

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:

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| 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 with St Thomas CE Primary School
School website address:	https://www.smwst.co.uk/
Type of school:	Academy-Converter Mainstream
Description of school:	<p>St Michael with St Thomas is an average-sized primary school. The school caters for children aged between 4 years and 11 years of age and currently (as of September 2022) has 188 children on roll.</p> <ul style="list-style-type: none"> • The proportion of disadvantaged pupils supported by the pupil premium is above the national average. • The large majority of pupils are White British. • The proportion of pupils who speak English as an additional language is lower than the national average. • The proportion of pupils who have SEN and/or disabilities is above the national average of January 2022. <p>Collective worship and religious education are at the heart of our school’s distinctiveness. The high levels of care, nurture and guidance, where everyone is valued as an individual, demonstrate the distinctive Christian ethos of our school. The attitudes and behaviour of our pupils are firmly based on their understanding of Christian values. This leads to strong relationships supported by well-established links with the vicar and church. (SIAMS Report, March 2018)</p> <p>‘pupils, including those in the early years and pupils with SEND, enjoy a good quality of education. Pupils, including pupils with SEND, access all of the national curriculum subjects.’ (Ofsted Report, July 2023)</p>
Does our school have resource base? Yes or No	No
If Yes please provide a brief description.	
Number on roll:	183

<p>% of children at the school with SEND:</p>	<p>29% High Level need 0.5% Medium Level need 11% Low Level need 15%</p>
<p>Date of last Ofsted:</p>	<p>July 2023</p>
<p>Awards that the school holds:</p>	<p>Sports Mark Gold RRSA Silver award</p>
<p>Accessibility information about the school:</p>	<p>St Michael with St Thomas CE Primary School is a one-storey building. Entrance to the main building is fully accessible which in turn allows access to all classes. There is a well-situated wheelchair accessible toilet. An outdoor cabin with accessible ramp was built in 2014.</p> <p>In compliance with Halton Borough Council’s Access Policy Statement and the Customer Care Access Group Recommendations, St Michael with St Thomas CE Primary School is committed to</p> <ul style="list-style-type: none"> • Providing ongoing disability awareness training for all staff, including more intensive job specific disability training where required • Ensuring right of entry to any activity by providing enough suitably qualified persons trained in inclusion and integration • Providing information on the services available in accessible formats, including large print, at no extra cost to the customer, on request • Working to ensure that our website complies with the Web Accessibility Initiative Standards, so that all users have equal access to information regardless of their impairment • Providing specific equipment where appropriate aimed at ensuring the individual needs and requirements of disabled customers are met • Continually seeking new ways to improve access to our services through consultation with our customers and through disability access groups in the community.
<p>Please provide a web link to your school’s Accessibility Strategy</p>	<p>accessibility plan 2020.pdf</p>
<p>Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.</p>	<p>SENDCo has a Masters in Disability Studies, completed the New2Senco course, NPQLTD and is enrolled on to the National Accreditation for SENCO (22/23).</p> <p>Specific staff are Positive Handling trained. We have a specialist therapeutic intervention teaching assistant and also a family support worker who is trained in bereavement counselling and Boxall Profile Assessments. Bespoke training from the Specialist teaching service has also been accessed, including the effective writing of SEND Support plans and EHCP Reviews as well as Specialist Training for the Hearing Impairment Team. Several Teaching Assistants have accessed training relating to specific intervention programmes such as Read, Write, Inc. and the multi-sensory approach to literacy (phonics and reading interventions), Inference and Dynamo Maths. SENDCo regularly attends LA SENCO Workshops and Inclusion Conferences as well as other annual</p>

	training delivered by the Halton SEND team. All staff have accessed training from the Autism Education Trust.		
Documentation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page.	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:	
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.	<u>Foundation Stage: Assessment and Identification</u> <ul style="list-style-type: none"> Teachers acknowledge that during the Foundation Stage, due to various previous learning and life

experiences, also taking into account some children may not have received any Nursery Education when they enter Reception that children will progress at different rates. This may not necessarily mean they are children with SEND, but they will need carefully differentiated learning experiences and activities to ensure that they make satisfactory progress.

- Meetings with pre-schools will determine any existing identified needs.
- On entry to Reception, children are Baseline Assessed using a recognised and accredited process.

Primary Phase: Assessment and Identification

- During both Foundation and the Key Stage One phase of education, teacher assessment and observation, along with parental views and contributions, will critically aid early identification of children with SEND.
- School uses the Read Write Inc programme for all children in Years 1 to 3, and those requiring specific support from Years 4 to 6 utilise the 'multi-sensory approach to teaching children literacy' programme. This programme places the children in a specific group, linked to their individual ability level. The programme is regularly reviewed, and the progress of the children assessed.
- Assessment at Key Stage Two is undertaken using standardised tests (E.g. Past SAT papers or NFER tests) in reading, writing, spelling and mathematics.
- The SENCO uses a school-devised system in whereby children are assessed to their closest age related level when applying for additional enhanced funding.

<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"> • Teachers and support staff provide support for access to the curriculum pupils with SEND. • Therapeutic Interventions are available from trained Support Staff. • 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 is sought from external specialists. • We have outreach support from local authority services and local special schools. • We procure support from occupational therapy and physiotherapy for pupils who require this input and specific resources. • 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
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	<p>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> <ul style="list-style-type: none"> • We buy into a private Educational Psychology Service as well as accessing those provided by the LA
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<ul style="list-style-type: none"> • Specialist equipment to support the curriculum • Access to ICT resources such as iPads and visualisers • Prompt and reminder cards for organisation • Symbols and visual prompts • Buff paper for all pupils • Standing desks in classrooms
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<ul style="list-style-type: none"> • Social Stories • Concrete language • Visual aids • Now and next timetables • Visual timetables in all classrooms • Sensory circuit

<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<ul style="list-style-type: none"> • Intervention from speech and language therapist (Chatter-bug) • Delivery of personal speech and language programme • WellComm programme for EYFS and Primary • Support from classroom assistant within class • Support from SENDCO/specialist TA for small group or individual • Range of language resources and programme materials
<p>Strategies to support the development of literacy (reading /writing).</p>	<ul style="list-style-type: none"> • Small group support in class for guided reading / writing • Individual daily reading with to teaching assistant / teacher • 1:1 reading for 'struggling' readers • Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills
<p>Strategies to support the development of numeracy.</p>	<ul style="list-style-type: none"> • Small group support in class through guided teaching • Withdrawal in a small group for 'catch up' maths activities using specific programmes (assessed by Sandwell Maths) • Withdrawal by teaching assistant for 1:1 support • Use of specialist maths resource (Dynamo Maths)
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<ul style="list-style-type: none"> • Personalised and differentiated curriculum • Small group support in class from classroom assistant or teacher • 1:1 support in the classroom for some children from teaching assistants to facilitate access through support or modified resources • Specialist equipment
	<ul style="list-style-type: none"> • Individual plans (educational, behaviour, therapeutic) • Time spent in a year group more appropriate to the needs of the child (usually for phonics only) • School / year group provision mapping • Strategies put into place as provided by professionals / specialist services / outreach

<p>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>	<ul style="list-style-type: none"> • Observation • Target setting • Individual learning plan targets and review • Individual provision map • Individual pastoral support plans • CAF • External professionals undertaking assessment • Regular review of targets with child / parents
<p>Strategies/support to develop independent learning.</p>	<ul style="list-style-type: none"> • Use of individual timetables and checklists • ‘Chunking’ of activities • Individual success criteria • Word mats and sound charts • Visual prompts • Therapeutic targets
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<ul style="list-style-type: none"> • Individual pastoral support plans which specify break and lunchtime provision • Peer Mentor System (well-being team) • Newly established well-being cabin • Staff trained responsible for personal care for named pupils
<p>Extended school provision available; before and after school, holidays etc.</p>	<ul style="list-style-type: none"> • Breakfast Club and After School Club delivered by school staff • We usually offer a wide range of after school activity / sports clubs for pupils of different ages • We offer residential experiences to pupils in KS2
<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>	<ul style="list-style-type: none"> • We will always ensure that activities arranged within our own grounds are accessible for all pupils. • We will attempt in all circumstances to ensure full inclusion can happen by working with the providing staff/companies. • Where inclusion is not possible, we will arrange an alternative trip/excursion.
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<ul style="list-style-type: none"> • Planned support from specialist teaching assistant • Talking pebbles for children to use to communicate worries/ needs to staff discretely • Meet and greet at start of day • Parental contact daily if appropriate • Parental contact session weekly • Referral to CAMHS • Therapeutic Intervention Plans (TIP) • Family support Worker who works to ensure excellent practice in safeguarding and child/family welfare • Regulation stations in each classroom

<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> • Use of the school's positive Behaviour Policy • Individual behaviour plans in place • Social skills / behaviour promoted throughout the curriculum • Daily behaviour record in some extreme cases • ABC Room • Reward system • Support and intervention from outreach behaviour specialist • Strategies in place for unstructured times of the day e.g. alternative location for break time (cabin) •
<p>How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i></p>	<ul style="list-style-type: none"> • Transition co-ordinator in school • Regular meetings with parents • Transition plans for individual children • Risk assessments completed • Close links with Halton transition lead • Work with parent partnership • Social stories and visual prompts for pupils • Work through PSHE on managing and preparing for change • Programme of visits • Longer term links with secondary schools to increase familiarity • 'Preparing for Adulthood' accessed if needed
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p>	<ul style="list-style-type: none"> • Intervention from physiotherapy / occupational therapy team • Assessment and individual programmes • Specialist resources • 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 • Intimate Care Policy
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p>	<ul style="list-style-type: none"> • For parents, we offer a range of family learning opportunities. • We hold coffee mornings/ parent meet and greet sessions in school. • The school will signpost appropriate groups and organisations which are relevant for a family's needs. • The school works closely with the local authorities IWST team and will support families through a CAF.

SEND Broad Areas of Need

Communication and Interaction	
6.28	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
6.29	Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning	
6.30	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
6.31	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties	
6.32	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs	
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<p>6.34</p>	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).</p>
<p>6.35</p>	<p>Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p>