



St Michael's C of E Primary School Local Offer

Updated April 2025

This document will give you information about how we manage Special Educational Needs and Disabilities (SEND) at St Michael's

At St Michael's Mrs Keren Milanovic has the role of SENDCo (Special Educational Needs Coordinator)

- St. Michael's is a one form entry primary school located in Sandhurst. The proportion of pupils with special educational needs is slightly above the national average. The proportion of pupils for whom the school receives the pupil premium (additional government funding for those eligible for free school meals, looked after children and children from service families) is significantly lower than average. There are currently 11 pupils who have an EHCP (Education, Health and Care Plan).

School Ethos

- At St Michael's, we value the uniqueness of the individual and we offer our children a curriculum which is enriched and diverse, enabling us to inspire them to become successful learners, confident individuals and responsible citizens of the future. We live out our Christian values daily and foster supportive and trusting relationships with God and all members of the community. All staff work hard to achieve the highest possible standards within an inclusive school setting. We value the strong and close relationship we have with parents and work in partnership to enhance each child's learning. We recognise that all children will begin their early school journey from different starting points, but the goal remains the same, to develop each child's individual potential and celebrate their success.
- All children have different talents, interests and abilities. At St. Michael's we recognise these differences by providing a wide range of opportunities both within the classroom and through extra-curricular clubs. These include residential visits to Hook Court and Lakeside in Cumbria, art, music, dance and choir activities and representing the school in competitive sporting fixtures.
- Our aim is that St. Michael's Primary School will be a thriving, educational community where all children will enjoy learning, act responsibly towards adults and one another, be challenged by their teachers and achieve success.

Identification of Special Educational Needs and Disabilities (SEND)

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring adapted work or additional support are identified at an early stage. Assessments are completed as part of the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

Pupil progress will be discussed each term at liaison meetings held between the relevant members of staff which could include class teachers, teaching or learning support assistants, SENDCo and the Head teacher. Pupil progress is recorded on a web-based tracking system bought into by the school

called Sonar. Progress by individual SEND pupils and various groups of SEND pupils can be monitored and analysed by Sonar. Where concerns are raised, the SENDCo will consider the need to bring in the support of outside professional agencies e.g. Education Psychologist (EP), Speech and Language Therapy (SALT), Behaviour Support (BST), Autism Support Service (ASS), Occupational Therapy (OT), Sensory Consortium etc.

What should I do if I think my child has SEND?

Talk initially to your child's class teacher, sharing your concerns and agree upon relevant actions within a time scale. A follow up meeting will be arranged to revisit concerns and discuss the effect of the actions implemented. If there has been little improvement, then the class teacher will make an in-school referral to the school's SENDCo.

Support for children with special educational needs

If my child is identified as having SEND, who will oversee and plan their education programme?

The class teacher with the support of the SENDCo will plan your child's educational programme through the use of provision mapping and individual provision plans. These will consider your child's individual needs and will focus on supporting your child through small, personalised steps. These may include a target related to literacy, numeracy, behaviour or a personal goal; however these depend entirely on the child.

How will I be informed / consulted about the ways in which my child is being supported?

At half-termly parent consultation meetings, or sooner if necessary, with your child's class teacher your child's progress towards targets will be shared and you will be able to contribute to this.

All children on our SEND register will have an Individual Provision Plan (IPP) which you will be given a copy of and asked to sign. We will review the impact of any interventions or support your child has received and how it has affected their progress on a half termly basis.

If your child has an Education, Health Care Plan (EHCP) a review will be held annually to look at the progress made against your child's identified targets. All of the professionals involved with your child's care will be invited to attend this meeting.

How will the school balance my child's need for support with developing their independence?

We believe that our students with Special Educational Needs and Disabilities (SEND) should be supported wherever necessary to achieve equal access to the school curriculum. We aim, where possible, to teach the skills required for independent learning through supporting additional needs within the classroom wherever possible, through a range of methods such as group work, 1:1 support and peer support.

How will the school match / adapt the curriculum for my child's needs?

Careful monitoring through assessments and learning outcomes will help the school to make the curriculum suitable for your child's needs. All lessons are adapted to address the range of abilities

within each class. These are then further sculpted to address any individual needs that a child has. Where appropriate, targets from IPPs will be incorporated into their day to day learning.

What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

Every child is unique and has different needs, even those with similar diagnoses. The teaching strategies we use are tailored to the child’s needs.

These needs may also change across the child’s school life, therefore the teaching strategies used are varied in order to support each individual child.

Where necessary, additional resources can be used to help support your child through a school day, e.g. visual timetables, sensory diet etc.

Where appropriate, staff will attend training to gain further information and knowledge. Staff are advised by specialist services such as Autism Support Service (ASS) and the Behaviour Support Team (BST).

What additional staffing does the school provide from its own budget for children with SEND?

Teaching assistants, buy in services such as outside agencies, designated member of staff to support vulnerable pupils etc.

What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

	One to One	Small Group
• Read, Write Inc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• THRASS	<input checked="" type="checkbox"/>	
• Clicker	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Project X Reading scheme	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• NESSIE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Typing skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• SALT language group		<input checked="" type="checkbox"/>
• Circle of friends		<input checked="" type="checkbox"/>

What resources and equipment does the school provide for children with SEND?

- Visual timetables
- Traffic light cards
- Anger management resources
- Social Emotional and Mental health resources
- Sensory resources
- Break out spaces where required
- Access to laptops
- OT resources

Should your child be assessed as needing these, the school can offer:

- Ergonomic pencils and pens

- A writing slope
- A 'Move 'n' Sit' cushion
- Coloured overlays and workbooks with non-white pages
- Small fidget items
- Computing programmes

Parts of the school have limited access to pupils with physical disabilities due to steps. Disabled toilet facilities are available.

What special arrangements can be made for my child when taking examinations?

Access arrangements are made in line with guidance from the government: <https://www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements>

My child's progress

How will the school monitor my child's progress and how will I be involved in this?

For those with parental responsibilities for any child within the school, there are:

- Two opportunities to meet with teachers, one in October and one in February
- Children's work is reported upon in January, where progress against national expectation and their work ethic is noted
- At the end of the summer term, each child receives a full report of their work throughout the academic year.

Children who are on the SEND register may have an Education health Care Plan which will be produced, in consultation with their parents or carers. These are reviewed annually. All the professionals involved with your child's care will be invited to attend this meeting.

St. Michael's operates an open door policy whereby parents and carers are encouraged to make appointments with their child's teacher if they have anything that they would like to discuss.

When my child's progress is being reviewed, how will new targets be set and how will I be involved?

Individual Provision Plans (IPP's) which are shared with you and are reviewed half-termly.

In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

Please discuss any additional matters with your child's class teacher first, then the school's Special Educational Needs Coordinator (SENDCo) finally, you also have the opportunity to contact the head teacher.

What arrangements does the school have for regular home to school contact?

In addition to parents evening and written reports, parents/carers can make face to face or telephone appointments via the school office. Where appropriate, there will be various strategies for regular contact to be set up, for example through a daily contact book, weekly telephone call or behaviour report cards.

How can I help support my child's learning?

- Parents/carers will be given advice on how they can support each goal at home.
- Adopting a regular routine, including support with homework and regular reading opportunities.
- By ensuring that your child comes to school fully prepared for learning.

Does the school offer any help for parents / carers to enable them to support their child's learning, e.g. training or learning events?

Information is available from the SENDCo for various training opportunities and support groups available for parents in the local area; including Parenting Support Workshops and specialist SEND workshops offered by external agencies.

How will my child's views be sought about the help they are getting and the progress they are making?

St. Michael's classroom ethos expects and promotes the concept that pupils evaluate their learning and targets. If your child has an Education, Health Care Plan (EHCP) their views will be sought prior to their Annual Review through a child report. Both formal and informal conversations with students help to continually review the support in place and what they need to do to continue to make progress with their learning.

What accredited and non-accredited courses do you offer for young people with SEND?

- Holiday play schemes
- Access to local support groups
- Information about targeted activities
- Access to JAC charity
- ELSA support

How does the school assess the overall effectiveness of its SEND provision and how can parents / carers and young people take part in this evaluation?

The overall effectiveness of SEND provision across the school is assessed in a variety of ways; within pupil progress meetings, the school's tracking system and staff meetings. You will have an opportunity to discuss your child's support plan during termly parent-consultation meetings or at convenient times within these consultations as and when is necessary. If your child has an Education, Health Care Plan (EHCP) a review will be held annually to look at the progress made against the identified needs of your child. This will also look at the effectiveness of your child's SEND provision.

Support for my child's overall well being

What support is available to promote the emotional and social development of children with SEND?

- Specific teaching assistants work with children who have social, emotional and behavioural needs through small groups.
- The school works with families and supports them to work through their problems.

- Children who join the school in reception are buddied up with a child in Year 5 to encourage friendship links across the years.
- Lunchtime support is focused on developing social skills and peer mediators.
- There is a designated member of staff for vulnerable pupils (ELSA)
- Needs of individual pupils with regard to wellbeing are shared where appropriate at staff meetings

What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

- Clear boundaries and expectations.
- Meetings with key teaching staff to review strategies used.
- Guidance from ADHD and ASD classroom strategies.
- Support from the Behaviour Support Team to set up behaviour support plans for pupils at risk of exclusion
- Reasonable adjustment made based on individual needs.
- Where necessary, staff are Team Teach (Positive Handling) trained.

What medical support is available in the school for children with SEND?

- We have a qualified First Aider on site at all times.
- Care plans are put into place for children with additional medical needs.
- Diabetes and epi-pen training for all staff each school year
- All staff trained every three years on Basic First Aid.
- Three members of staff are accredited First Aiders

How does the school manage the administration of medicines?

- Medicines are given to children in line with our Administering Medicines Policy with written Parental consent via a permission slip.
- Each time medication is administered it is recorded. This includes medication for conditions such as for ADHD.
- Medication is kept under lock and key at all times.

How does the school provide help with personal care where this is needed, e.g. help with toileting, eating etc.?

All needs are discussed on an individual basis. As a mainstream school, we do not have a changing policy. If a child has personal care needs we would consult with the child's parents/social services to produce a Personal Care Plan to ensure adequate provision for that child.

Specialist services and expertise available at or accessed by the school

What SEND support services does the school use, e.g. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc.?

We are currently accessing the following services based on current student's needs:

- Educational psychologist
- Sensory consortium
- ASS (Autism Support Service) advisory teacher
- Behaviour Support Team
- Speech and Language Therapy service
- CAMHs
- Occupational therapy
- Support for learning

What should I do if I think my child needs support from one of these services?

- As a first point of call, speak to your child's class teacher who will review your request as per our SEND policy

How are speech and language therapy, occupational therapy and physiotherapy services provided?

Reviews are carried out on an annual basis by the services for identified individuals. Staff receive relevant training to then deliver any appropriate programs in the interim. All these services are provided through the local authority and a referral would be made to them via the school.

What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

As a first point of call, speak to your child's class teacher who will review your request together with the SENDCo

What arrangements does the school have for liaison with Children's Social Care services?

The Head of School, Deputy, and Mental Health Lead are the designated Safeguarding Leads in school. They will contact social care directly if there are any concerns. Child Protection Meetings, core meetings, Child in Need meetings and reviews are held as necessary with the school being represented by the Head Teacher or Deputy Head teacher.

Training of school staff in SEND

What SEND training is provided for all school staff?

All school staff are aware of the procedures they need to follow when working with SEND children. Depending on individual needs, a variety of appropriate and relevant training is given to meet the needs of all children, including those with SEND. Regular updates in regards to specific SEND – e.g. ASD are revisited on a regular basis with the support of the SENDCo.

Do teachers have any specific qualifications in SEND?

- The SENDCo is currently working on the SEN NPQ
- Relevant staff are trained to deliver our phonics programme
- ASD training completed by all staff
- Training of relevant staff for Sensory Processing Support

- SENCO has completed training for a number of areas of SEND including social, emotional and mental health, Autism Support, ADHD Support, Behaviour Support.

Do teaching assistants have any specific qualifications in SEND?

- Where relevant support staff are trained to deliver phonics intervention
- SALT training based on individual therapy plans
- HLTA (Higher Level Teaching Assistant)
- ASD training (Autism) is provided

Activities outside the classroom including school trips

How do you ensure children with SEND can be included in out of school activities and trips?

Activities and trips are an important part of all children's education. We would make a risk assessment for any children with SEND to ensure that we have the appropriate safeguards in place. Discussions with parents/carers will also help us to ensure SEND children can be included in activities and trips. Additional adult support will be provided, if required. All reasonable adjustments are made to include individuals in line with the Disability Discrimination Act.

How do you involve parents / carers in planning the support required for their child to access activities and trips?

- Ask for permission via written consent.
- Discussions with parents based on individual additional requirements.
- Planning based on individual needs and reasonable adjustment.

Accessibility of the school environment

How accessible is the building for children with mobility difficulties / wheelchair users?

Our building pre-dates the Disability Discrimination Act and therefore many areas are not easily accessed due to the number of stairs. Although we have some ramps in place, some classrooms are currently only accessible via small flights of stairs. Ramp access is mainly via the outside space.

Have adaptations / improvements been made to the auditory and visual environment?

We are able to print work in large print for visually impaired students. If there are any specific needs we will look at modifying the environment at that point in time. We will work alongside the Sensory Consortium to find ways of supporting these needs within school, taking on-board any advice from them.

Are there accessible changing and toilet facilities?

We have an accessible disabled toilet in the school however we have no dedicated changing area currently.

How do you ensure that all the school's facilities can be accessed by children with SEND?

Regular advice from advisory support services including Autism Support Service, Occupational Support and the Sensory Consortium.

How does the school communicate with parents / carers who have a disability?

We would endeavour to communicate in whichever means is accessible to the parents/carer. Communication methods can be adapted where necessary, for example by using enlarged print or through written or verbal communication by telephone, email or letter.

How does the school communicate with parents / carers whose first language is not English?

Where possible, the school will ask for translators to be present at meetings with parents. The school accesses names of interpreters from Bracknell Forest Council (BFC). The Local Authority (BFC) also provides a number of education leaflets and advise in various language formats (please visit <http://www.bracknell-forest.gov.uk/languages> for further details). We would endeavour to communicate in whichever means is accessible to the parent/carer. Regular support from the English Additional Language (EAL) service is always available if required.

Preparing my child to join the school or to transfer to a new school or the next stage of education and life

What preparation will there be for both the school and my child before he or she joins the school?

Prior to starting in Reception, parents and children are able to visit the school. The Headteacher is available to meet with parents on preliminary visits. Before the end of the summer term when a reception child starts school, they will receive a letter from an older student who will be their buddy and act as a mentor when they begin in September. An induction day is planned in the summer term for Reception pupils to meet their buddies and there is a meeting for parents with the Reception Leader, Head of School, SENDCo and Chair of Governor. Children identified as having additional needs may be invited to visit the school for additional transition sessions. Before starting, parents are asked to complete a questionnaire which is used to identify any who may require additional support. Teachers also meet, where required, with adults from the transferring setting.

When students are transferring to other years within the school, they will be invited in for a visit and if necessary, receive additional transition sessions. Paperwork from their previous setting will be forwarded once the child has started at St. Michael's. Where necessary, a transition plan would be put into place for your child.

How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

The school hold a transition session in which children will go into their new classrooms and will be able to meet the adults that they will be working with in the new academic year. Towards the end of an academic year, where appropriate, children will work with their teacher to complete a 'passport' which outlines their strengths, how they feel they learn best, what they find difficult, how they help themselves and how they feel their teacher can help them. This then helps to guide adults who work with them in the future.

How will my child be prepared to move on to his or her next school?

Transition meetings are held between current teachers and a representative from their new school. Children will attend a transition day at their new school. Those children identified as vulnerable are given the option of completing additional transition sessions. A representative from the Behaviour Support Team (BST) works with children who are highlighted as requiring additional support to aid transition.

How will you support a new school to prepare for my child?

- By holding transition meetings with next school where required.
- Through the sharing of student profile and all relevant documentation and assessments.
- Through observations of student in current school setting where appropriate.
- By offering additional visits where appropriate.

What information will be provided to my child's new school?

- All relevant documentation and assessments, including student profiles, will be shared.
- Your child's current provision map and SEND file will be provided to your child's new school.
- The current IPP will be shared
- If your child has an EHCP the most recent copy will be shared with the new setting and a representative from that setting will be invited to the annual review.

Who would be my first point of contact if I want to discuss something about my child or if I am worried?

In the first instance arrange a meeting with the class teacher via the school office. Following that meeting another meeting can be arranged with the Head of School or SENDCo as appropriate.

What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?

Our SENDCo has a range of resources offering support and details of signposting for parents and carers.

What arrangements does the school have for feedback from parents, including compliments and complaints?

St. Michael's operates an open-door policy whereby parents and carers are encouraged to make appointments with their child's teacher if they have anything that they would like to discuss. Parent consultations are held twice a year and we encourage parents to respond to their child's end of year report. Surveys are conducted once every two years. Any concerns should be passed onto the school as soon as possible so that we can work together to resolve any issues in line with the schools' complaints policy.