



January 2019

Dear Parent/Guardian of _____

I am writing to you to inform you that your child (above) has been identified as having additional needs in the area/s of _____ and therefore has been added to our SEND (Special educational Needs and Disabilities) register.

You may already be aware of this, however I wanted to ensure that you had an up to date understanding of how we are trying to support your child at St. Michael's Academy. We have been updating and confirming our SEND register for the government in this term so I thought it pertinent to confirm with you also. You are not required to provide an agreement, but we are under obligation to inform you of our decision. We will also inform you if your child is removed from the register in the future.

What is a SEND register?

This is a record of all the children in our setting who have Special Educational Needs (SEN) and/or a disability. This makes it easier for the SENCo, teaching and support staff, management and governors to monitor those pupils who may need a little extra help.

Why is my child on the SEND register?

Any child who requires school support that is 'additional to or different from that required by their peers' or whose progress is significantly lower than their age related expectations or who has a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age, will be placed on our SEND register. Any child on the SEND register who has been identified as having a special educational need and/or disability will be supported to help them progress. This may be through the class teacher, separate intervention programmes and/or through the referral to support services if needed.

What does this mean for my child?

If your child is placed on the SEND register, then they will be receiving additional, differentiated support, with methods and timings appropriate to the severity of their need. The SENCo will work closely with your child's class teacher as well as other professionals who can advise and contribute to your child's learning and developmental needs, helping to ensure your child reaches *their* full potential.

Will my child always be on the SEND register?

This may vary. Children with significant needs may remain on the SEND register throughout their schooling because they will always need additional support. Other children may only need help for a short time and once they no longer demonstrate that need, they will be removed from the SEND register in discussion with the class teacher and parents/guardians.

St Michael's SEND system:

We have reviewed our system for children with SEND this year and put in place some robust paper trails to ensure that all needs are identified and recorded as soon as possible. We have also been working hard to ensure that parents are made aware of our observations and have the opportunity to be part of our processes. Below is a brief outline of our system that will be fully up and running from September 2018:

Headteacher	Matt Vella
Deputy Head	Cara Compton-Foster
Chair of Governors	Ed Pyke
Business Manager	Sharon Whatmore



Step 1: Early identification of need and outline of provision

- A simple pupil support plan is set up on our Pupil Tracker system. This combines a pupil profile, which outlines strengths, difficulties and support in place.
- This will stay on file throughout their time at school and will be updated 3 times a year, if required.

Step 2: 'Assess, Plan, Do Review' Cycle

- If your child continues to demonstrate difficulties, requiring support/interventions beyond high quality differentiated classroom teaching, then the class teacher will begin the 'Initial Concerns' document which provides a more detailed investigation into the barriers faced by the pupil. Parents will be asked to contribute this through the standard parent consultation evenings (held twice a year) or through meetings held at other times.
- This provides a greater depth of understanding of the child's needs, specific SMART targets and parental involvement.
- They should be updated termly and involve discussion between yourself and the class teacher. Some children may need these updating half termly, depending on their needs.
- The Initial Concern document and the support plan become the evidence of Assess Plan, Do, Review.
- These documents will remain on file throughout your child's time at school although it may not always need to be active.
- New outcomes and reviews with parents can be added to the pupil support plan on Pupil Tracker so that staff working with your child can see the targets and progress already made.

Step 3: EHA (Early Health Assessment)

- If we need to support your child through involvement external services, your child's class teacher – in discussion with myself – will complete an EHA form. They will then go through this with you before submitting. This is a single, multi-agency form for all referrals.

Step 4: EHCP (Education Health Care Plan)

- Finally, for a very small number of our children (those with the highest severity of need) we may need to apply for an EHCP. This is a long and complicated process requiring huge amounts of evidence amassed over time. Parents, teachers, support staff, external professionals and our own SEND team would all be involved.

I sincerely hope that this system will ensure that we have your confidence as parents as we strive to do the very best for each and every child in our school. This term I hope to meet all parents/guardians with children on our SEND register in the hope that we can all get to know each other a little better. If you have any questions, please do not hesitate to approach firstly your child's class teacher, or secondly, myself.

Finally, I would like to thank you (parents and guardians) for supporting your children with tasks and activities at home that have been suggested as useful to your child's progress.

Kind Regards,
Estelle Casey