

Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report



Name of School: St Michael's CE Primary School

Name of Headteacher:	Matt Thompson
Name of SEN Co-ordinator (SENCO):	Matt Thompson
Name of Inclusion Manager	Alison Palmer
Name of SEN Governor:	Maureen Atkinson
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School website:	www.st-michaelsprimary.co.uk
Type of school:	Mainstream Primary Voluntary Aided

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

St Michael's is an inclusive school where we strive to encourage all children, no matter what their ability is, to achieve the very best that they can. Every effort is made to ensure that children with special educational needs or a disability are fully integrated into the life of the school with barriers to learning being removed. Early identification is crucial with staff being trained in many areas of SEND such as ASD, speech and language, ELSA and specific learning difficulties. Parents are involved in the process and will be informed of support in place.

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

We have a graduated approach to identifying children with SEND here at St Michael's. Initially, the class teacher may show a concern from learning or behaviour demonstrated in class. In this case, provision is given at a class based level. If after a period of time (6-8 weeks), progress hasn't been made, then this will be elevated to the second wave of provision and the child will be placed onto the 'monitoring list'. Further support will be given to the child which may be outside of the classroom and will be at a more focused level. After the appropriate time scale, if the child is still not making adequate progress, then the child will be moved onto the SEN Support list and the Inclusion manager will seek relevant agencies to provide further assessment or support. Throughout this time, observations, target setting and diagnostic tests may be carried out to help identify appropriate support and the views of parents are always listened too. Children may also be identified through termly Pupil Progress Meetings, meetings with the Class Teacher and Inclusion Manager each term and a referral system at any time.

c. What should I do if I think my child/young person may have special educational needs/disabilities?

If you have a concern about your child, please speak with your Class Teacher. If they are not available, then please speak to the Inclusion Manager.

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

To ensure that children with SEND learn, we aim to reduce the barriers to their learning. This is through providing quality first teaching where teaching is adapted to suit the needs of all of the learners and activities are chosen carefully to allow the appropriate level of support and challenge. Children with SEND may also have personalised resources to help them with their learning e.g. use of visual timetables, seat wedges, writing slopes.

Interventions are also provided to help support children's learning. These may take place in the form of a small group activity or as a one-to-one support.

Children have opportunities within class to receive feedback about their learning from adults through verbal and written feedback.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

In our school, we have a full time Inclusion Manager (Alison Palmer) who is ELKLAN trained and she works with individuals and groups of children who need additional support. As well as this there are a number of Teaching Partners who also provide interventions for children with SEND. We currently have two trained Emotional Support Assistants (ELSA) who work with children who may social and emotional difficulties. Every class also has access to a teaching partner throughout the week. Examples of interventions provided are precision monitoring, daily reading programmes, reading with phonology, handwriting programmes, Speech and Language programmes and Numicon. Every class makes use of a visual timetable and relevant resources.

In addition, the school has two teaching partners, trained to deliver a nurturing programme to individual and small groups of children.

The school provides regular training in areas of autism (ASD), dyslexia, ADHD and support for pupils experiencing behaviour, emotional and social difficulties (BESD).

c. How is the decision made about what type and how much support my child/young person will receive?

Once a child has been identified as have special educational needs, targets will be agreed. Support provided will depend on the level of need that the child has and the targets which have been agreed. Support provided is tracked, monitored and reviewed to ensure that needs are being met. All classes have access to a teaching partners who are trained to carry out additional interventions.

d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?

As part of our school policy for SEN, we endeavour to raise concerns with you at the earliest possible stage. From this point forwards, you will be involved in prioritising needs, discussing targets and the progress made towards these targets. You will have regular access to the class teacher and the Inclusion Manager who will be able to advise on how to support your child at home. We encourage an open door policy so you will also be able to speak to any other member of staff who may be involved in your child's learning to clarify any issues or celebrate successes. For some children, they may have a home school communication book.

e. How will my child be involved in his/her own learning and decisions made about his/her learning?
Children are actively encouraged to take be involved with their learning. They are a part of the target setting process and the assessment of them too. We value their views and opinions to ensure that activities are matched to maximise their learning.

3. Children and young people's progress

a. How do you check and review my child/young person's progress?

Pupil progress meetings take place termly which allows staff to assess the progress made towards any targets set. Any barriers to learning are identified and levels of support are reviewed. Any child who has an Education, Health and Care Plan (EHCP) will have an annual review where parents and professionals are invited to attend.

b. How do you involve my child/young person and parents in those reviews?

Parents are always invited to attend any review meetings taking place about their child. You are also able to bring other people too if you wish to. You will be able to contribute before the review and also during if you feel you would like to. The views of the children are important to us and we always ask them for these prior to the meetings, but we don't usually invite them to attend. After the meeting, you will receive a written copy of what has been discussed. Children who are looked after have a Personal Education Plan (PEP) which is reviewed annually and a representative from the Virtual School is invited to attend.

c. How do you know if the provision for children and young people with SEND at your school is working?

Before starting an intervention programme, all children are assessed. This is then repeated at the end of the programme and it could be in the form of a short test, asking some questions or completing a short task. If interventions are not working to achieve targets set, another approach will be discussed.

4. Support for overall well-being

a. What support is available to promote my child/young person's emotional and social development?

As issues arise, classes will discuss these usually through a circle time. Emotional Literacy Support Assistants (ELSA) are able to provide support to children who require some additional emotional support which could be in the form of individual support or as part of a small group to develop friendship skills. When required, a teaching partner is on hand for children to go to if they have any emotional concerns. In addition, we have two teaching partners trained in 'Nurturing Support'. Children in upper KS2 have received training as 'Well being Ambassadors' to encourage and support good friendships and peer to peer behaviour in school. We have an anti-bullying policy in place and all children are aware of the steps to take if it occurs. Bullying is not tolerated in our school and is dealt with quickly and effectively. We are buying into a counselling service from Number 22 in Maidenhead which will enable us to offer counselling for children that we feel need support beyond the expertise of school staff. Our PSHE curriculum covers a range of areas in which support SEMH.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

If your child has special needs, before joining the school we come to the previous setting to have a transition meeting. Here, any specific requirements for the child will be discussed which may include additional resources we need to purchase or additional staffing and to ensure that we receive any relevant paperwork. Pre-visits to our school are also encouraged.

On arrival at our school, children may be buddied up with a peer to ensure that someone is always there to look out for them. All members of staff in the school are made aware of new children and their needs so that they can be extra vigilant in ensuring the child settles in the first few weeks.

b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?

Before the children change year groups, a transition meeting is held between the previous teacher, the inclusion manager and the new teacher to pass on any relevant information. An up to date SEND feedback report is prepared and shared with the new class teacher. The new class teachers also have the opportunity to meet with the Inclusion Manager for any further discussions to take place. The children will also usually know their new teacher, but they are given an opportunity to meet their new teacher in the summer term and to experience where their new classroom will be. Once the new term has begun, the new teacher will meet with the parents within the first month to discuss and review old targets and set new ones.

For those children who may find the transition to a new class challenging, the inclusion manager prepares an illustrated 'Moving On' booklet to support the child's adjustment and reduce anxieties.

When the children move to their chosen secondary school, we aim to make this transition as smooth as possible. We liaise with the new staff and children are invited to spend some time there to begin the familiarisation process. Also, for children with more specific needs, additional time at the new school may be offered in a smaller group sessions. Various meetings are held between the inclusions leads from both schools and the child.

6. Accessibility and specialist equipment

a. How accessible is the school environment?

(A link to the School's Accessibility Plan can be found in section 8b)

• Is your school wheelchair accessible?

The school is partially wheelchair accessible with most rooms accessible.

• Have adaptations been made to the auditory and visual environment?

Doorways and skirting boards have been painted in contrasting colours.

• What changing & toilet facilities does the school have for children and young people with SEND?

There is access to one disabled toilet.

• Do you have disabled car parking for parents?

There is one disabled car parking space available.

b. What if my child needs specialist equipment or facilities?

If your child requires specialist equipment, we will do all that we can to provide it. We work alongside external agencies and take on their recommendations of which equipment to purchase. Funding usually comes through your child's EHC plan.

c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?

As St Michael's in an inclusive school, we actively encourage children to take part in extra-curricular activities. All of the activities currently offered are made accessible to children with SEND. When planning school trips, particularly residential trips, parents are always consulted to ensure that children are able to participate as fully as possible and are safe to do so.

7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

We currently have one ELKLAN and two ELSA trained members of staff. Also, staff have had training in ASD, ADHD, positive handling and dyslexia. Depending on need across the school, refresher courses are offered to ensure that staff are kept up to date with current guidelines. Two teaching partners are trained to deliver a nurture programme in school.

b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?

Professionals involved with our school have included: Speech and Language Therapy, Educational Psychologists, Shine Team, Berkshire Sensory Consortium Service, Family Friends, Daisy's Dream, Child and Adolescent Mental Health Service (CAMHS) and the school nurse. Referrals are made by school where appropriate and families are included at every step.

c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182

Email: IAS@rbwm.gov.uk

Website: <http://ias-rbwm.co.uk/>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person:

www.rbwm.gov.uk/localoffer

8. Policies

a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

b. Where can I find other school policies relating to SEND?

All relevant policies can be found on our school website or by requesting a copy from the school office.

Website: <http://www.st-michaelsprimary.co.uk>

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

Specialist equipment is provided for children with SEND if it is thought that it will help with their learning. They also have access to any after school clubs as part of our inclusive ethos.

10. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

We try to deal with most concerns/ issues quickly and efficiently. Any formal complaints can be made in writing to the head teacher of the Chair of Governors following the complaints procedure which is available on the school website.

11. Glossary

Terms used in this document	Description/explanation of term
ELSA	Emotional Literacy Support Assistant- Teaching assistant who has received specialist training to support the emotional wellbeing of children
Educational Health and Care (EHC) Plan	Educational Health Care Plan- An EHC Plan is a legal document that states what support a child or young person with special educational needs aged 0-25 should have. EHC Plans have replaced the Statement of Special Educational Needs.
ELKLAN	Specialist training to support children with their speech and language development
Educational Psychologist	Educational Psychologists are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with school's and local community to improve children and young people's aged 0-19 years (up to 25 years with significant SEND) learning, well-being, development and achievement.
SHINE	An outreach team working with children with ASD.
Child and Adolescent Mental Health Service (CAMHS)	An NHS Service who provide support for children with mental health difficulties and their families.

Date of last update of this document: Autumn 2023

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