



# Special Educational Needs & Disabilities

at  
**St Michael's CE Primary School**  
**2024/2025**

At St Michael's CE Primary School, we embrace the fact that all children are different and have diverse learning needs. We offer high quality, inclusive teaching which enables all children to make the best possible progress in school and feel they are a valued member of the school community.

*'Aspire, Nurture, Enjoy and Flourish in the Love of God.'*

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# Identification and Inclusion...



## *How does St Michael's CE Primary identify and assess Special Educational Needs?*

In the 2014 'SEND Code of Practice' it states that the definition of a child with SEN is when they require something **'additional to or different from'** the rest of the children in the class in order to make the same rate of progress from their individual starting point.

A range of strategies may be used to identify and assess SEND:



Teacher/SENDCo observation



SEN continuum assessments



Discussion with teacher



Views of parent/carers & child



Teacher assessments and whole school tracking

## *How does St Michael's CE Primary ensure that my child with SEND is fully included in all school activities?*

At St Michael's CE Primary, we believe it is important that all children and their families are included in all school activities and that children are supported appropriately.

•All children play an active part in assemblies and school productions, all children are allowed a chance to speak in front of their class about a particular interest of their own, all children are encouraged to take part in initiatives such as 'Peer Mediators' and 'School Council elections'. All extra curricular activities are available to all children dependent on year group.

•We also complete detailed risk assessments to enable all children to access our school trips and enrichment activities.

# Our Provision...

## ***What kinds of Special Educational Needs does St Michael's CE Primary make provision for?***

Our school is a two form entry primary school and nursery provision with 450 children on roll aged 3-11. All children in school are supported during lessons with high quality teaching strategies and adapted teaching. This means that lessons are planned according to the level your child is working at. Support will depend on your child's specific needs and could include changes to teaching styles, physical environment and adult support.

In the 2014 Code of Practice the 4 main areas of SEND are:

### **SOCIAL EMOTIONAL**



#### **Social, Mental & Emotional Health**

- Difficulties in following rules and/or instructions
- Difficulties in understanding their own or others feelings
- Sitting still
- Making friends
- Dealing with problems in a calm and safe way
- Taking responsibility for their actions
- ADHD

#### **Cognition and Learning:**

- Difficulties with memory of facts and words
- More time needed to learn skills and think about answers
- Difficulties with letters for reading and writing
- Specific learning difficulty such as Dyslexia, and Dyscalculia



#### **Sensory and/or Physical**

- Hearing or visual impairment
- Physical difficulties
- Motor skills issues
- Medical needs



#### **Communication and Interaction:**

- Difficulties in understanding and expressing language
- Difficulties in interaction with adults or peers
- Autistic Spectrum Condition



# Teaching & Learning...

*How will teaching be adapted for my child with Special Educational Needs?*

**In the classroom...**

- **High expectations** - your child will be encouraged and supported to make the best possible progress through differentiated learning.
- **Resources** - we offer a range of resources such as *word banks, sound cards, punctuation prompts, practical counting apparatus, pencil grips, writing supports* - our teachers learn to know how your child learns best.
- **Specific Strategies** - how do we fill those gaps in knowledge? Eg. scaffolding techniques in writing, small group work.
- **Assessment** - regular and stringent assessment will ensure your child's specific needs are being met



# Teaching & Learning...

## ***Beyond the classroom...***

**Intervention groups** - *Speech and Language, Reading, Writing, Maths, Phonics and Handwriting.*

**SENDCo - Ms Gail Joyce** will be available to offer additional advice and further support and guidance to class teachers to help remove barriers to learning so your child makes progress.

**Targeted Interventions** - TA's in our school can deliver 1:1 interventions such as '*Precision Teaching*', '*Toe By Toe*' and '*Word Wasp*' on a daily basis, if there is an identified need, to accelerate your child's progress.



**Outside Professionals**- we work with a range of professionals such as Communication & Autism Team (CAT), Pupil & School Support (PSS) & Educational Psychologist (EPS) to identify and support complex needs - see slide 12 for further information.

**SEND Support Provision Plans and Education, Health and Care Plans** - Children with significant SEND needs may require an individual plan agreed by the local authority. This decision would be made by the outside agencies, in agreement with SENDCo and parents would play an integral role in developing the plan.

## ***What training do staff receive to be able to work with children with SEND?***

Our teachers and TA's are provided with regular training opportunities with both external agencies and in-house training. We have received training in Precision Teaching, graduated approach to teaching, SEN continuums, ADHD, Tier 1 Autism, anxiety and ACES training. We have two fully trained Youth Mental Health first aiders to support children's emotional health. Training is monitored and updated regularly.

# Social, Emotional and Mental Health...

*How will children be supported with their social, emotional and mental health needs?*

## **Social & Emotional Needs...**

'The Hub' - we offer significant support through our 'Hub' provision. We have an Inclusion TA - Mrs Evans who will work 1:1 and in small groups to support children's emotional health through nurturing activities. We use the emotional check-in board and Three Houses strategies to assess children's emotional needs.



**E-Club** - E-Club is our 'structured recreation time' provision in school. 'E' stands for 'Everyday Club'. E-Club provides structure and routine to an otherwise unstructured part of the day where activities can include practising turn taking, sharing and dispute resolution strategies. It also provides a sanctuary for identified children who find the playground an overwhelming space.



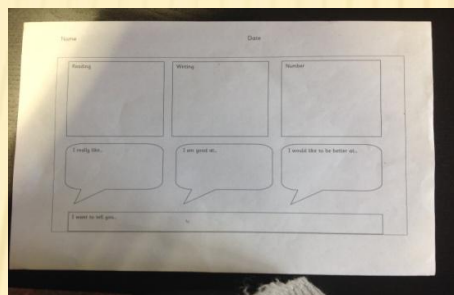
*Please also see our Emotional/Mental health tab on the school website for signposts and ideas for support*

# Involving your child...

***How does St Michael's CE Primary School involve my child with SEND in decisions about their learning?***

At St Michael's CE Primary School, we value the views and opinions of all our children. When supporting children with Special Educational Needs and Disabilities, we talk to them and fully involve them in the process at the appropriate level for their age. We discuss their individual targets and progress with them and make sure we celebrate their achievements with them.

We gather the views of your child:



\*For children with an Education, Health and Care Plan, we always share their views within the Annual Review process. Other strategies include:

Self-assessment at the beginning and end of learning

Having a range of equipment for the child to choose to use independently

Visual timetables / Now & Next boards

Mixed ability talk partners

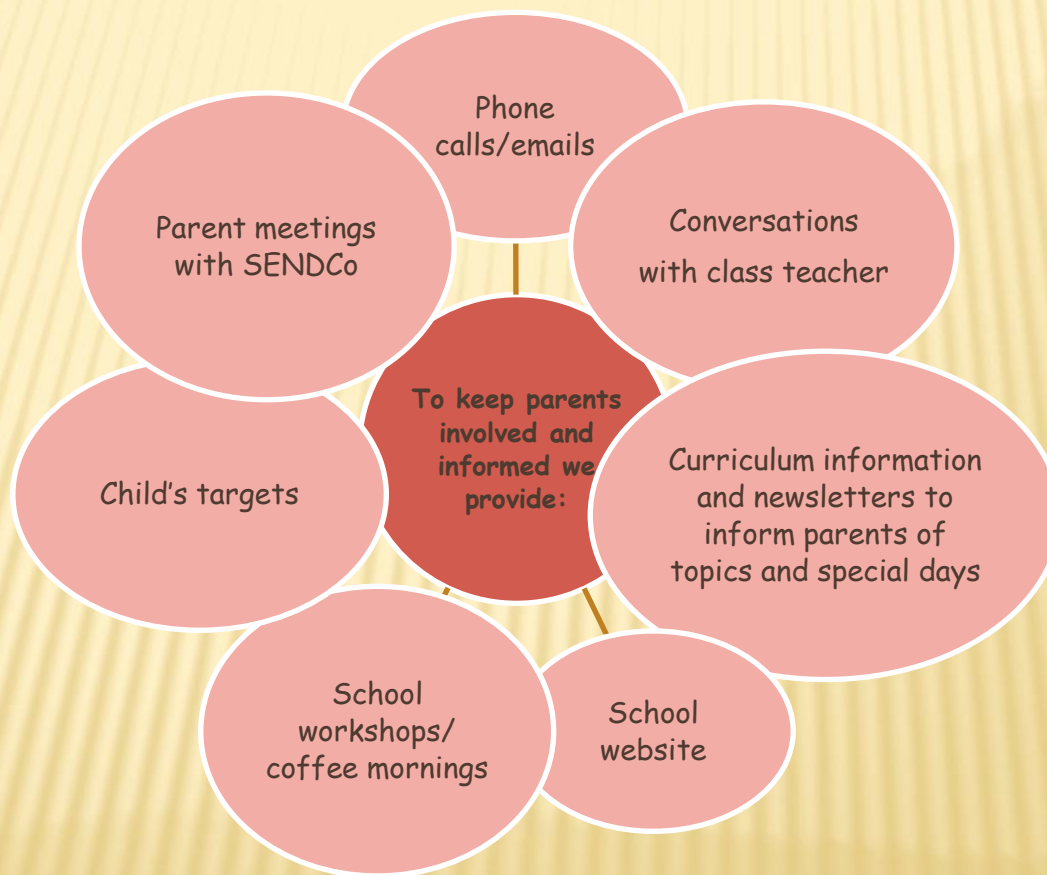
Prompt cards and task boards to promote independence



# Parental Involvement...

## ***How will St Michael's CE Primary School involve me in supporting my child with SEND?***

At St Michael's CE Primary we believe that working in partnership with parents will enable us to achieve the best outcomes for your children. We want our parents to feel involved and informed.



St Michael's CE Primary School encourages strong home-school links and we ask for your support at home with your child's targets and related work. Please do not hesitate to ask your child's teacher how you can best support your child's progress at home.

# Transition...

## *How does St Michael's CE Primary support SEND children during transition?*

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

When moving to a new class or to secondary school we ensure:

**SENDCo's/class teachers meet** to discuss any child's particular needs.

**Transition day** - children spend the day at their new schools or in their new classes

**Pre-visits** - children to look around the school, visit their new classroom, meet their new teacher and any other teaching support staff.

**Transition posters** - your child will take this home over the Summer holidays.

**SEND records** are passed to new teacher / school.

**Parents** are invited to share concerns

**SEND continuums** follow the children to their new class to ensure an accurate baseline assessment

**Staff** have the opportunity to work with children with SEND to gather knowledge about what is best for the child ahead of the new year.

### **If your child is moving to or has come from another school including pre-school provision:**

- We will contact the new/old school's SENDCo to discuss any particular needs or concerns.
- All records about your child will be passed on to us or the receiving school.
- In some cases, we will endeavour to organise pre-visits to our school or make observations of your child in their present setting and attend any transition meetings.

# Getting support for your child...

## Who can I speak to if I have concerns or questions about my child's learning?

- At St Michael's CE Primary School we operate an open door policy and would encourage you to speak to us if you have any concerns about your child.

School



- In the first instance, please arrange to see your child's **class teacher**, preferably at the end of the school day.
- Your child's class teacher can discuss your child's progress, their targets, recent assessments, any specific support they are receiving, their differentiated learning and the specific gaps in your child's knowledge.
- The teacher knows your child and will be happy to discuss your concerns.

Class Teacher



- Your child's class teacher may direct you to the school **SENDCo**, who is Ms Gail Joyce.
- **Her role includes:**
  - Developing, monitoring and reviewing the school's SEND policy.
  - Co-ordinating the provision for children with special educational needs or disabilities across the school.
- **Ensuring that parents are:**
  - Involved in supporting their child's learning
  - Kept informed about the range and level of support offered to their child
  - Included in reviewing the progress their child has made.
  - Liaising with a range of external agencies who can offer advice and support to help pupils

SENDCo

## How will St Michael's CE Primary School let me know if they have concerns about my child?

If there are concerns about a child's level of need or progress in learning, your child's class teacher and the SENDCo will arrange to discuss this with you. Your child's views will also be taken into account.

Once a child is identified as having a special educational need, a graduated approach to support is taken, in line with the **Assess, Plan, Do, Review** cycle outlined in the 2014 Code of Practice:

This process includes:

Class teacher/ parent raises concerns about progress despite high quality teaching & appropriate support in class.



Class teacher & SENDCo meet to agree a targeted plan of support.



Provision and support are adapted to meet the needs of the child and a meeting is held to review progress



If there are still concerns, the SENDCo will contact external agencies for specialist support.

# Specialist Support...

## ***How does St Michael's CE Primary School get specialist help for pupils if they need it?***

Our school works with a range of external agencies who can provide specialist support where needed. In lots of cases, we have a named professional who we can call on. This support can take the form of a school visit (including observations or assessment of the child, discussion with staff and meetings with parents), support via email or telephone, and training staff if needed.

If your child requires support from these services, we will always consult with you and gain your consent.

### **Communication and Autism Team (CAT)**

Children who have a diagnosis of Autism or communication difficulties. They will also provide support for the family.

### **Sensory Support Service (SS)**

Children who have particular sensory needs such as visual or hearing difficulties, where access to the school environment is affected.

### **School Nurse (SN)**

Children with allergies

### **Pupil and School Support (PSS)**

Children who are working below the expected levels for their ages. A Pupil Support Teacher will also work with staff in schools, offering support, advice and training.

### **Physical Disability Service (PDSS)**

Children with physical difficulties which impact on their access in the school setting.

### **Occupational Therapy (OT)**

Children with physical and sensory difficulties

### **Blossom Education**

### **Educational Psychology Service (EPS)**

Children with complex learning needs

### **Psychotherapist**

Children with emotional and mental health difficulties

### **Speech and Language Therapy (SALT)**

Children with a high level of speech and language difficulties.

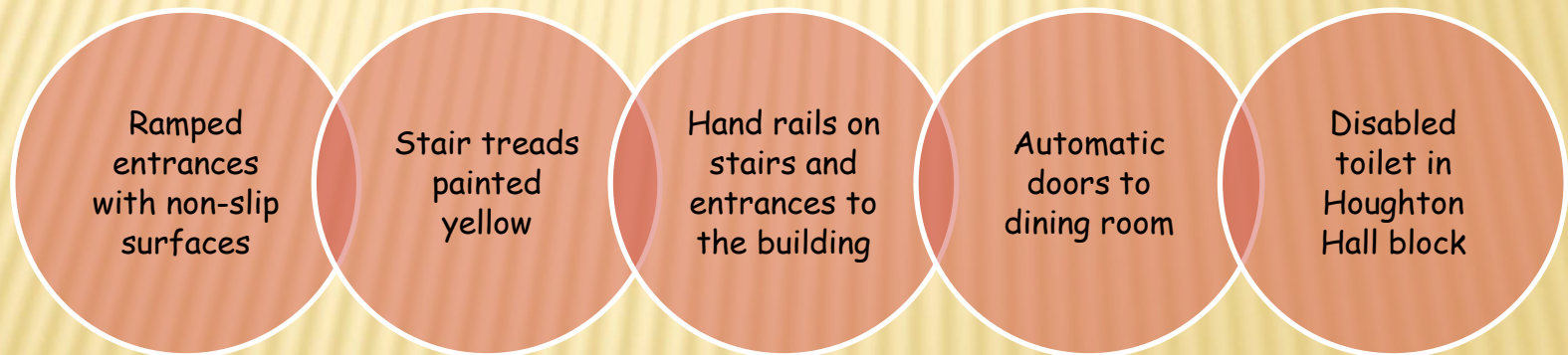
# Admission of Disabled Pupils...

## ***How do you ensure all children are treated equally at St Michael's CE Primary?***

At St Michael's CE Primary School we take steps to ensure that all children are treated equally and have access to the same broad and balanced curriculum. We ensure that all children can take part in curriculum enrichment opportunities through thorough risk assessment and pre-visits. We provide a safe learning environment for all as part of our safeguarding policy and procedures. We have good links with outside agencies such as 'Physical Difficulties Support Service' and 'Sensory support' for guidance with appropriate support strategies such as specialised equipment and making reasonable adjustments for an individual child in school.

## ***What facilities do you provide to ensure safe access to school for disabled staff and pupils?***

The school building is in line with the Equality Act 2010 and offers facilities such as:



Please see St Michael's CE Primary School's ***Accessibility Plan*** on our school website under the ***Inclusion*** tab.

# Support Services...

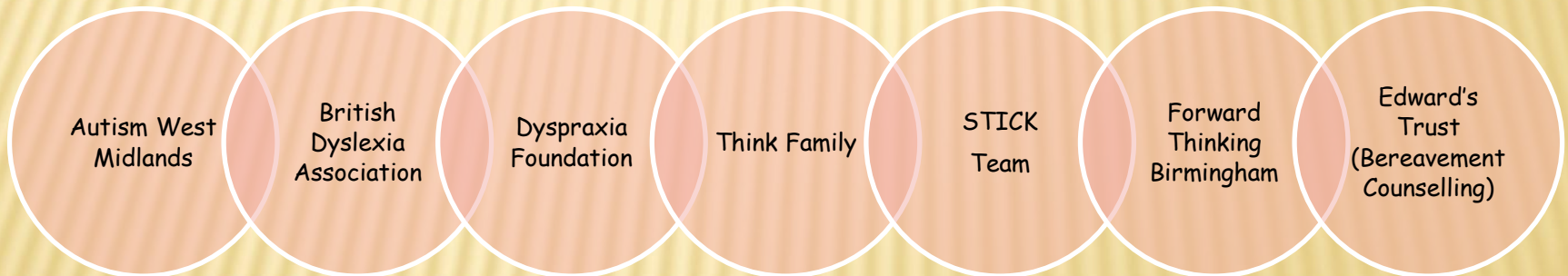
## ***Who are the support services who can help parents with pupils with Special Educational Needs?***

The Birmingham Local Offer website exists to provide advice and information to parents and pupils in Birmingham.

This information is designed to explain Special Educational Needs procedures, to help you understand the law and procedures that affect you and your child, and to provide information on other issues that may affect you.

[www.localofferbirmingham.co.uk](http://www.localofferbirmingham.co.uk)

There are many other organisations which could support your child and family. Some of these are detailed below:



## ***Where can I find information about the Birmingham Local Authority SEND offer?***

The information in this report feeds into Birmingham's local offer at <https://www.localofferbirmingham.co.uk>

# Queries or concerns...

## ***What can I do if I have a concern about the provision for my child with Special Educational Needs?***

At St Michael's CE Primary School, we are committed to working in partnership with parents and children to meet the needs of all children with special educational needs.

If you were to have a question or concern about the provision for your child with special educational needs, in the first instance, we would encourage you to contact your child's class teacher, following that, the school SENDCo Ms Gail Joyce.

If you still have concerns, then please contact the Head Teacher by telephoning the school office or writing a letter marked for their attention. The school and governing board take complaints seriously and will do everything they can to resolve the issue quickly.

In the unlikely event your concern is not resolved, then please make contact with Stephen Pihlaja, our Chair of Governors, in line with our **Complaints policy** procedure. Please see the school website for further guidance.

## ***What is the role of the SEND governor?***

In our school, we have a governor who is responsible for Special Educational Needs. His name is Jonathan Goll and his role is to liaise with the SENDCo throughout the year, ensuring that all children with SEND get the support they need to access all aspects of learning and to participate fully in the life of the school.

The SEND governor is the link between the school and the governing board in relation to pupils with SEND, meaning that any concerns over SEND provision can be raised, discussed and resolved.

# What do all those letters mean?...

Acronym	What it means?	Acronym	What it means?
SENDCo	Special Educational Needs and Disabilities Co-ordinator	TA	Teaching Assistant
SEN	Special Educational Needs	EHC Plan	Education, Health and Care Plan
PSS	Pupil and School Support	EYFS	Early Years Foundation Stage
CAT	Communication and Autism Team	SALT	Speech and Language Therapy
EPS	Educational Psychology Service	SPD	Sensory Processing Disorder
FSW	Family Support Worker	EAL	English as an Additional Language
SN	School Nurse	ASC	Autistic Spectrum Condition
SS	Sensory Support	ADHD	Attention Deficit and Hyperactivity Disorder
OT	Occupational Therapist	HI/VI	Hearing /Visual Impairment
EH	Early Help	TAC	Team around the Child