

SEND Information Report 2023-2024

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need (Appendix A** of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

- | | |
|---|----------------------------------|
| 1. Communication and Interaction | 2. Cognition and Learning |
| 3. Social, Emotional and Mental Health difficulties | 4. Sensory and/or Physical Needs |

General School Details:	
School Name:	St Michael's Catholic Primary School
School website address:	http://www.stmichaelscatholicprimaryschool.co.uk/
Type of school:	Catholic (Aided) Primary School
Description of school:	This is a one form entry primary school. The standard admission number is 30: there are 11 classes. St Michael's has extended school provision which facilitates Breakfast and After School Clubs. The majority of the school's intake is white British and St Michael's has a high percentage of pupil premium children (52%) and 49% of pupils access free school meals.
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	242
% of children at the school with SEND:	24%
Date of last Ofsted:	16 May 2023
Awards that the school holds:	Music Mark 2021/2022 Arts Mark 2021 Silver Award Green Tree Schools Primary Science Quality Mark School Games Gold Award Five Ways to Wellbeing Award School of Kindness Award Music Ambassadors Mental Health and Wellbeing Award – Educate Awards 2022
Accessibility information about the school:	The school is a three-story building and at present has no lift access. It has ramp access from the hall to the playground. There are toilet facilities and rooms that are accessible for all. All appropriate measures are taken to cater for all children including those with SEND needs. There is a sensory room that pupils access and a meeting room is used for small group interventions, 1:1 sessions, meetings with outside agencies and for weekly school counselling sessions.
Please provide a web link to your school's Accessibility Strategy	https://www.stmichaelscatholicprimaryschool.co.uk/send/
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to	We have an experienced SEND team and experienced, qualified teaching staff. We also have a learning mentor, a school counsellor and support staff that have been trained in supporting SEND pupils. <ul style="list-style-type: none"> • Mental Health First Aid • Boxall Profile Training • Asthma and Allergy Training

autism and include dates.	<ul style="list-style-type: none"> • TEAM Teach • Wellcomm Training • Termly training for the SEND team in school by attending SENCo workshops • Lego Therapy – 2 members of the pastoral team • CAMHS Training • CAF Training • Precision Teaching training • Maths and SEND project • Working with Children and Individual Families –Level 4 (Learning Mentor) • One member of staff trained as an Emotional Literacy Support Assistant (ELSA) • Dyslexia Training • Autism Education Trust Training January 2022 – all staff • Hearing and Visual Impairment training • Read Write Inc training • Administering Medication training • Manual Handling Training • SENCO has attended two-day training on Attachment and Trauma and Developing Emotional Regulation in Children <p>Both SENCO Assistants have completed New2SENDCO Training – Inclusive Learning North</p> <p>One SENCO assistant is currently undertaking the National Award for Special Educational Needs Coordination (NASENCO)</p>		
Documentation available:	<p>Are the following documents available on the schools website?</p> <p>If yes please insert the link to the documents page.</p>	SEND Policy	Yes
		Safeguarding Policy	Yes
		Behaviour Policy	Yes
		Equality and Diversity	Yes
		Pupil Premium Information	Yes
		Complaints procedure	Yes

Range of Provision and inclusion information:	
<p>How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.</p>	<ul style="list-style-type: none"> • A child or young person may have a special educational need at different times in their school career. • If your child does not appear to be making the same level of progress as other children of their age, we will undertake assessments in school and by using other professionals to identify possible barriers to their learning. Parents and carers will be involved at all stages. • If you tell us you think your child has SEN, we will discuss this with you and investigate. We will share with you what we find out and agree next steps with you as to how we can all help your child. • We are child and family centred so you will be involved in all decision making about your child's support. • When we assess SEN, we discuss if understanding and behaviour are the same at school and at home; we take this into account and work with you so that we are all helping your child in the same way.

	<ul style="list-style-type: none"> • When a child is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning. • We will write School Support Plans with pupils and parents/carers which we implement and then review progress at the end of each term. In the code of practice this is referred to as a four part cycle: "assess, plan, do and review". A record of the outcomes, action and support agreed to through discussion, will be given to the family, as well as appropriate school staff. • If, after a further period of consolidation and assessments, school still have concerns, we may, with parental permission, also seek advice from other professionals from the Local Authority to help identify possible barriers to their child's learning. Parents and carers as well as the child, will be involved at all stages. <p>We also encourage you to give feedback on the progress of your child at parents' evenings, review meetings and in feedback forms.</p>
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<ul style="list-style-type: none"> • We have support from specialist teachers and support staff for accessing the curriculum and additional input for specific needs e.g., speech, language and communication, visual and hearing impairment, behaviour related difficulties, autism spectrum conditions, moderate / severe learning difficulties. • We get support from local authority services and local special schools who provide outreach. • We get support from occupational therapy and physiotherapy for pupils who require this input and specific resources. • We get support from specialist and professional agencies to train our staff; advise on strategies and programmes and we will make referrals for assessment if we believe they need a period of therapy. • We will hold multi-professional meetings with parents and the pupil where necessary to review the child's progress. At these meetings the following types of discussions will take place; what will be put into place in school to make teaching and learning more effective, agree targets for pupils achievement, agree how we will work together and what we each will do, agree a review date to explore how well the pupil is doing and whether we are making a difference and what we will do next. This information is recorded to ensure accountability. <p>Each half term, the SENCO attends Group Consultation meetings led by Educational Psychologists, where individual pupils are discussed and advice and strategies are shared.</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<p>We ensure we have appropriate resources in place to support every child's learning. We provide high quality teaching, differentiated to individual pupils. The following are resources that are currently used in school:</p> <ul style="list-style-type: none"> • Access to ICT resources such as iPad, laptop, visualiser • Prompt and reminder cards for organisation • Symbols and visual prompts • Writing slopes • Specialist pens, pencil grips, rulers etc.

	<ul style="list-style-type: none"> • Writing frames • Wobble 'sit and move' cushions • Ear defenders • Coloured overlays • Social stories • Fidget toys • Individual workstations • Speech and language support resources • Adaptations to furniture and medical aids <p>Toilet adaptations to support pupils with physical difficulties</p>
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<p>We work very closely with the local speech and language provider and with specialist teachers from Halton to support children with social communication difficulties or autism. The following are some of the strategies and programmes that are currently used in school:</p> <ul style="list-style-type: none"> • Visual timetables • Support during unstructured times e.g., lunch and break times • Access to quiet areas • Use of sensory resources • Social Communication programmes • 5 Point Scale • Use of Boxall Profile to produce individual plans • Now and Next cards • Social Stories • Rest/Movement breaks <p>Teaching assistants allocated to work with individual children</p>
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<p>When children enter the Foundation Stage, their speech and language skills are assessed using Wellcomm materials. If a child is identified as benefitting from additional support, parents will be consulted and some of the following may be provided:</p> <ul style="list-style-type: none"> • Intervention from speech and language therapist • Delivery of personal speech and language programme through a care plan • Support from classroom assistant within class • Support from SENCO/specialist TA for small group or individual work • Support with pre-learning vocabulary • Range of language resources and programme materials e.g., Talk Boost, Black Sheep, Wellcomm materials <p>Some children may continue receiving speech and language support for an extended period of time and will receive a care plan that school and home will follow. This will be regularly reviewed by the speech and language provider and new targets given if needed.</p>
<p>Strategies to support the development of literacy (reading /writing).</p>	<p>Depending on the needs of the child, a range of strategies are used to develop literacy skills such as:</p> <ul style="list-style-type: none"> • Quality first teaching • Small group support in class for guided reading / writing • Individual daily reading with a teaching assistant / teacher • Extra phonic sessions each day for pupils who have had difficulties in their daily phonic session • Reading schemes for 'struggling' readers • Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills • Delivery of a planned SpLD programme by a skilled teaching assistant

	<ul style="list-style-type: none"> • Use of Lexia reading programme and IDL reading and spelling programme. Some of these sessions are delivered before school and children also have access to these programmes at home • Regular support and training from a Read Write Inc consultant. • From September 2023, we are a partner school with Childer Thornton English Hub and receive support for the effective implementation of the ReadWrite Inc phonic programme • We are also a partner school of the North West Learning Partnership which provides a wide range of training opportunities in reading and writing for teaching and support staff.
Strategies to support the development of numeracy.	<p>We are a partner school of the North West Learning Partnership which provides a wide range of training opportunities in maths for teaching and support staff and we can also access training and support from Maths Hubs North West 3. We use the following strategies:</p> <ul style="list-style-type: none"> • Quality first teaching • Small group support in class through guided teaching • Withdrawal in a small group for 'catch up' maths activities using relevant programmes • Withdrawal by teaching assistant for 1:1 support • Use of specialist maths resources online for reinforcement e.g IDL Numeracy • 1:1 tuition <p>Assessment, resources and games from the Maths and SEND Project attended by the SENCO</p>
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<p>A range of strategies and interventions are used to ensure that children have a personalised and adaptive curriculum:</p> <ul style="list-style-type: none"> • Small group support in class from a teaching assistant or teacher • 1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources • Specialist equipment • Individual support plans (educational, behaviour, pastoral) • EHCP (Education, Health and Care plan) • Time spent in a year group more appropriate to the needs of the child • School / year group provision mapping • Strategies put into place as provided by professionals / specialist services / outreach • Visual timetables • Now and then task sheets
How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.	<p>In addition to parents' evenings, if a child is receiving additional support, then parents will be invited into school on a termly basis to discuss the additional support given and review its effectiveness. SEN School Support Plans will be used to record this additional support and to review progress. If a child has an EHCP, the same termly reviews will take place, but the EHCP will also be formally reviewed annually.</p> <p>Progress towards outcomes may be assessed by:</p> <ul style="list-style-type: none"> • Observations • Review of books • Learning walks • Discussions with the child • External professionals • Pupil progress meetings

	<ul style="list-style-type: none"> • Regular review of targets with parents/child • Assessment used in specific programmes e.g., Lexia/IDL • Standardised tests <p>All provision and interventions are regularly reviewed and evaluated through pupil progress meetings and discussions with SLT.</p>
Strategies/support to develop independent learning.	<ul style="list-style-type: none"> • Quality first teaching • Use of individual timetables and checklists • 'Chunking' of activities • Individual success criteria • Visual prompts • Working with the Learning Mentor • Developing pupil voice • Self assessment/peer assessment • Sound and word mats • Personalised word lists • Reading rulers • Concentration desk barriers • Pre-teaching
Support /supervision at unstructured times of the day including personal care arrangements.	<ul style="list-style-type: none"> • Named midday supervisor at lunchtimes • Individual pastoral support plans which specify break and lunchtime provision • Playtime buddy system • Auxiliary staff employed who are responsible for personal care for named pupils • Access to Learning Mentor at specific times of the day • Quiet zones available at break times • 1:1 supervision <p>SLT/Pastoral Team supervision at lunch times</p>
Extended school provision available; before and after school, holidays etc.	<p>St Michael's offer a breakfast and after school club. There is also a range of lunchtime and before/after school activities and sports clubs for pupils of different ages.</p>
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	<p>St Michael's has an experienced team of teaching assistants who will support pupils to be included in activities outside the classroom. The Learning Mentor and additional adults will often support certain pupils on residential trips and individual programmes are often put in place to ensure that the child can enjoy any outside classroom activities.</p> <p>Risk assessments are carried out and strategies implemented to ensure full inclusion for all pupils.</p>
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<ul style="list-style-type: none"> • Planned support from teaching assistants • Meet and greet at the start of day by all staff • Parental contact daily through home-school book if needed and texts/emails. • Referral to CAMHS • Nurture groups in place • Individual pastoral support plan • Daily behaviour records and rewards • Identified mentor • Circle time • PSHE programme • School counsellor • Support from pastoral team including ELSA TA • SEN Assistant has attended Mental Health First Aid course • Regular visits from NSPCC (2 year cycle)

	Each class has a wellbeing kit and a quiet zone within or just outside their class
What strategies can be put in place to support behaviour management?	<ul style="list-style-type: none"> • Use of the school's behaviour policy • Individual behaviour/pastoral support plans in place • Social skills / behaviour group using social skills programmes • Daily behaviour record/report card • Time-out support • Calming zones • Reward system – Dojo, recognition board • Support and intervention from outreach behaviour specialist • Regular check-ins with designated adult • Regular parental contact • Advice from Educational Psychology service • Strategies in place for unstructured times of the day e.g., alternative location for break time, adult support
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	<ul style="list-style-type: none"> • Reception class 'Stay and Play' • Meetings with high school staff and SENDCO • Meetings with Pre – School, parents/carers and other professionals as necessary • Regular meetings with parents • Transition plans for individual children • Risk assessments completed • Close links with Halton transition lead e.g., Travel Training • Work with parent partnership • Social stories and visual prompts for pupils • Work through PSHE programme on managing and preparing for change • Programme of visits/ planned transition days • Longer term links with secondary schools to increase familiarity
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	<ul style="list-style-type: none"> • Intervention from physiotherapy / occupational therapy team • Assessment and individual programmes • Specialist resources e.g., hoist • Delivery of planned intervention programme by skilled member of school staff. • Close liaison with medical staff where required • Staff training for managing particular medical needs e.g., allergy and asthma training, manual handling training • 30 staff are first aid trained with 1 staff member having Paediatric First Aid certificate. • 10 staff have been trained in administering medicines
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	<ul style="list-style-type: none"> • We have an open-door policy, where parents can speak to their child's teacher on a daily basis • We direct parents to the Halton Local Offer website to signpost appropriate groups and organisations which are relevant for their families' needs • For parents, we offer a range of family learning opportunities, and we work in conjunction with Halton Family Learning team to deliver these • We hold regular coffee mornings, assemblies and 'Stay and Play' sessions in school • The school works closely with the local authorities Early Help Team and will support families through a MAP (Multi Agency Plan).

	<ul style="list-style-type: none"> • Parents' evenings are held twice a year and questionnaires are given out • SEN Review meetings are held termly • We also gain the views of pupils through pupil interviews and school council meetings.
How additional funding for SEND is used within the school with individual pupils.	<p>Additional funding may be used for:</p> <ul style="list-style-type: none"> • 1:1/small group interventions • additional adult support within the class to deliver specific programmes e.g Lego Therapy, Talk Boost, Social Communication groups • Purchasing resources/programmes to meet the needs of specific pupils • Outside agency support • Purchase of specialist equipment <p>Additional funding can be given for pupils with an EHCP and how this will be used will be discussed in termly and annual reviews</p>
Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.	<p>SENCO attends all termly PEP meetings and consults with pupils, carers, staff and the Virtual School in order to write plans which are reviewed termly. The following support is also provided:</p> <ul style="list-style-type: none"> • Personal Education Plans (PEPs) • Specific interventions • Extra supervision at break and lunch times • Enrichment activities • Extra-curricular clubs • Additional classes before / after school • Additional staffing e.g., Learning Mentor, School Counsellor, School Librarian, SEN specialist teacher. • 1:1 tuition and music tuition • Subsidised school visits and residentials • Purchase of iPads and other ICT resources •
SENCO name/contact: Jill Davies	J.Davies@stmichaelscp.co.uk
Elizabeth Owens	E.Owens@stmichaelscp.co.uk
Headteacher name/contact: Paul Loughran	head@stmichaelscp.co.uk
ANNUAL REVIEW 2023-2024 Completed by: Jill Davies	Date: October 2023