



SEND in a nutshell at St Michael with St Thomas CE Primary

Identification

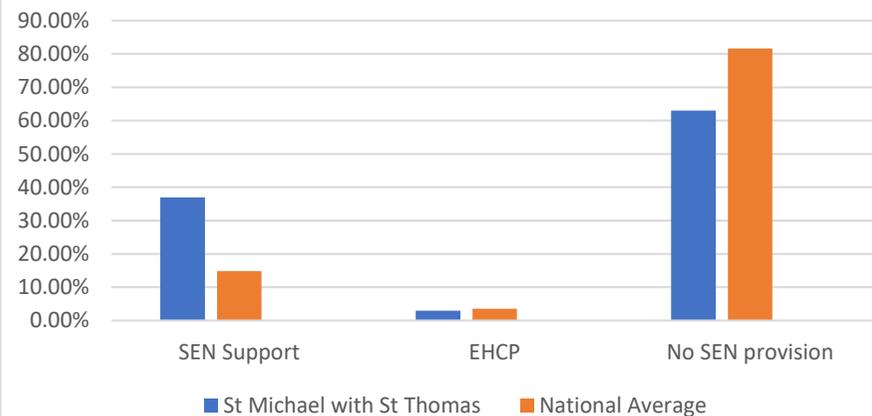
Number on roll: 171 Number of SEN: 64 (inc. 5 EHCP) % of SEN: 37.4%

% of monitoring: 8.2%

SEND per Area of Need based on primary need:

C & I	C & L	PHYS & SENSORY	SEMH
44.9%	21.9%	2.6%	30.7%

SEN Support Compared to National Statistics



From the data above, St Michael with St Thomas CE Primary School has a higher percentage of children requiring SEN Support compared to the national average. Our demographic continues to change, with the percentage of children on our SEND register increasing, particularly those with an Education, Health and Care Plan (EHCP). Over the past 12 months, the school has also experienced a significant level of pupil mobility, with many of the new arrivals presenting with Social, Emotional and Mental Health (SEMH) needs and Communication and Interaction needs. As a result, SEMH is now the second highest area of need within the school.

Speech, Language and Communication Needs are highly prevalent in our youngest pupils and we work closely with the Halton Communication Team and Speech and Language Therapists to ensure our pupils have the best start to their educational journey. Alongside this, we are implementing and embedding Wellcomm across the school to support early identification and intervention.

With one of our dominant primary areas of need being Cognition and Learning, we recognise the importance of embedding metacognition strategies throughout our curriculum, paired with high-quality first teaching to ensure the best outcomes for all pupils.

High Quality Teaching and Intervention

High Quality Teaching for All (EEF recommendations for SEN in a mainstream school)

<p>We aim to create a positive and supportive environment for all pupils without exception. We do this by promoting positive relationships, active engagement and wellbeing for all pupils. Our approach to behaviour is centred around positive reinforcement and restorative justice.</p>	<p>Build an ongoing, holistic understanding of our pupils and their needs through using a graduated approach of 'assess, plan, do, review'. Assessment is purposeful and ongoing and learning plans are used as working documents for this purpose. Both parents and pupils' inputs are integral to this, as well as seeking specialist input where necessary. Teachers are empowered to use the information they collect about a child to decide next steps, through using quality first checklists which inform their choice.</p>
<p>All children have access to high quality first teaching as good teaching for pupils with additional needs, is good teaching for all. We use flexible groupings, give explicit instructions which are accompanied by visual prompts, employ metacognitive strategies throughout the curriculum, use technology to support pupils and scaffold tasks.</p>	<p>Our high quality first teaching is complimented with purposeful and carefully selected interventions. These are run as small groups or on a one-to-one basis. Although high quality teaching reduces the need for interventions, we understand that some pupils may need addition high-structured and targeted interventions to make progress. Through ongoing assessment, teachers carefully select interventions based on the identification of need.</p>
<p>The partnership between teachers, leaders and teaching assistants is crucial at our school. Our teaching assistants are effectively deployed so that they supplement and enhance teaching, not replace the role of the teaching.</p>	

Cognition and Learning		Communication and Interaction	
Pre-teaching of vocabulary/ strategies.	STAS	Talking partners	Speech and language therapy
Multi-sensory approach to dyslexia	Dynamo maths, basic maths facts and r2p	Wellcomm	SALLEE Talk boost
Social, Emotional and Mental Health		Sensory and/or Physical	
SDQs and Boxalls	Therapeutic/ nurture interventions	INSYNC & OT plans	Wobble cushions
		Sensory profiles	Sensory toys
Mindfulness time daily	MHST	Standing desks	Fine and gross motor programme
Sensory/movement breaks	Regulation stations	Sensory/movement breaks	
FSW			