

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:	Jamie Beagley
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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, progress hasn't been made, this will be raised by the class teacher in a termly pupil progress meeting with the SENDCO and Inclusion Manager. At this point, a child may be raised as an additional concern, monitoring or onto the SEND register. The children in these categories are regularly assessed and monitored closely and depending on progress and attainment determines if further action is required, ie: moving up a category of support and if appropriate, seeking external agency support to provide further assessment or support such as: the RBWM Education Psychologist, NHS Speech and Language Team, specialist teacher assessments, RBWM Specialist Advisory Teaching Service, the Sensory Consortium Team, RBWM Early Help, CAMHS, Occupational Therapy and the School Nursing team. 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 to.

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, there are a number of Teaching Partners who provide interventions for children with SEND. In addition to this, we have and ELKLAN trained Inclusion Manager. We currently have a trained Emotional Support Assistant (ELSA) who works with children who may experience social and emotional difficulties. In KS1, we have a HLTA who delivers a weekly nurture group. As a school, we buy into an external counselling service which teachers can refer children to for a block of sessions. Every class also has access to a Teaching Partner throughout the week. Extra needs-led additional support is provided either in small groups or 1:1 by a range of adults across the school. Every class makes use of relevant resources to support the specific needs of the class or individuals as required, such as a whole-class visual timetable. The school provides regular training for staff in areas such as: autism (ASD), dyslexia, ADHD and support for pupils experiencing behavioural, 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 having 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 partner 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 SEND policy, 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. This will be in the form of Personal Learning Plan (PLP) which is shared and reviewed with parents and carers by the class teacher. 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.

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 responsibility and 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?
For children who are SEND and receive a PLP, these targets will be reviewed by the class teacher termly and shared with parents and carers and will help create ongoing and further future targets, if appropriate. For children with an EHCP, 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. If a child has received an assessment from an external agency (for example: the Specialist Teaching Service, Educational Psychologist or the SEND Advisory Service), a feedback meeting will be offered to parents to discuss reports and outcomes. 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 these meetings.
c. How do you know if the provision for children and young people with SEND at your school is working?
Termly pupil progress meetings are held in order to track and monitor progress and attainment of all children. In regards to children on the SEND register, monitoring or those identified as having additional concerns, we monitor their progress through discussion between the class teacher, SENDCO and Inclusion Manager. If these children have not made the expected progress, then we would look at moving them to a different category and increasing the level of support which could take the form of more targeted support in school or a referral for an external assessment or a referral to an external agency.

4. Support for overall well-being
a. What support is available to promote my child/young person's emotional and social development?

Our Emotional Literacy Support Assistant (ELSA) is able to provide support to children who require some additional emotional support. This could be in the form of individual support or as part of a small group to develop friendship skills, for example.

When required, a Teaching Partner is on hand for children to go to if they have any emotional concerns. Children in upper KS2 are trained 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 they are concerned. Bullying is not tolerated in our school and is dealt with quickly and effectively.

We buy into an external counselling service which enables us to offer counselling for children that we feel need support beyond the expertise of school staff.

We have a designated room which is known as our sensory room. This provides a calm and safe area for children who have been identified as needing this extra provision.

Our PSHE curriculum covers a range of areas in which support SEMH and follow the National Curriculum. Class teachers will use strategies, such as circle time, to discuss or address identified SEMH issues within their class.

5. Preparation for new and next steps
a. How will you help and prepare my child to join your school?
Before joining the school, where possible, the class teacher/Inclusion Manager/SENDSCO will attend a transition meeting at the previous setting. Here, any specific requirements for the child will be discussed, relevant paperwork will be shared and a transition plan will be discussed. Pre-visits to our school are also encouraged. All members of staff in the school are made aware of new children and their needs to ensure a smooth transition.
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 started, the new teacher will meet with the parents in a whole-class meet the teacher meeting and an individual meeting will be arranged with required. 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? <i>(A link to the School's Accessibility Plan can be found in section 8b)</i>
• 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 EHCP.

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

Clubs are available to all pupils. Activities currently offered are 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 an ELSA trained member 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. We have a teaching partner that is 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: Special Advisory Service (AFC), Sarah Clarke, Manor Green Outreach, 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. External agency employees may come into school to observe classes/children in order to guide staff in how best to support children.

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 headteacher or 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.
External Counselling Service	This is a private external counsellor that we buy into to support the SEMH needs of students at our school. This is referral based following parental discussion and consent and is something that class teacher can also refer children for if they feel that this is appropriate.
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: Autumn 2026

Date of next review: Autumn 2027