism and strategies for mainstream classrooms
- All Teaching Assistants have access to training for example Lego Therapy, Language for Thinking, Talk about for children, Catch-up Literacy/Numeracy. During their Professional Development Interviews, Staff indicates their area of interest and training needs.

#### **How we include children/young people in activities and school trips**

- All children are included in all with their peers.
- Before any trip or activity, a risk assessment is completed to ensure accessibility for all.
- Every year additional adults are provided for school education (Year 6) and parents are advised.
- Strategies are provided and shared with parents to prepare children for visits and activities.



#### **Our school environment**

- The school is fully accessible to wheelchairs.
- The classrooms and corridors are clearly lit and kept clear to ensure children with visual difficulties are catered for
- Steps leading to and from the playground are painted with a yellow stripe to support visually impaired children
- The school have disabled toilet facilities on every floor
- When each child with special needs enters the school their whole needs are carefully looked at and any equipment provided. When agencies advise additional equipment, where possible it is provided. Equipment can also be loaned to parents to help support their children's needs

#### **How we prepare for children/young people joining our school and leaving our school**

When your child is joining the school:

- The first introduction to the school is carefully planned. The Inclusion Manager meets with parents and if the child has known difficulties systems are put into place to support

If transferring from another school:

- If possible the Inclusion Manager, Class teacher and the Teaching Assistant will visit the child in their current setting. Social stories are provided when appropriate and visits can be planned to support change.

If your child is moving to another school:

- The transition to another primary school is carefully planned and parents are kept fully informed. A social story or photographs are used to show the child where they are going and the new support they will be getting. The school will be given your child's passport outlining his/her likes and dislikes.

In Year 6

- The Inclusion Manager will hold a transition meeting inviting the Secondary School staff (Preferably the SENCO) in to discuss the child and share strategies.
- Your child will attend a small group in school, to support their understanding of the changes ahead.

Moving classes:

- Information will be passed on to the new class teacher in advance.
- A social story is provided for all the children who will benefit from a visual prompt.
- A social story is provided for all the children who will benefit from a visual prompt.
- When needed, a transition programme is planned.
- A passport may be developed to support the transition.
- Class teachers will observe your child in their current school



**How parents are involved in school life**

- You are encouraged to discuss any concerns at the first opportunity.
- Sharing your understanding of your child's needs is valued.
- Staff feels it is important that if English is not your first language that any feedback from professionals is translated for you, so you have a clear understanding of what is going on.
- An interpreter will be provided by the school when necessary. School also have several members of staff that are able to interpret for you.



### **Who to contact for more information or to discuss a concern**

- We would like you to talk to your child's class teacher on a regular basis so we know what your child is doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support the child both at home and school and can share what is working in both. We will provide your child with a home and school communication books.
- The Inclusion Manager will be available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside agencies will be discussed with you with the person involved directly, or where this is not possible, in a report. The Assistant Head teacher for Inclusion will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Homework will be tailored to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

### **In addition**

If your child is undergoing statutory assessment, you will also be supported by the Assistant Headteacher for Inclusion. She will ensure that you fully understand the process.

- The first point of contact to discuss any concerns is with the class teacher. If their concerns continue you can contact the Assistant Headteacher for Inclusion.
- If there are family matters that may be impacting on your child, you can talk to our Learning Mentor.
- If your child has a need and you wish to look at the facilities you can contact the Assistant Headteacher for Inclusion on 020 8888 6100.

**Our offer to children with special educational needs and disabilities was prepared through consultation with staff, governors and parents in Autumn 2015.**

**It will be reviewed in Autumn 2024**