



2025-26

ST MICHAEL'S C OF E PRIMARY ACADEMY

SEND Information Report School's Offer

SENDCo: Kelly Shenton SEND Allocated Time: 3 days a week	SEND Governor: Lindsay Nash
Nursery Assistant SENDCo: Sharon Casey SEND Admin: Debra Bottrill	Head Teacher: Chris Errington
Local Offer: https://www.warwickshire.gov.uk/send	Chair of Governors: Lindsay Nash

Kelly Shenton

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CHILDREN AND FAMILY CENTRE

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1. The kinds of special educational needs for which provision is made at the school.

St Michael's is a fully inclusive mainstream Academy which strives to ensure that all pupils achieve their potential; socially, emotionally and academically. The school provides a nurturing environment which supports both the child and the family, throughout their educational journey.

Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless: o it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or o the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

2. How St Michael's identify and assess the needs of pupils with special educational needs.

A pupil will be identified as having a SEND where their learning difficulty or disability calls for special educational provision, namely provision **different from, or additional to** that normally available to pupils of the same age.

Children could be identified as having SEND through a variety of ways, including the following:

- Child performing significantly below age related expected levels (ARE), despite ongoing and monitored intervention that requires extra provision to be made on an ongoing basis.
- Ongoing concerns raised by a parent or carer that are evidenced in education also
- Ongoing concerns about a pupil's behaviour, social, emotional or mental health, despite ongoing and monitored intervention
- Liaison with, or information from a previous school / setting
- Liaison with, or information from external agencies
- Information received from health specialists

Slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN. However, it may be an early indicator of a range of learning difficulties or disabilities.

Pupils are identified as having a SEN if their difficulties have been evidenced over time (normally a period of at least two terms). Our monitoring process takes the form of a four-part cycle: - **Assess, Plan, Do, Review**.

Through this cycle, actions are reviewed and refined as understanding of a pupil's needs and the support they require to secure good outcomes increases. This is known as the 'graduated approach'. All adults who work with children in school will be alert to emerging difficulties and respond early. School staff will communicate concerns to parents and carers and will be responsive to parents who express their own concerns.

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3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

(a) how the school evaluates the effectiveness of its provision for such pupils;

Provision for children with SEND is set out on a needs basis – usually over a half term, and reviewed in the same way as provision for all children in the school. In addition to this the Inclusion Team will meet on a regular basis to discuss need in the school and prioritise provision accordingly, based on weekly/monthly requirement. There is a named Governor responsible for SEND who will meet termly with the SENDCo to discuss effectiveness of provision, by analysing achievement data for children with SEND across the whole school.

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

Progress meetings are held termly during which the progress of the children with identified SEND is analysed both at class/cohort and individual level. In addition to this, inclusion staff keep ongoing records for identified individuals. The school has an open door policy, where members of the Inclusion/SEND Team are available to discuss any concerns that parents may have.

(c) the school's approach to teaching pupils with special educational needs;

First and foremost every teacher is a teacher of SEND and at St Michael's an emphasis is placed on quality first wave teaching; which is adapted to support the needs of all learners in the classroom. All staff have received training in approaches such as, Emotion Coaching, Autism Awareness, Attachment & Trauma and PACE, which ensures consistency of communication and understanding children's needs across the school. There may be times when whole class teaching does not best meet the needs of a child; and small groups or 1:1 provision may be more suited and put in place during certain points in the day; however, we aim to make sure a child is included in the whole class learning wherever possible.

(d) how the school adapts the curriculum and learning environment for pupils with special educational needs;

The whole school uses a scaffolded approach to learning. All children (where possible) are working towards the same whole class objectives, but scaffolds may be used in order for a child to achieve to their fullest potential in every lesson. These may include, visuals, concrete objects, Widgit Symbols, scaffolded sentences, word mats, knowledge organisers to name a few. For some children this still may not be appropriate depending on their individual needs and where external advice has been sought, these children are offered an individualised curriculum/timetable.

(e) additional support for learning that is available to pupils with special educational needs;

The school provides various academic and social and emotional interventions using trained staff in school, or external agencies. Children are allocated specific intervention based on progress data and APDR cyclic evidence, at the discretion of the Headteacher and SENDCo, in collaboration with the phase leader and class teacher.

(f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;

Every activity that is offered at whole school level will be available to children with SEND. Additional support may be required from either school staff, staff from external agencies or parents in order for specific children to access an activity safely or successfully. A variety of inclusion groups are facilitated at unstructured times of the day e.g. break times and lunchtimes for children to access. Placement in these groups may be by direction

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of the inclusion team or at request of the child/parents. All placements are finalised by and at the discretion of the Inclusion Manager and Headteacher.

(g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.

St Michael's works very closely with a range of external agencies to provide extensive social and emotional support where needed. A number of therapeutic and counselling groups are available for children to access, led by a trained counsellor and the Inclusion Team.

Meetings are regularly held with parents of children with a high level of need and we endeavour to support the family where appropriate, as well as the individual child. Where children have identified medical needs, they will have a specific care plan produced in collaboration with the Connect 4 Health team (if appropriate).

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

SEND Coordinator: Kelly Shenton

Kelly.shenton@stmichaels.covmat.org

SEND lead for Nursery: Sharon Casey

sharon.casey@stmichaels.covmat.org

SEND lead for the Children's and Family Centre: Joanne Burridge

joanne.burridge@stmichaels.covmat.org

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

The school provides continuous training across the school dependent on staff need. Where specific training needs are identified, external expertise will be sought. St Michael's has an annual subscription to both the Specialist Teacher Service and Education Psychology Service as well as purchasing an element of traded time with the Speech and Language Therapy Service and the Occupational Therapy Service. Within the school there are staff members trained in counselling, speech and language therapy, occupational therapy, communication in print, team teach and Makaton.

The SENCO is an experienced member of the teaching staff and holds that National Award for SENCOs (NASENCo). The SENCO attends regular SEND network meetings and shares good practice between other schools and St Michael's staff.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

Equipment and facilities will be adapted or secured for individuals based on need and advice from specialist external agencies.

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7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

On a termly basis the school will offer all parents of children with SEND an appointment at a parents evening to discuss progress and needs. In addition to this, parents of children with Educational Health Care Plans will be invited to a formal annual review of the plan and provision put in place, based on objectives held within. In the short term, parents are welcome to request an appointment with any member of the inclusion team or SENDCo. Furthermore, parents may be invited to more regular meetings to discuss provision. Class Dojo is used for daily communication where needed.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Where formal plans are in place, children's views are sought at all reviews of these. The school regularly consults all children on emotional wellbeing, as well as consulting on aspects linked to the school's SIDP. Every class has two school council representatives who take views of all children to regular council meetings. Children are invited to represent their views at a series of 'Pupil Voice' sessions over the year.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

At St Michael's, if a parent had a complaint regarding SEND we would encourage them to contact the class teacher and / or SENDCo in the first instance. If parents are still concerned, a meeting with the Headteacher can be arranged. If unresolved, parents/carers will be signposted towards the SEND governor or Chair of the Governing Body.

Our complaints procedure can be found under the Trust wide policies section on the school's website.

Please note that appeals and complaints about decisions taken by the local authority should be made to that body. The school's complaints procedure cannot be accessed to resolve such complaints.

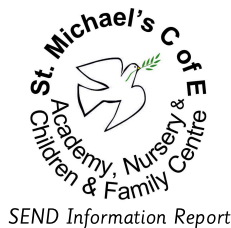
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The school works with a number of external agencies including:

- Educational Psychology Service
- Specialist Teacher Service
- Child and Adolescent Mental Health Services (CAMHS/RISE)
- Speech and Language Therapy Service
- Occupational Therapy
- Integrated Disability Service
- SENDAR
- SENDIAS
- Ethnic Minority and Traveller Achievement Service
- Children's Services
- Priority Families
- Parent Partnership Service
- St Michael's Children's & Family Centre
- Domestic Violence and Relationship Abuse Project
- Relate

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- Journeys
- Sycamore counselling service
- The Virtual School for Looked After Children

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

Warwickshire SENDIASS - KIDS,

Exhall Grange Specialist School, Easter Way, Off Pro Logis Park, Coventry CV7 9JG

Phone: 024 7636 6054

Email: warwickshire@kids.org.uk

12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo may meet with parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Primary:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.

For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.

- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

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After school:

- The school adheres to the guidance in Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff April 2014
<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

This places a duty on schools to secure independent careers guidance for all Y8-13 pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.

- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEND provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

13. Information on where the local authority's local offer is published.

Details of the Local Authority's Local Offer for SEND can be found on the Local Authority's website:
<https://www.warwickshire.gov.uk/send>

Further enquiries can be made to: sen@warwickshire.gov.uk

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