



# Hoole St. Michael's Church of England Primary School

## SEN Information report

### Mission Statement

*Christ's love is in everything we do at Hoole St Michael. Our creative and high-attaining Church of England Primary School is safe, loving and supportive. We encourage the building of good relationships and friendship through respect, tolerance and understanding. Within our Christian family, where parents are our partners in all aspects of school life, we aim to inspire a love for learning within each and every child.*

### Accessibility and Inclusion

- Hoole St Michael has had many developments over the years including a newly built hall. It is a small school with four classes; intake number 17. It benefits from a small Reception class with two full-time adults (teacher and teaching assistant).
- It has one entrance for wheelchair users leading to the front office and main entrance.
- All doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair if necessary to ensure full access for pupils and parents with disabilities. There is an upstairs staffroom which pupils do not access. Parent meetings do not usually take place in this upstairs room. The stairs to the staffroom are wide enough to facilitate the use of a stair lift should this ever be deemed necessary.
- A before (from 7.45am) and after-school club (to 6pm) is available for all pupils. Parents pay for the sessions attended.
- The school offers a phased entry into school each morning. Doors are opened at 8.45am (school starting time being 8.55am). This avoids congestion in the morning.
- Cars are parked directly on the road in front of the school except for the yellow lines.
- The school has one disabled toilet for wheelchair users and disabled people to use if required.
- The school's website front page is kept up-to-date with information in the 'what's on' section.
- Paper copies of the weekly newsletters are sent home to parents and uploaded onto the school website.
- Detailed termly class newsletters are sent home to parents and uploaded to the website.
- Where and when required, paper copies of all letters are sent home with pupils.
- All parents are invited to sign up to the free service 'Parentmail' in order to receive texts from school; Parentmail can also be used to pay for clubs and visits.
- All relevant policies are uploaded to the school's website (curriculum policies are in the process of review due to the impending New National Curriculum).
- Furniture is modern and of a suitable height appropriate to the age group of children being taught in each classroom.
- The school has a range of ICT programmes for pupils with SEN in addition to interactive whiteboards installed in every classroom. There is a class set of laptops and a small group of iPads which are used by all children.
- Classrooms are 'child friendly' with resources labelled clearly.
- Visual timetables are used in most classrooms.

### **The kinds of special educational needs for which provision is made at Primary school.**

- Our school is an inclusive school that welcomes all who wish to attend whilst recognising that some face barriers to attendance, participation and achievement. Further details can be found in our school's policies.
- Our school makes provision for children whose needs fall into the following categories:
  - **Cognition and Learning** e.g. dyslexia
  - **Communication and Interaction** e.g. Speech and Language, autism
  - **Social, Emotional and Mental Health difficulties** e.g. Social skills, Behaviour
  - **Sensory and or Physical Needs** e.g. hearing impairment
- Our school has an experienced SENco and the needs of the children are carefully considered and supported by Teaching Assistants as appropriate.
- Each class has the benefit of at least one Teaching Assistant.
- One teaching assistant specialises in special needs and has significant experience supporting children with autism. She has received the following training: Social story training; Sign-a-long training; Triad of impairment.
- Children can be screened for dyslexia and dyscalculia and assessed by outside agencies such as IDSS and specialist teachers known to the school.
- Teachers and teaching assistants who support children with specific needs meet regularly with specialist teachers from IDSS in order to be able to follow specialised programmes of work in school.
- Teaching assistants have been externally trained in specific speech and language programmes such as 'Talk Boost' and deliver these programmes in school.
- **Children with medical needs**
  - The school supports children with medical conditions in line with the Statutory Guidance "Supporting Pupils at school with medical conditions" (April 2014).
  - The school has a disabled toilet facility and is accessible for children with SEN or a disability. We make reasonable adjustments where appropriate to meet the needs of all of our children.
  - Parents of children with long-term conditions and special medical needs meet with the SENCo and key staff to discuss their child's care and the management of their child's condition within school.
  - Care plans are passed on to the relevant Class Teacher and the master copy is kept in the child's records folder.
  - The school nurse and other NHS professionals will access the school regularly, i.e. for Reception and Year 6 height and weight checks; Year 6 Health Questionnaires and to provide advice for staff with regards to pupils with long-term conditions and special medical needs.
  - All staff have received asthma and Epipen training. Some teachers have received Diabetes training and the use of a cannula, from the school nurse. We currently have 10 first aiders including teachers, teaching assistants, welfare assistants and the school business officer

### **School's policies for the identification and assessment of pupils with SEN.**

At Hoole St Michael all children are assessed:

- Early identification is vital and outside agencies can help advise on the provision of intervention strategies.
- The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices
- The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.
- The assessment of children reflects as far as possible their participation in the whole curriculum of the school.
- The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. The SENCo has been trained in the use of PIVATS (Performance indicators for value-added target setting) which are used to assess and inform target setting for pupils of all ages whose performance is outside national expectations. The SENCo has trained all teaching assistants in the use of PIVATS.
- When sitting examinations (SATs) children with SEN can be supported 1:1, have timed breaks, be granted additional time subject to meeting set criteria by STA, and sit exams in a quiet setting in a small group to aid concentration.
- The school operates a provision map in place to plan out intervention and support.
- The SEN provision map records the type and duration of the intervention a pupil is receiving, pupils' progress throughout the school and how much progress individuals make following interventions. The Lancashire pupil tracker utilised in this school also tracks progress and provides data which monitors pupils receiving the Pupil Premium as well as pupils with SEN.
- Termly pupil progress meetings take place between the Head Teacher and all class teachers to track, monitor and discuss pupils' progress.
- The HT and SENCo discusses the progress of pupils with SEN at least termly and the SENCo reviews the provision map accordingly (e.g deploying additional adult support and resources).

### **The school's arrangements for assessing and reviewing the progress of pupils with SEN**

- Pupils' progress is monitored throughout the school and Pupils with SEN are monitored also on the Provision Map.
- All children's attainment and progress is assessed and reviewed each term in pupil progress meetings.
- Individual Education Plans (IEPs) are produced termly or half termly depending on individual pupil circumstances.
- All Support Plan targets are discussed and agreed with parents, at parents' evening meetings or in individual meetings; and with children as appropriate.
- Parents of children with statements (and EHC plans when they come into place at this school) are invited to annual reviews to discuss their child's progress and future support; they receive copies of all relevant paperwork concerning their child
- Pupils are also asked to make a contribution to the review when and where appropriate.
- The school operates an *Open Door Policy*
- We have an allocated governor for special educational needs who meets with the SENCo at least annually to report to the governing body.

## **The school's approach to teaching pupils with SEN**

- The curriculum, having recently undergone a review, is well-organised and imaginative, providing effective learning opportunities for all pupils, including those with SEN. It promotes positive behaviour and safety, and the experiences contribute well to the children's achievement and to their moral, spiritual and cultural development.
- When planning and teaching the National Curriculum, all teachers **must** set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment.
- All pupils have the opportunity to experience success in learning and achieve as high a standard as possible. Teachers plan suitable learning for pupils with attainments significantly above or below the expected key stage levels
- We believe in:
  - setting high expectations and provide opportunities for all to achieve
  - taking specific action to create effective learning environments, secure pupils' motivation and concentration, provide equality of opportunity, use appropriate assessment and set targets for learning.
  - having due regard to our duties under the Single Equality Act of 2010
- For pupils with particular learning and assessment requirements, teachers support individuals and groups to enable them to participate fully in curriculum and assessment activities.
- The Children and Families Act 2014 places a duty on our school to support children with medical conditions (supporting pupils with medical conditions – April 2014).
- We have individual healthcare plans for children with medical conditions. Where children also have SEN we co-ordinate their SEN needs with their healthcare plans.

### **Children with SEN**

#### **Teachers must:**

- take account of the type and extent of a pupil's special educational needs in planning and in assessment
- provide support for communication, language and literacy needs
- plan, where necessary, to develop pupils' understanding through the use of all available senses and experience
- plan to enable children to take full part in learning, physical and practical activities
- help pupils to manage their behaviour, to take part in learning effectively and safely
- help individuals to manage their emotions, particularly trauma and stress, and to take part in learning
- engage the pupil in the learning process

### **Children with disabilities**

We ensure pupils with disabilities are able to participate fully and effectively in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed at the outset, without the need for disapplication. We make reasonable adjustments under the Single Equality Duties and ensure that pupils with a disability are not treated less favourably than others. The school also has an accessibility plan.

#### **Teachers must:**

- plan for enough time for satisfactory completion of tasks
- plan opportunities where needed for the development of skills in practical aspects of the curriculum
- identify aspects of programmes of study and attainment targets that may present specific difficulties for individuals

All classes in our school are mixed age and mixed ability however children may be grouped according to their ability for some activities within their class. This allows children to access work at the correct level and to ensure effective teaching and learning. Teachers identify where adult support maybe required. The teaching of phonics is one area where children are grouped according to ability within EYFS and KS1. Assessments inform teachers of progress and teachers will move children between groups accordingly.

### **How the school adapts the curriculum and learning environment**

Teachers adapt the curriculum/learning environment in different ways.

Differentiation by:

Grouping – small group/1:1/ability/friendship /peer partners/intervention group	Lesson format – thematic units/games, simulations, role-plays, discovery learning	Alternative recording methods – scribing, use of ICT, mind-mapping, photographs
Content of teaching objectives	Pace of the lesson	Teaching style (Visual, Auditory, Kinaesthetic)
Outcome	Materials	Support level
Reward	Location	Learning environment

- Adaptations to the environment are sometimes made for individuals e.g. use of visual timetables and prompts, sloping boards to aid writing, quiet areas with reduced stimuli, seating arrangements.
- Personal Emergency Evacuation Plans (PEEPs) are created for those children who require them.

### **Additional support for learning that is available for pupils with SEN**

Many interventions are used in school which may include:

- Numeracy intervention (groups and 1:1 TA or teacher support)
- Literacy intervention (groups and 1:1 TA or teacher support)
- Fast track phonics
- Fast track grammar
- Talk Boost
- IDL dyslexia support
- Extra reading sessions
- Fine/ gross motor skills intervention including physio where appropriate
- Speech and language intervention
- Social skills groups
- Emotional and behavioural support groups or 1:1 sessions (nurture)
- IDSS assessments and strategies
- Educational Psychologist for assessments and strategies

Other support could include:

- Special booster clubs
- Use of ICT (DSs, laptops)
- Teaching Assistants are utilised throughout school to support individuals; support groups within classes; provide intervention group work

### Information about the expertise and training of staff

- Our experienced SENCO has gained the Master’s-level National Award for Special Educational Needs Co-ordinator
- Staff are consulted about their CPD needs and training is provided as appropriate
- All staff are trained every 3 years on Safeguarding/Child Protection – (Safeguarding Policy is available on the school’s website)
- Relevant Staff undertake external courses provided by LA
- Key support and teaching staff are kept regularly up to date with First Aid Training to ensure staffs are familiar with what action to take in the event of an emergency.
- Diabetes, asthma and Epipen training have been provided by the School Nurse or other NHS professionals to ensure the relevant staff are conversant with the appropriate action or medical procedure required.
- Relevant staff access Early Years training
- Specific training is accessed as appropriate e.g. speech and language, social story training; Sign-a-long training; Triad of impairment, interventions such as Fast Track phonics, Talk Boost, IDL
- The SENCo has been trained in the use of PIVATS (Performance indicators for value-added target setting) which are used to assess and inform target setting for pupils of all ages whose performance is outside national expectations. The SENCo has trained all teaching assistants in the use of PIVATS.

### Activities that are available for pupils with SEN in addition to those available within the curriculum

- Hoole St Michael C E Primary operates a daily before school and after School club known as ‘Kids’ Club’ The club is not run by the school, but by a separate management committee. Numbers are restricted but all children and age-groups are welcome. Parents pay for sessions. ‘One-off’ sessions can be booked as long as the parent has registered with the club and there are places available.
- There are opportunities for pupils to take part in weekly lunchtime and after school clubs. Extra-curricular activities which have taken place so far this year are:

Singing Group (KS2)	Football (KS2)
Science Club (KS1)	Literacy Workshop/rainbow writers (Booster group for Year 3 and 4)
Cookery Clubs (KS1 and KS2)	Dance Club (Year 5 and 6)
Gardening Clubs (EYFS, KS1 and KS2)	Dance Club/Street dance (paid by parents) (EYFS/KS1)
Christmas craft club (KS1)	Cricket (paid by parents) (EYFS, KS1 and KS2)
Netball (Y5 and 6)	Taekwondo (paid by parents) (EYFS, KS1 and KS2)
Maths club (different year groups at different times of the year)	Change4life club (for all children) lunchtime. Led by Y5 children and TA

### **Support that is available for improving the emotional and social development of pupils with SEN**

- Hoole St Michael is a very nurturing environment. With being a small school, all staff know all children extremely well.
- Children in Year 6 take on extra responsibility, such as the role of guardian angels to our reception children in addition to other monitor roles; they are also voted as captains and vice-captains of our four school teams and organise team building meetings.
- Children new to school are always allocated a buddy or group of buddies to help to induct them into school life.
- SEAL is embedded in all school life; behaviour is consistently outstanding; anti-bullying week established
- Teaching assistants under the direction of the teachers and the SENCo work with groups of children to help with social, emotional and behavioural skills, This includes nurture groups and social games
- Lunchtime supervisors organises co-operative playground games (Change4life)
- Playground Leaders (Y5 pupils) play games with the younger children (Change4life)

### **Information about how equipment and facilities to support children with SEN will be secured**

- School aims to make learning accessible to all and in consultation with Governors endeavours to provide necessary equipment for individual children as the need arises.
- Children may need equipment to help them work and learn more independently, including:
  - different types of pens, pencils and grips
  - Fine motor skills resources including putty
  - Laptops
  - Coloured overlays and rulers for students with dyslexic tendencies
  - Visual timetables and prompts
  - Sloping boards
  - Sitting cushions
  - Fidget bracelets and toys
  - Visual timers
  - Readers and visualisers for children with visual impairment
  - Large print materials for visually impaired
- Advice is sometimes sought from other specialists e.g. Speech and Language Therapists, Educational Psychologists, Occupational therapists, ASD support Services, SEN advisers, Health professionals including Clinical Psychologists, Early Years Team, Behavioural Support Team. The advice from these professionals is used to inform teaching and learning. Strategies to be used are recorded using and Individual Support Plan

**School's arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child**

<p>Who do I contact if I have any concerns?</p>	<ul style="list-style-type: none"> <li>• The school website also contains staffing information</li> <li>• Information is given at parents' evenings as applicable</li> <li>• SENCO ( Ms Kenyon) is available to speak to parents on request in person or over the phone</li> <li>• SENCO keeps parents informed by letter as necessary</li> </ul>
<p>Do I need to make an appointment?</p>	<ul style="list-style-type: none"> <li>• Parents can pass on information, express concerns or request a meeting with a teacher on a daily basis at the beginning of the day.</li> <li>• Parents are contacted or spoken to as soon as possible</li> <li>• Appointments are made as appropriate</li> </ul>
<p>How does school keep me updated about my child's progress?</p>	<ul style="list-style-type: none"> <li>• Parents/ parent and child Meetings</li> <li>• School Reports (autumn and spring interim reports; end of year full report)</li> <li>• Achievement rewards</li> <li>• Celebration assemblies</li> <li>• Informal discussions</li> <li>• EYFS stay and play mornings</li> <li>• Parent Workshops</li> </ul>
<p>How can I give school feedback?</p>	<ul style="list-style-type: none"> <li>• Parental Meetings</li> <li>• Via questionnaires</li> <li>• Parent Governors (for parent governors refer to the governor section on our school website)</li> </ul>
<p>What arrangements does school have for children with additional SEN support needs other than those with a statement (EHC plan)</p>	<ul style="list-style-type: none"> <li>• Numeracy intervention (groups and 1:1 TA or teacher support)</li> <li>• Literacy intervention (groups and 1:1 TA or teacher support)</li> <li>• Fast track phonics</li> <li>• Fast track grammar</li> <li>• Talk Boost</li> <li>• IDL dyslexia support</li> <li>• Extra reading sessions</li> <li>• Fine/ gross motor skills intervention including physio where appropriate</li> <li>• Speech and language intervention</li> <li>• Social skills groups</li> <li>• Emotional and behavioural support groups or 1:1 sessions (nurture)</li> <li>• IDSS assessments and strategies</li> <li>• Educational Psychologist for assessments and strategies</li> </ul>
<p>What arrangements does school have for children with Statements or Education, Health and Care (EHC) Plans?</p>	<ul style="list-style-type: none"> <li>• Invites to all parties involved with plenty of notice</li> <li>• Review Meetings are held at school and at convenient times</li> <li>• Pupil's views are sought</li> <li>• Parental views are requested</li> <li>• Consultation with staff prior to the meeting</li> <li>• Making parents aware of pupil partnership support</li> </ul>



- Parents can have their say about their child in Parent Evenings, Annual Reviews, IEP reviews (if they express a wish to do so). They can also express their views in parental questionnaires and during consultation periods (for example, changes in policy); the school operates an *Open Door Policy* and parents can discuss their child's education by seeing a teacher at the end of the day or making an appointment to see members of staff.
- Elections to the Governing Body are held whenever a vacancy arises; we currently have two parent governors. We also have four parents who are foundation governors and associate governors. We have an allocated governor for special educational needs who meets with the SENCo at least annually to report to the governing body. A list of governors is on the school website.
- The home-school agreement is currently being updated and parents will be consulted.
- The school has an active 'Friends of Hoole St Michael' (PTFA) and parents are invited to become involved either by being on the committee or helping out at events.
- Parents are invited to come and help in school, for example listening to readers; supporting groups; helping out during extra-curricular activities, i.e. cookery; becoming a helper on an educational visit; sharing their expertise, i.e. talking about being a vet; parents are invited to help at special events at the weekend, such as Groundforce days, summer fairs.

### **The arrangements for consulting young people with SEN about, and involving them in, their education**

As a school we try to involve children and gain their views. This is done in various ways such as:

- There is School Council for children from Y3 – Y6 who meet each week. Each child in KS2 has the opportunity to apply to be on the School Council and a vote takes place. A display of the school council's photographs informs the other pupils in school who may wish to raise an issue or suggest an idea.
- There is an eco-council for children from Y5 and Y6 who consider how to keep our school green.
- The school is split into four teams; each team has a house captain and vice captain who occasionally meet with all members of their team to inspire them to work hard, behave well and air their views. All children work hard to gain points for their team and the winning team each week displays their colours on a cup.
- Each class has a weekly circle time and regular Personal, Social and Health Education (PSHE) lessons
- Pupil questionnaires and discussions
- Involvement in the 'All about me' documentation (where appropriate)
- Targets are shared with children as appropriate.

### **School's Procedures for Complaints relating to SEN**

The complaint policy and full complaints procedure is available on the school's website.

- In the first instance any complaint or issue should be raised with the class teacher.
- If the matter remains unresolved then arrange to speak with the SENCO
- The next stage would be to arrange to meet the Headteacher
- In the event that the matter is unresolved then the complainant **must** put their complaint **in writing** to the Chair of Governors.
- The Governing Body deals with the matter through their agreed complaint resolution procedures.

*In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State. At Hoole St Michael CE Primary School we acknowledge that it is obviously in everyone's interests for complaints to be resolved as quickly and at as low a level as possible*

### **How the governing body involves other bodies and organisations in meeting the needs of pupils with SEN and in supporting the families of such children**

- School has contact with a range of professionals who give advice and support children. These include : specialist staff from IDSS (Inclusion and disability support service), Educational Psychologists; Advisory Teachers; Speech and Language Therapists; CAMHS; School Health; Occupational Therapy; Lancashire Health and Safety team; Lancashire Attendance consultants
- The school's SENCO works closely with families and children offering support and advice, when appropriate.
- The Education, Health and Care planning process will mean that there will be more holistic support around children and their families.
- The Class Teacher or Head Teacher/Deputy Head Teacher can offer help with forms if this is required.
- The school has close links with Longton Children's Centre and their CAF champion.
- The school's website has an area dedicated to parental advice:  
[http://www.hoole.lancs.sch.uk/index.php?category\\_id=101](http://www.hoole.lancs.sch.uk/index.php?category_id=101)
- The school has held eSafety workshop for parents and pupils (during a special day)
- If a pupil required a travel plan to get their child to and from school this would be dealt with by the SENCO and Head Teacher/Deputy Head Teacher if required.

### **Keeping children safe**

- The school is successful in keeping pupils safe through effective risk assessments, e-safety arrangements and action taken following concerns being raised. The Head Teacher (as premises manager) carries out Risk Assessments where necessary alongside the staff and governors. Class teachers carry out Risk Assessments when and where appropriate and these are monitored by the Head Teacher.
- If required, a handover is carried out by or class teacher or teaching assistant to the appropriate parent/carer.
- At least one teacher and teaching assistant supervises each morning and afternoon playtime break.
- Lunchtime support staff supervise children in the play areas at playtimes and lunch times. The senior mid-day supervisor is also a teaching assistant.
- All gates are padlocked when the children are playing outside.
- Whenever possible, all children play on the extensive playing fields at the back at the school rather than the front playground. This is secured by fencing.
- Reception children have their own secure outdoor area and they play on this area at morning play and lunchtime with adult supervision; in the summer Reception children play on the field.
- Teaching staff are available to support within school at all times.
- Each class has at least one teaching assistant.
- Children with Statements of Educational Need have a designated teaching assistant assigned to them.

- Infrequent allegations of bullying are dealt with immediately and chronology shows that the bullying ceases. The school has an annual anti-bullying week. Information about bullying can be found on the school website:  
[http://www.hoole.lanacs.sch.uk/index.php?category\\_id=99](http://www.hoole.lanacs.sch.uk/index.php?category_id=99)
- Behaviour in lessons is outstanding; pupils demonstrate high levels of engagement and commitment to learning.
- Children with behavioural difficulties are well supported and their needs are met
- Behaviour systems are positive, applied consistently and effective.
- Children receive regular lessons on how to keep themselves and others safe, regular reminders in PE, DT, PSHE lessons for example; through curriculum topics, i.e. water safety; e-safety days; anti-bullying week; sex and relationship education; drugs awareness education; visits by outside agencies such as the Lancashire Fire Service, South Ribble Neighbourhood talk (including 'stranger danger'); Right-Start road safety for infants; Safer cycling ('Bikeability'/'Tots on Trikes')

### **How the school communicates with parents**

- The website contains details of all staff currently employed by the school and the school governors.
- The School Prospectus also provides this information.
- The School operates an *Open Door Policy*.
- Children can enter school from 8.45am (school day starts at 8.55am). A teaching assistant is available on the door to take messages and the headteacher will release a member of staff to talk to the parent at this time, if necessary.
- Teachers are always available (with rare exceptions) to talk to a parent at the end of the school day or to make a mutually convenient appointment.
- The school's website front page is kept up-to-date with information in the '*what's on*' section.
- Each class has its own page on the school website which is kept up-to-date.  
[http://www.hoole.lanacs.sch.uk/index.php?category\\_id=6](http://www.hoole.lanacs.sch.uk/index.php?category_id=6)
- Newsletters sent home are uploaded to the school website:  
[http://www.hoole.lanacs.sch.uk/index.php?category\\_id=33](http://www.hoole.lanacs.sch.uk/index.php?category_id=33)
- Each subject area of the curriculum has its own page on the school website  
[http://www.hoole.lanacs.sch.uk/index.php?category\\_id=11](http://www.hoole.lanacs.sch.uk/index.php?category_id=11)
- All parents are expected to sign up to the free service 'Parentpay' in order to receive texts from school; Parentpay can also be used to pay for dinners, toast, clubs and visits.
- A flipchart may be placed on the yard to provide last minute and important reminders and information for parents
- Children in the Reception Class / Key Stage One (infants) have a home-school reading record diary which can be used by parents/carers and school staff.
- Parents of children in Upper Key Stage Two (juniors) can write comments in their child's homework diary to liaise with the class teacher as and when necessary. Parents of children in Lower key Stage Two can write in their children's homework books or send notes in to the class teacher.
- All children in school are dismissed directly to their parents at the end of the school day on the front yard. Teachers remain on the yard until all children have been collected.
- The school has two Parent Evenings a year to provide opportunities for parents to discuss the progress of their child.
- All parents receive an interim report at the end of the autumn and spring terms. These reports are brought to the parents' evenings in the autumn and spring terms.

- All parents receive an end-of-year report at the end of the summer term and are given the opportunity to make an appointment to discuss the report with the class teacher in more detail, should they so wish.
- All reports provide information about the children's current attainment, progress, attitude and behaviour. The interim reports are sent home to parents prior to parents' evening and are discussed during the parents' appointment. Parents are also provided with their child's new targets for reading, writing and maths during these appointments.
- Parents of SEN children are invited to discuss their child's targets on their individual education plans each half-term and how they are able to support this plan at home.
- In addition, parents of children with statements are invited to attend an annual review of their child's statement of educational needs.
- An Open afternoon is organised in the autumn term: parents of potential new starters are invited.
- Parents are invited to provide feedback in a variety of ways:
  - A form attached to the end-of year report
  - Parental questionnaires
  - Consultations regarding important changes in school policy, i.e. with the administering medicine policy, start of the school day.
- A variety of parent meetings take place throughout the school year to provide **d**:
  - New Reception induction meeting (in the summer term prior to new starters in September)
  - EYFS curriculum meeting (early autumn term for new starters)
  - Transition from Reception to Year 1 (summer term)
  - Y6 SATS meeting (spring term)
  - Y2 SATS/transition to KS2 meeting (spring term)
  - Curriculum meetings (linked to specific subjects, i.e. phonics, maths, e-safety)
  - Robinwood residential meeting

### **Transition to secondary school**

- Hoole St Michael CE Primary has close links with a number of feeder secondary schools including Penwortham Girls High School; Tarleton Academy; Penwortham Priory Academy; Hutton C of E Grammar School; All Hallows Catholic High School
- A number of High Schools especially Penwortham Girls High School and Penwortham Priory Academy offer a number of opportunities to extend primary/secondary links by inviting Year 5 and 6 children to visit their school and facilities for taster experiences (for example, music technology); sending teachers to our school to teach our children (for example, sporting activities); providing moderation sessions for Year 6 and high school teachers with regards to Level 6 English and Maths.
- Each Year pupils visit their forthcoming Secondary School for taster sessions and also Secondary Teachers from the Local Schools visit to help ease the transition from Year 6 to Year 7.
- The secondary school SENCo attends the last annual review in the summer term of Year 6 where specific transition plans are made.

### **Useful Contact Information:**

**SENCO:** Mr Steven Kenyon    **Tel:** 01772 613219    **Email:** [senco@hoole.lancs.sch.uk](mailto:senco@hoole.lancs.sch.uk)

**Headteacher:** Mrs Jo Duckworth    **Tel:** 01772 613219    **Email:** [head@hoole.lancs.sch.uk](mailto:head@hoole.lancs.sch.uk)

**School website:** [www.hoole.lancs.sch.uk](http://www.hoole.lancs.sch.uk)