



St Michael Catholic Primary School & Nursery

Special Educational Needs and Disability (SEND) School Information Report

Mission Statement: **Excellence • Enrichment • Enjoyment**

	Questions	School Response
1	How will St. Michaels's know if my child needs extra help and what should I do if I think my child may have special educational needs?	We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum. In addition, the impact of interventions is tracked rigorously. We liaise with Early Years providers prior to admission to school to establish any existing needs. Our staff are vigilant at supporting and raising any concerns to the SENDCo and Senior Leadership Team. We use data and other forms of assessment to identify additional needs and celebrate achievement. Parents/carers are encouraged to speak to the class teacher about any concerns they have. Equally, teachers approach parents about any concerns they have about the children. We operate an 'open door' policy and encourage parents to share their concerns and information about their children throughout the year. We have a SENDCo, Catherine Davis who is completing the National Award for SEND Co-ordination and staff with Masters level training in all areas of special educational needs, including emotional needs. We also have an Assistant SENDCo, Kathryn Savage, who is a qualified SENDCo (achieving the National Award for SEND Co-ordination). Catherine Davis (the school SENDCo) can be contacted on cdavis@st-michaels.surrey.sch.uk.
2	How will the school staff support my child?	Our governors play an active role in monitoring the quality of our special educational needs provision, as does the Head teacher, senior leadership team and SENDCo.

		Initial concerns and early interventions are discussed with the parents by the class teacher. Should further intervention be required to enable a pupil to make expected progress, the parents/carers will be invited to a meeting at the school with the SENDCo to draw up a plan of support (an Individual Support Plan). This plan will detail what sort of provision is in place, what outcome is expected, who is providing it and for how long, including recommendations from outside agencies where appropriate. All interventions we put in place are research informed and evidence based and are measured to monitor impact & attendance against expected rate of progress. Where we feel something isn't working, we are quick to respond and find alternatives through dialogue with the learner and their families. All our additional support programmes are overseen by the SENDCo and all our teachers are teachers of inclusion and special educational needs. Our school provision map shows the range of interventions in place in our school which will be used where we identify children who will benefit from these interventions. We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.
3	How will the curriculum be matched to my child's needs?	We carefully plan our curriculum to match the age, ability and needs of all children. Where appropriate, the class teacher and subject teachers will adapt lesson planning and teaching to match your child's special educational needs and/or disability. It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs. Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning such as adapted chairs or desks. Changes may be made to the school building following advice from the services for the visually impaired or the hearing impaired. We have wheelchair access to some parts of the school building and we have a toilet adapted for people with disabilities. All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. When planning, teachers refer to children's ISP's to make particular provision for their needs. If, for example, a child has Speech. Language and Communication Needs teachers will use simplified language and pictures to support them to understand new vocabulary.
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	We believe parents are the first educators so we take every opportunity to inform you about school life including regular email communications, phone calls, parent meetings. We share progress feedback with all our learners and their families through target setting evenings, support plan meetings and written reports. In addition, our 'open door' policy allows parents/carers to meet with the SENDCo to discuss pupils' progress, what can be done by families at home to support the learning at school. We host a number of curriculum evenings/learning events to help families understand what learning is expected and how they can best

		support their child's needs. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place. We believe in supporting the development of parenting skills and as such deliver workshops on site/work in collaboration with other agencies. Parents/carers will be invited to a meeting with the SENDCo and class teacher to discuss the support that the school are providing and how they can help their child at home.
5	What support will there be for my child's overall well-being?	At St Michaels our Catholic ethos means we believe that the happiness and wellbeing of all our pupils is paramount. All members of staff take this aspect of school life very seriously. You can be confident that in particular your child's class teacher, Teaching Assistant (TA) and SENDCo are available to provide support to match your child's needs. The class teacher is the person who knows your child best. Pupils are always encouraged to go to their class teachers and form tutors if they are worried about anything. You should also feel free to contact your child's class teacher if you have any concerns. Our pupils are taught to value each other and to behave with courtesy at all times. We explicitly teach respect for all people through our curriculum. All children participate in Personal, Social, Health and Economic (PSHE) teaching. Bullying is not tolerated at St Michaels RC school. Pupils are taught about what to do if they encounter bullying in PSHE teaching. We ensure that lunchtimes are a positive experience for all pupils through OPAL play. We have a school ELSA (Emotional Literacy Support Assistant) For children with specific social, mental or emotional health difficulties we facilitate access to Family Support, the Educational Psychology Service (EPS), Child and Adolescent Mental Health Service (CAMHS) and other agencies. All our staff provide a high standard of pastoral support. Relevant staff are trained to support medical needs and some cases all staff receive training. We have a medical policy in place. Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Pupil voice (including surveys), school council and pastoral carers are central to our ethos and encouraged to contribute in a variety of ways and regularly.
6	What specialist services and expertise are	Our staff receive training and our teachers all hold qualified teacher status. We have a number of established relationships with professionals in health and social care and these are recorded on our provision map. All external partners we work with are vetted in terms of safe guarding and when buying in

	available at or accessed by St. Michael's?	additional services we monitor the impact of any intervention against cost, to ensure a value for money service. Services include but are not limited to: School nurse; Child Protection; First Aid; Speech and Language Therapy; Behaviour Support; Occupational Therapy; Language and Literacy Support; Child and Adolescent Mental Health Services.
7	What training are the staff supporting children and young people with SEND had or are having?	Catherine Davis (SENDCo) is completing the National SENDCo Award in 2023/24 academic year and is a qualified teacher. As the SENDCo she attends SEND network meetings, to enable her to remain up-to-date with initiatives, legislation, research, etc. Kathryn Savage, Assistant SENDCo has achieved the National Award for SEND Co-ordination qualification and will also attend network meetings and training supervised by Catherine. Staff are regularly trained to support children with Special Educational Needs and past training has included speech, language and communication training, Attachment training, Compassionate schools, Zones of Regulation, training on supporting children with Autism. This year we will be having training on ADHD, Literacy for All and specific Autism training. Staff have the opportunity to attend training led by outside providers including Special Schools. Where appropriate, staff who support individuals/groups of children who have a particular need receive bespoke training from the SENCo or other professional to be advised on the most appropriate ways to support the learners. At staff meetings, our staff are updated on matters pertaining to special educational needs and disability regularly.
8	How will my child be included in activities outside the classroom including school trips?	Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom, including out of hours provision. All pupils are encouraged to go on our residential trips and all pupils are encouraged to take part in sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.
9	How accessible is the school environment?	We have a full Accessibility Plan in place and as such we consider our environment to be fully accessible. We are vigilant about making reasonable adjustments; where possible. Our policy and practice adheres to and embraces The Equality Act 2010. We monitor the languages spoken by families in our settings where possible we ensure any home-setting communications are available in the relevant languages and when required translators are asked to attend meetings.
10	How will St. Michael's RC school prepare and support my child to join the school, transfer to a	We have a robust Transition Policy in place for welcoming new pupils to our setting, transitioning pupils across year groups and key stages as well as different settings. Our Provision Management systems records what aspects of our environment help children learn best and this information is passed on in transition. We have very good relationships with any feeder settings as well as settings children move onto.

	new setting or the next stage of education and life?	
11	How are the school's resources allocated and matched to children's special educational needs?	Our finances are monitored regularly and we utilise resources to support the strategic aims of our school as well as individual pupil needs. We seek to ensure value for money service, so all interventions are costed and evaluated. Our budget is allocated according to our Provision Management system.
12	How is the decision made about what type and how much support my child will receive?	Quality First inclusive Practice (wave 1) is clearly defined in our setting and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the SENDCo, other relevant staff, outside agencies (if appropriate), the pupil and their families. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENDCo oversees all additional support and regularly shares updates with the SEND Governor.
13	How are parents involved at St. Michael's RC school? How can I be involved?	As a Catholic school, we believe that parents are the primary educators of their children and it is our role to support them. We believe in partnering parents in dialogue to support a child's learning, needs and aspirations. We operate an 'open door' policy. Parents are invited to contribute through a number of means such as parent surveys, meetings and workshops. Our Governing Body includes Parent Governors/representatives and a report is given to them annually by the SENDCo.
14	Who can I contact for further information?	In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from the school's SENDCo and Senior Leadership Team.
15	How does St Michael's RC School involve other bodies including health and social care, local authority support services and voluntary sector organisations in meeting children's SEN and supporting their families	• At St Michael's RC school we are concerned with the overall development of all learners which may necessitate at times working with agencies outside the school setting. We have strong established relationships with professionals including the Surrey Specialist Teachers Service for Inclusion (STIPS), Educational Psychologists and the Physical and Sensory Support Team. We are able to make referrals to and work closely with health and social care professionals, including School nurses, Speech and Language Therapists, Occupational Therapists and Physiotherapists. We are able to make referrals to Child and Adolescent Mental Health Services and Social Care.

16	Who can I contact if I have a complaint about the SEN provision made for my child?	Initially speak with your child's teacher, or the SENDCo. Hopefully they will be able to address your concerns. You can then contact the Mr Lane (the headteacher) or the School Office, who may direct you to the school's Complaints Policy and procedure which is on our school website. www.St-michaels.surrey.sch.uk
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The St Michaels Roman Catholic school SEND policy can be found in the policies section of our website see [HERE](#)

To see the Local SEND Offer for Surrey see [HERE](#)