

Core Details

St Michael's School and Pre-School is committed to supporting the development of all children from Rising 3s to 11 years old. Our dedicated staff has a wide range of experience in making provision to support families and children with additional needs.. The School and Pre-School has full disabled access around the whole site with a newly installed ramp to the KS2 playground, disabled toilet facilities for KS2 and KS1; which incorporate an easy change lifting bed. As a school we work closely with multiple agencies to ensure the best opportunities and support are available. These include; the Children's Centre Staff on site, our Educational Psychologist, The Medical Practice, Health Visitors, and the Locality Team who support Common Assessment Framework (CAF) and Child in Need (CIN) plans.

How do you know if children and young people need extra help and what should I do if I think my child may have SEND?

We listen to parents and external agencies as soon as we know that a child with any additional need is starting our Pre-School.

To identify children within our setting, leaders closely observe and monitor children's development on a daily basis. Assessments of children's needs are wide and varied. Profiles are created to help monitor skills and areas of difficulty in their learning journey.

Children's progress, additional needs and potential barriers to learning are discussed in Staff Meetings, Pupil Progress meetings and with the Pre-School's SENCo.

As children enter Pre-School, we gather as much information about their development and skills/confidence as possible. Evidence may be provided by informal and formal assessments from other settings or from conversations with parents and carers.

SENCO – Mrs J Bull – is responsible for coordinating support for all children with Special Educational Need and Disabilities in Pre-School. She liaises with all other people coming into school to help support your child's learning such as the Speech and Language Therapist, Educational Psychologist etc

She ensures that you are:

- involved in supporting your child's learning
- kept informed about the support your child is receiving
- involved in reviewing their progress
- part of planning ahead for them.

She has responsibility for updating the Pre-School's SEND Records of Need (a system for ensuring all the SEND needs of pupils in this Pre-School are known) and making sure that there are excellent records of your child's progress.

Headteacher – Miss A Grose – responsible for ensuring that your child's needs are met. The day to day organisation is passed to the SENCO and Leaders but Miss Grose has overall responsibility. She must make sure that the Governing Body is kept up to date about issues relating to SEND.

Leaders of Pre-School - are responsible for ensuring that all children have access to outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).

These responsibilities may include:

- monitoring the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc) and discussing amendments with the Pre-School SENCo as necessary.
- writing Individual Education Plans (IEP), and sharing and reviewing these with parents at least once each term and planning for the next term.
- ensuring that all members of staff working with your child in Pre-School are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- ensuring that all staff working with your child in Pre-School are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

- ensuring that the Pre-School's SEND Policy is followed in their setting and for all the pupils they teach with any SEND.

Assistants –

- Assistants will support a range of pupils throughout the day. They assist the teacher in delivering the curriculum and will often work with a small group of pupils with an agreed focus. Occasionally they will work 1-1 with a pupil with exceptional special educational needs and disabilities. All Assistants play a very valuable role in your child's education. However, we would prefer that questions regarding your child's learning and progress are directed to the Pre-School Leaders and/or the SENCo.
- as a Pre-School we welcome daily dialogue between parents and staff on how a child's day has been and we actively encourage this continued feedback.

How will your staff support my child/young person?

Our Pre-School cares about each individual and their progress is important every day. The happiness and confidence of your child is vital if they are to learn.

The uniqueness as an individual is celebrated within our inclusive environment. Under the guidance of our SENCo, we have a broad team with a range of specialisms who work together to support your child through the school day both in class, at break times and with targeted interventions.

The Pre-School Leaders all have knowledge of the range of Special Educational Needs and the SENCo is trained to have a deeper knowledge of potential barriers, e.g. dyslexia, ASD, dyspraxia.

Advice is sought from outside agencies to understand a child's needs more clearly when barriers to learning are complex.

How will the curriculum be matched to my child's needs?

As a Pre-School we aim for all children to learn the skills and knowledge at the level expected for their age and have high aspirations. Our teaching looks at the needs and current level of your child's skills

and we take a step by step, multi-sensory learning approach, to help your children master the required small achievable successes along their learning journey.

We plan the curriculum to ensure that children find it motivating, relevant and accessible.

Some children will have an Individual Education Plan (IEP). These will highlight the learning priorities and targets for your child. They will be supported through targeted small group and individual intervention.

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?

We have an open door policy and are happy to meet to discuss your child's progress if you have concerns.

The Pre-School Leaders are the first person you should speak to. They will talk whether your child is able to access the learning independently or with support and talk to you about how close this is to the level expected for his/her age.

Parent Consultations – with parents happen Termly and are available upon request following reports in the Summer term.

IEP reviews - All parents need to contribute to the discussion about the next steps and agree that the priorities have been highlighted - depending on your child's stage of development these will be reviewed and the progress towards the targets will be discussed with you.

Reviews of (Educational Health and Care Plan) EHCP - Each Year your child will have a full and detailed review of their needs and you and your child will be at the centre of this review.

They will demonstrate the next steps in learning and the method that is required.

What support will there be for my child's overall well-being?

We believe that being safe and confident is the key to learning.

All staff support our children in every area of their development. However there are staff that have particular skills in a range of areas which can promote well-being, physical development, communication and academic progress.

We work closely with the Children's Centre and all other services to ensure that when help is needed, we know who to talk to and receive the best possible guidance and support.

What specialist services and expertise are available at or accessed by your setting?

Our Pre-School works with a range of professionals based on your child's need. These include: Speech and Language Therapist, Health Visitors, the Children's Centre and Family Support Workers, Portage, Occupational Therapy, Behaviour Support Services and CAHMS.

- If your child has been identified as needing more specialist input instead of, or in addition to, excellent teaching and intervention groups, referrals will be made to outside agencies to advise and support the Pre-School in enabling your child to make the best possible progress
- Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the Pre-School to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the Pre-School and yourself to understand your child's particular needs and be able to support them in Pre-School.
- In the case of a specific medical/behavioural issue, a referral through a GP to a specialist team at Dorset County Hospital (DCH) may be discussed.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - making changes to the way your child is supported in Pre-School to incorporate/ include the outside professional's advice
 - support to set targets which will include their specific expertise

- a group run by Pre-School staff under the guidance of the outside professional e.g. a social skills group
- individual work with an outside professional.

These recommendations will be explained to you in a 'feedback' meeting following the specialist's initial assessment work.

- The Pre-School may also suggest that your child needs some agreed individual support in Pre-School. They will tell you how the support will be used and what strategies will be put in place.

What training do staff supporting children and young people with SEND have?

All of our staff experience a range of training opportunities with SEND as the focus. This may include: Literacy and Phonic difficulties, Attachment Disorder training, Safeguarding training, Medical, First Aid training, training around care plans and any medical equipment, Manual Handling, Dyspraxia, Autistic Spectrum, Speech and Language and Dyslexia training.

How accessible is the setting environment?

Our setting has had many adaptations in the last 3 years. The site is now fully wheelchair accessible with a new ramp to the KS2 playground.

We have experience of children with a range of physical and emotional difficulties and work closely with the Manual Handling and Occupational Therapy Team, to ensure that our site is ready for your child.

How will the setting prepare and support my child moving on to the next stage of education/life. How will you increase their independence?

If your child is starting with us we will first invite you to visit the Pre-School with your child to have a look around and speak to key staff.

If other professionals are involved, a Team around the Child (TAC) meeting or Multi-agency meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts. Your child's Key Worker may make a home visit and also visit your child if they are attending another provision. We may suggest adaptations to the settling in period to help your child settle more easily.

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible:

If your child is moving child to another setting:

- we will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child
- we will arrange preliminary visits for your child to the setting and follow up any questions/concerns they may have
- we will make sure that all records about your child are passed on as soon as possible.

When moving from Pre-School to Foundation Stage at St Michael's:

- we plan extra opportunities for children to visit their new class. Assistants will often create a book with information about the class to which they are moving
- information will be passed on to the new class teacher IN ADVANCE and a planning meeting will take place with the adults who are to work with your child
- all children will have the opportunity to spend a session with their new teacher before the summer break.

How are the school's resources allocated and matched to the children's special educational needs?

We work closely with our SEND and Finance Committee to ensure that we carefully consider the funds that are in our budget for children with SEND. If your child has a Statement or Educational

Health and Care Plan, the funding is specifically for them. Salisbury Diocese work very closely in partnership with us and have made significant contributions to enable us to adapt our building and site in the last 3 years, ensuring we can provide disabled access.

How will my child be included in activities outside the setting including trips out?

We plan trips, with the needs of all children in mind and have been successful in making sure children are able to participate regardless of need.

How is the decision made about what type and how much support my child will receive?

This is a process which is individual to each child. You will be at the centre of decision making.

The **Pre-School** will discuss with you, in a joint meeting, your concerns of your child and the barriers to learning that have been identified; which may be physical, social, emotional or educational. From these discussions we will work together and write an Individual Educational Plan (IEP) that will be put in place to help your child progress in all areas of their learning. The **Pre-School** will monitor your child's progress and ask you to do the same. A new IEP may be written with additional interventions or resources. It may be decided to find out further information about your child with an assessment from a specialist agency such as an Educational Psychologist, Paediatrician or Speech and Language Therapist. You will have the opportunity to meet the outside agent before the assessment of your child and afterwards to discuss the outcomes. A joint working action plan would then be written together. If your child has complex needs then it may be decided that a statutory assessment would be carried out by the Local Authority. This is a legal process and advice and support is usually sought from an Educational Psychologist before this process begins. This may result in an Educational, Health and Care Plan being drawn up. This plan will outline the provision needed to allow your child to access the curriculum successfully, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. Progress will be reviewed termly and it will be formally reviewed on an annual cycle. Changes to the plan will be carefully considered when important transitions ie. Moving to Primary School, are due to take place. In some cases this may result in alternative educational provision being sought.

How can I be involved?

Before starting **Pre-School** you will have been introduced to, and have met, the Head teacher, SENCo and staff. Within the first two weeks of your child joining the **Pre-School**, there will be a meeting with the Pre-School Leaders and SENCo so that any concerns can be shared. This will help ensure that you are actively involved your child's educational journey and in the development of your child's Individual Education Plan (IEP).