St Michael's CE Junior School
Information Report
for Children with Special Educational Needs and Disabilities (SEND)
Reviewed September 2026

What kind of special educational provision is made at St Michael's?

Cognition and Learning Needs

The delivery of the provision for children with learning difficulties can take place in the normal classroom setting and is the responsibility of the Class Teacher. Teacher planning includes personalised work for SEN children.

Learning Support Assistants (LSAs) or Higher-Level Teaching Assistants (HLTAs) are deployed to support all children as directed by the teacher.

Depending on the nature of the child's difficulties, he or she may also be withdrawn from lessons for short periods of intensive specialised teaching. This may happen when:

- A child has an Education, Health and Care Plan (EHC plan) or has been identified as having needs at the 'additional' level and needs time to work towards their specific targets.
- A child is following a short-term evidence-based intervention programme due to identification of a need to accelerate learning or target key skills.

Social, Mental and Emotional Health Needs

Children remain the responsibility of the class teacher and will receive a personalised approach to their school life depending on their need. For example, they may have additional resources to support them in the classroom such as sand-timers, reward charts etc. Some may also be on their own personalised behaviour management plan (5 step adult response plan).

The school employs a Pastoral Care Manager (Anita Bartram) who works 5 days per week. Her role is to work in partnership with the Headteacher, SENCO, school staff and parents to support the emotional health and well-being of pupils. Anita may work with any child in need of support either in direct response to a child's request or in response to a teacher or parent concern. This may involve group work or 1:1 work, or may require referral to an outside agency. The period of involvement varies from case to case. Anita's work is monitored by the Headteacher.

For children who need additional mentoring, a Family Support Worker from the YMCA visits the school on a weekly basis to work individually with children in a therapeutic manner. There is often a waiting list for this provision and needs are assessed by the Pastoral Care Manager in order to prioritise involvement.

Information regarding our procedures for dealing with bullying can be found in our Behaviour and Discipline Policy that is accessible via the Policies icon on the home page of our website.

Sensory and/or Physical Difficulties

Children remain the responsibility of the class teacher and will receive a personalised approach to their school life depending on their need. For example, they may have increased opportunities to use ICT to record work, or use a scribe for some sessions. Time is allocated to children who have been assessed or supported by specialist services such as Occupational Therapy and Physiotherapy in order for advice to be implemented if needed.

There is a ramp leading up to the school on the front playground and a disabled toilet. Key areas of the school have been made more visually obvious using yellow bordering. Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise.

For children who have medical issues the school arranges meetings with the school nurse to complete Health Care Plans, including issues relating to allergies, asthma, epilepsy and life-debilitating conditions. On some occasions an LSA is employed to support the child in the management of their difficulties. We involve our specialist teachers to advise us and ensure our children are maximising their opportunities in our school.

Communication and Interaction Difficulties

Children remain the responsibility of the class teacher and will receive a personalised approach to their school life depending on their need. For example, they may be pre-taught topic vocabulary, have tasks broken down into pictorial format etc. Some may attend group or individual out-of-class sessions to develop their language, social skills etc.

Are there any other Support Services that are readily available to St Michael's?	The Specialist Speech and Language Therapist visits children under their care termly. She also liaises very closely with the SENCO, LSAs and parents. Some children with particular difficulties are supported through the involvement of external agencies e.g. Specialist Teacher Team, Educational Psychologists, Behaviour Support, Paediatricians, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Counsellors, Home/School Liaison, Health Visitors, School Nurses, Hospitals, Optometrists and other specific professionals. All may provide specialist assessments or advice regarding different strategies or materials. In discussion with the class teacher and parent, the SENCo makes a referral to appropriate outside agencies. The SENCo liaises regularly with outside agencies as appropriate. **1. Family Support** The overall aim of this service is to improve academic achievement and consequently employment, education and life chances for children and young people. Issues which may have formed barriers to attainment and personal achievement will be addressed through creating partnerships between the children, young people, families and the school. This work is commissioned through the Chelmsford YMCA and each school has access to a Family Support Coordinator who works with either the child and or family. Support may include the following: • Working with children and families experiencing difficulties by providing positive, emotional and practical support, and non-judgemental advice. • Working with families on parenting issues, setting boundaries and routines, and offering general advice and guidance. • Working with children and families who are going through separation or divorce, providing sessions with the children at home or school so they can talk about their wishes and feelings, enabling them to realise they too are being supported through this difficult transition. • Working with children and Young People at risk of social exclusion and isolation due to various issues such as bullying, anger and mental health issues. • Working with children and young people who have been negatively affected by medical, economic, environmental or social issues to raise their self-esteem and consequently confidence and aspirations.

	2. Counselling This service is commissioned through the LDG and delivered in school so that there is minimum disruption to the education of the child or young person. Access to provision is by referral from the school. **3. SENCO Network** The SENCO Development Network meets normally once a term to meet the training and development needs identified by the group. It also serves as a support network. Recent training events include the One-Planning Environment and Pupil Voice. As St Michael's is a Church of England School, we also have access to weekly visits from the local Church community.
How does St Michael's identify, assess, provide provision and assess the effectiveness of support for children with SEND?	**Current Identification and Assessment for Children Who May Have SEND** We know that not all children will progress at the same rate and that not all children falling behind their peers have SEN. The identification of SEN is built into the overall approach of monitoring the progress and development of all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point, they are given extra support. The pupil's response to such support may help to identify their particular needs. Adequate progress includes progress which: • is similar to that of peers starting from the same baseline; • matches or betters the child's previous rate of progress; • closes the attainment gap between the child and their peers; • prevents the attainment gap growing wider. Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, will assess whether the child has a significant learning difficulty. If the answer is yes, the pupils will be placed on the school SEN register at 'School Support' (SS), in consultation with the parents. Identification and Assessment includes:

- the use of high-quality formative assessment, for example observation, book trawl.
- summative assessment materials, for example the phonics check, reading and spelling assessments.
- specialised assessments from external agencies and professionals, for example completion of the Connors or sensory questionnaires.

School leaders and teaching staff, including the SENCO, will seek to identify any patterns in the identification of SEN both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

Provision for Children at 'School Support'

1. **High-quality teaching,** differentiated for individual pupils, is the first step in responding to pupils who have SEN.

2. **A graduated approach** is then acted upon. This involves more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of the child. The process is:

Assess – using the methods above.

Plan - the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a date for review. The support and intervention provided is based on reliable evidence of effectiveness and provided by staff with sufficient skills and knowledge. A Pupil Provision Plan or a One-Plan will be put in to place.

Do - The teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCO supports the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

Review – Consideration is given to 'what is working' and 'what is not working'. The class or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to support and outcomes in consultation with the parent and pupil. Formal reviews with parents are conducted termly where a new provision plan for the child will be drawn-up.

	3. Involving Specialists We may involve specialists at any point to advise us on the early identification of SEN and effective support. When available, we involve a specialist if a child continues to make little or no progress over a sustained period, or when they continue to work at levels substantially below those expected of children of a similar age despite support. Parents are always part of this discussion. **Current Identification of Children who Need a Statutory Assessment** St Michael's staff will discuss requesting that the Local Education Authority (LEA) initiate statutory assessment of the child's needs if: • Adequate progress has not been made despite provision of an individual programme and concentrated School Support, backed up by evidence. A process of One-Planning will have taken place. • A child is identified as demonstrating a significant cause for concern. And; • the child's needs cannot be met under the current resources available to the school. The Code of Practice (2015) is used to ensure rigorous following of statutory procedures. **Provision for Children with Education, Health and Care Plans (EHCPs)** Any additional resources awarded through an EHCP will be allocated in discussion with teachers, parents, external agencies and LEA representatives as appropriate. Provision will take the Graduated Response format. In addition to the termly review meetings, an Annual EHCP Review meeting will take place, where all parties involved with the child, and the child, will be invited.
What is the name and contact details of the SEN Co-ordinator (SENCo)?	Our SENCO is Mrs Claire Ladbrook. Claire works 3 days in school. She can be contacted on the school telephone number (01245 472682) or through the school office by emailing admin@st-michaels-jun.essex.sch.uk.

What expertise and training do staff have in relation to children with SEND?	**Teachers and LSAs** We have a team of teachers and LSAs who have varying degrees of experience and expertise. They all take part in: • In-school training in relation to SEN. Recent training has focused on Emotional and Behavioural difficulties and Speech and Language. • External training – identified through a needs-analysis, performance management procedures or area of interest. • Weekly LSA meetings in school, led by the SENCO. • Performance Management process. • Observations by the Senior Management Team while supporting or teaching in-class and during out of class interventions. • SENCo liaison meetings as necessary to discuss programmes, feedback on courses and SEN children. • Regular workshops to train new or less experienced teachers or LSAs. • Whole-school events such as the recent Multi-Schools Council Autism and ADHD workshops. **SENCo** Our current SENCo: • Holds a bachelor's degree (BA) and Qualified Teacher Status (QTS). • Holds the National Award for SEN Coordination (Level 7 - PGCert) • Attends regular SENCo cluster meetings for Primary & Secondary SENCos from the Local Delivery Group, covering a range of SEN topics with speakers. • Attends termly SENCo update meetings • Has access to SEN courses delivered at a county level as required. • Co-ordinates termly SENCo cluster meetings.
What equipment and facilities does St Michael's have for pupils with SEND.	Specialist resources are used to aid learning across the school. These include left-handed scissors, pencil grips, sit and move cushions, writing slopes, ear defenders, coloured overlays etc. We also have a variety of evidenced-based intervention programmes including Toe by Toe and Zones of Regulation. Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise. All monies used for specialist equipment is utilised from the SEND budget, EHCP allocated budget or from the pupil premium funds of SEND children.

How Does St Michael's consult with parents of pupils with SEND?	In additional to bi-annual parents' evenings; Termly meetings are arranged to update pupils' Provision Plans or One-Plans formally and distributed to parents. These may involve just the teacher, or the SENCO and teacher if appropriate. For some parents, more regular One-Planning meetings are offered to ensure good quality discussion between home and school. The SENCo regularly contacts parents when appropriate to keep them updated of any issues or consideration of new strategies. Parents of children who have an EHCP are invited to discuss their child's progress at the Annual Review meeting and during termly review meetings. Parents of children who have an EHCP are invited to discuss transition provision with the potential secondary school at a Transition Review in the Autumn term of Year 6. Parents are invited to discuss any issues with the Class Teacher and/or SENCo throughout the year by making an appointment at the school office.
What are the arrangements for consulting children with SEND and involving them in their education?	Children on the SEN register are made aware of their class targets, involved in thinking about their outcomes and aspirations and are informed and consulted about their progress on a regular basis. The targets are discussed with the child so he/she is aware of them and understands any interventions involved to achieve this. Pupils with One-Plans are invited to contribute to the development of outcomes and review of these. Annual review meetings are held for children with an EHCP plan to analyse previous goals, set new targets and determine strategies to improve attainment. Pupils' views are ascertained and included in the paperwork and pupils are invited to discuss their achievements during the Annual Review meeting. Rewards for achievement of targets and good conduct include stickers on charts, Head teacher awards, team/house points, achievement certificates awarded in celebration assembly, certificates awarded for specific programmes Pupils with SEN are given equal opportunities to participate in all school activities and roles of responsibility. SEN pupils are currently represented on the school council, the Multi-Schools Council and are prefects and play leaders. The views of children with SEN with regard to their happiness and well-being in school have recently been gathered.

How are complaints dealt with?	The complaints procedure can be found in the Complaints Procedure Policy. This can be found in the school office and on our website.
How can parents get the contact details of support services?	Specialist service contact details are given to parents as and when needed. The 'Local Offer' will also hold this information. This can be found at http://www.essexlocaloffer.org.uk/
What are the school arrangements for supporting pupils transferring between pre-school to St Michael's or St Michael's to secondary school?	**TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM INFANT TO THIS SCHOOL** When children with SEND are transferring from Galleywood Infants, a variety of transition arrangements are followed. There is a detailed transition plan drawn up that all transitioning children follow. This includes activities such as coming over for tuck, lunch, meet the teacher hours, buddy clubs with some existing Year 3 children and so on. In addition, the SENCO, class teachers and Pastoral Support Manager will make a visit to Galleywood Infants to discuss the children's needs with their current teachers and their parents. A review of the child's needs will be made after an initial settling-in period. The existing and receiving teacher will also discuss the children with SEND in detail prior to the start of the new academic year. Any child, for any reason is welcome to have as many visits to our school as they would like prior to starting with us. When a child with SEND transfers from a different infant school, a visit will be made by the SENCo and/or Class Teacher. A review of the child's needs will be made after an initial settling-in period. When children have an EHCP, relevant staff from St Michael's will attend the Annual Review at Year 2. **TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM CLASS TO CLASS** At the beginning of a new academic year, the SENCO will inform teachers and their LSAs about the SEN children in the class and provide them with the summer term's targets and any other medical information. Relevant courses will also be arranged. Children will spend time with their new class teachers and LSAs before the children start the term. Children with EHCPs will not usually be supported by the same LSA every year. **TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM ST MICHAEL'S TO SECONDARY SCHOOL** Where children are transferring to Secondary School, the SENCO will meet the SENCO of each secondary school to transfer SEN information. All recent SEN school records will be passed on to secondary school.

	Parents of children who have an EHCP are invited to discuss transition provision with the potential secondary school at a Transition Review. A plan will be devised with parents and both schools to ensure that transition is smooth, non-anxiety provoking and successful. This may involve the child and their LSA making several visits to the secondary school, especially in the last half of the summer term.
Where can parents get Information on the local authority's local offer?	The Local Authority has published a detailed and continually evolving 'Local Offer'. This is a gateway for all service users to become familiar with the provision and practices available in Essex for children with SEND. The website link is: http://www.essexlocaloffer.org.uk/