

Rossington St Michael's C of E Primary School

Brief description of the school

Rossington St Michael's C of E Primary is a larger than average school. As a voluntary aided school it caters for pupils between 4 and 11 years and maintains close links with St Michael's Church.

Our school's aim; Aspire, Believe, Celebrate.

How we identify if your child may need additional help and/or has special educational needs (SEN)

When a member of staff is concerned with regards to a potential SEND in a pupil, the class teacher will initially communicate with the parents, sharing thoughts and examples of how this pupil is displaying the need or disability. The class teacher will complete a record of concern form that is passed to the SENCO who will gather information from various sources to discuss next steps. Class teacher and or SENCO will invite parents in to school to discuss (with the pupil if appropriate), the suggestions and their thoughts and feelings on the next course of action. Clear outcomes will be set from which SMART targets are recorded.

How we involve parents and carers in meeting the needs of their child and in whole school developments

In order that parents and children are able to work in partnership with school, pupil progress meetings will be called every term for children with SEND. These meetings will last longer in duration than a typical parents evening and are intended to enable parents to become fully aware of the support their child is receiving and voice their opinions with regards to the future of this support. The SENCO, class teacher, parents and if appropriate lead teaching assistants and child will each share their aspect of involvement.

How we will involve your child in the planning and review of their support

If the child is not present they will be encouraged to complete with a member of staff a wishes and feelings form, which will record and enable their voice to be heard during the meeting.

How we match the curriculum, teaching and learning approaches if your child has SEN

It is the class teacher's duty to identify on planning the provision they are making for those children with SEND and how they are using staff in and out of class to support the learning needs. They regularly need to check on the progress of the child and identify through planning and delivery any additional help the child may need (this could be things like targeted work, additional support) and informing the Inclusion Manager and SENCO. Through the writing of SMART targets and sharing and reviewing these with parents at least once each term and planning for the next term learning is personalised in order to prioritise these.

How we provide additional support if your child has learning needs

Additional support may include differentiated approaches to work or varying resources. 1:1 sessions may be employed for 'catch-up' or intensive work to target particular areas the pupil may be struggling with. In all cases communication is kept between parents and school sometimes through communication diaries, conversations at home time, occasionally e-mails to parents or phone calls home.

How we provide additional support if your child has social and communication needs

The school has worked successfully with children with social and communication needs and regularly accesses support from the local authority in terms of individual pupils and training of staff. The school has also recently been trained by the educational psychologist in the very new resource of Lego Therapy. Staff are aware of the physical requirements within the classroom and of methods of teaching which support such difficulties. Of course each pupil is considered as an individual and their needs met accordingly.

How we provide additional support if your child has physical, sensory and/or medical needs

The school regularly invite occupational therapists in to school to carry out sensory assessments or work with pupils with related needs. We are currently visited by a team supporting a child with visual impairment who offer touch typing, assessment of the environment and advise on how accessible the work is for this pupil. Similarly we have been visited by school nurses to inform the staff on dealing with epipens, asthma attacks, and supporting a pupil with.

How we provide help to support your child's emotional health and well being

As we do have pupils who are struggling with the more emotional aspects of SEN we offer playtherapy delivered by an external practitioner and have a learning mentor and staff trained in restorative practices. 2 members of staff are also trained in counselling skills and the school offers a 'chill out' room where children may come at any time for a chat or just time out.

How we promote developing independence

Although children may require some support with accessing school we accept our responsibility in ensuring that they develop the skills for lifelong learning. Children are therefore offered support but encouraged to move away from this developing resilience and determination to live a fulfilling and independent life.

How we measure and review your child's progress against their targets and longer term outcomes

Data is collected from all pupils before every half term as a means of constantly monitoring progress. These are then discussed at pupil progress meetings which take place between SLMT and the class teacher. The SENCo will be present for any SEND pupils who it is felt are not making the required progress to identify causes for and strategies that may support in the improvement in this area.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEN

Through our accessibility plan the SENCo has considered the actual building and grounds and created a progressive list of alteration which will need to be made. Similarly class teachers are expected to alter their learning environments considering the needs of their pupils. Liaison with special school enables the SENCo to provide appropriate equipment so that all children feel their needs are being met.

How we include children with SEND in the life of our school

All children are encourage to take part in every aspect of school life here at St Michaels. This on occasion may meant that children with serious medical concerns arrive after medical has been administered a little later. Children with visual

impairment are able to work alongside their peers with specialised lights and personalised work sheets. 1:1 support is provided for those pupils who cannot access the curriculum alone and are encouraged to take place in the majority of class activities, working in the same space as peers and playing alongside.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

The SENCo has gained the SENCo Coordination post Graduate Certificate. Regular in house training allows staff to keep up to date with developments and research and individuals are offered professional development in areas specific to their role e.g. Makaton, social and communication difficulties etc.

External support and expertise we can call upon to help us to meet children's needs

As detailed previously the school enjoys regular contact with nearly all the services offered by Doncaster to support its SEND pupils fully. These include:

- Speech and Language
- School Nursing
- Educational Psychology
- CAMHS
- Occupational Therapy

How we prepare children to join our school

Children with SEN or presenting with a difficulty are identified during foundation staff's visits to pre-school providers. Links are then made with the parents, setting and school SENCo to ensure the school are prepared for the new arrival. This may mean meeting prior to the new academic year to discuss what may need to be set up and make any referrals necessary.

Children transferring mid-year may arrive with often very little notice. The parent/carer will then be invited in to school to discuss the needs and the previous school's SENCo will be contacted directly to gain an insight into the work that may have already been undertaken.

How we prepare children to move on from our school

Transfer to another school for pupils with SEN is arranged through communication between SENCos of both schools. This will take place at least a term before the transition is due to take place and for pupils with a statement, an early review will enable the receiving school to attend and be aware of the needs of the upcoming pupil. Sessions are therefore booked in for additional transition, beyond that for other pupils and for those experiences quite severe needs, a personalised plan may be formed.

How we deploy our resources to meet the needs of children with SEND

Schools resources are deployed evenly based on the range of needs within the school at any one time. This will also be dependent on the range of pupils with a statement and the spread of these across year groups. St Michael's prides itself in its inclusive approach and therefore has an inclusion team to ensure the needs of every child are being met.

Contacts for more information

Head teacher/ Principal: Mrs Clair tucker

Chair of Governing Body: Mr Alan Mosely

Address: Sheepbridge Lane, Rossington, Doncaster, DN11 0EZ

Telephone: 01302 868284

Email: head@st-michaels.doncaster.sch.uk

Website: www.rossingtonstmichaelscofe.org.uk

SEND Policies and SEN Information Report link(s):

www.rossingtonstmichaelscofe.org.uk/school-policies