SEND Information Report 2026-27

St. Michael In The Hamlet Community Primary School

Key information
SENCo: Mr C.Worthington-Jones (acting) **Contact information:** 0151 727 3215 send@smhsch.co.uk **SEN link Governor:** Mrs Christina O'Keefe **Local Offer:** Liverpool Local Offer

Our approach as a school:

At St. Michael-In-The-Hamlet Community Primary School, we take a holistic view of the child to ensure that all provision and provides a foundation so that all children reach their full potential. We strive to ensure that Quality First Teaching and impactful interventions are used to reduce barriers to learning and allow for an inclusive education, where all children make progress against their starting points. Our aim is always to develop children as independent learners that access a broad and balanced curriculum that will ultimately lead to increased cultural capital. Our ambition is to ensure that all children access the classroom and highest trained professionals within it. As a school, all of our staff are teachers of SEND. We ensure that progress is monitored consistently through data hubs and teachers have a 'live' overview of progression through effective formative assessment strategies. Teachers, Learning Support Assistants, external agencies and senior leaders work closely to embed high expectations for teaching and learning.

The Graduated Approach

As a school, we follow a graduated approach, which follows a cycle of:



Where any pupil has been identified as having a Special Educational Need or Disability (SEND), we recognise that the individual pupil requires educational provision, which is additional to, or different from the provision normally available to pupils of the same age. All class teachers are responsible for meeting the needs of every child in their care, including those with special educational needs. In ensuring that all pupils access appropriate provision, they, along with support from other colleagues and professionals, regularly reflect on the progress of pupils and consider next steps. Under our **Graduated Approach Cycle**, the child remains at the very centre, at all times:

Assess: Assessment of learning is carried out in a number of ways and is an integral part to all teaching and learning, in all areas of the curriculum and a child's development. Observations, discussions, formative assessments strategies and summative assessments (e.g. end of topic testing / SATs) are just some of the many ways staff within school assess all pupils throughout the school day on a regular basis.

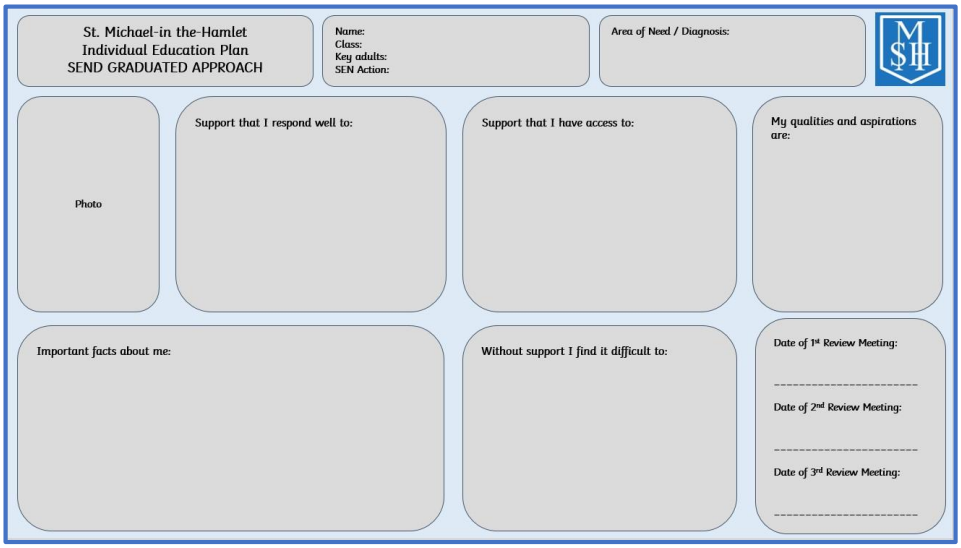
It is never assumed that low ability and SEND are intertwined or are a direct result of the other. Instead, staff and leaders work together to consider potential barriers to their learning and other influencing factors (e.g. attendance, punctuality, personal circumstances). Recent training in Attachment and Trauma have strengthened staff's knowledge of factors that may provide significant barriers.

When a child is identified as having a potential special educational need, staff will complete an initial concern form. This will be the start of the Graduated Approach Cycle and the child will then be added to our monitoring register. We will start additional assessments (internally / externally as appropriate), with a specific focus, may be sought from other professionals and agencies (e.g. an Educational Psychologist's consultation). The purpose of such assessments is to gain a more detailed understanding of the child's needs and to establish the best ways in which such needs can be met. Teachers will start to implement Quality First Teaching strategies linked to the specific need that they feel they have identified.

Plan: We use outcomes of assessments and the analysis of data to inform the planning and delivery of high-quality teaching and learning, as well as additional intervention required. Interventions are monitored closely to ensure impact and are staggered to ensure all children still access a broad and balanced curriculum. Staff are trained in a variety of specialist areas and the best interests of the children are at the centre of all planning.

At times, school may seek the specialist support from other professionals, perhaps from alternative settings within the Local Authority, in order to plan the most appropriate provision and support, specific to the individual pupil and their area of need. During the planning stage, parents / carers, teaching staff, the SENDCO and at times additional professionals will all have a valued input to the process. This collaborative element can help to achieve a more holistic and consistent approach to meeting needs and achieving desired outcomes.

Any provision that is planned for the child is documented on Individual Education Plans and Class Provision Maps. These are live documents that are adjusted and amended while teachers are in the 'live' scenario of the classroom environment. The Individual Education Plans will contain an overview of the child's needs, provision, strengths and SMART targets.



Do: It is possible that intervention or external agency support may be offered. Nevertheless, it is the responsibility of the child's class teacher to ensure that the plan is fully implemented. Provision may take place within the classroom, in small groups or on a one-to-one basis. As a school, it is our ambition that every child will always remain part of an inclusive classroom. However, we recognise that this may not always be possible. The frequency of such provision will be determined by the nature of the support and the needs of the child. Impact will always be measured to ensure that the delivered provision is having an effect on progression.

On occasions, parents / carers may be invited into the school to observe the support that is in place and the way in which it is delivered – allowing for this to be emulated at home if appropriate. Throughout the 'Do' stage, in order to ensure consistency in approach, colleagues and parents / carers must work closely and liaise regularly.

Review: At St. Michaels, we strongly believe that communication between all stakeholders is an essential component of our graduated approach cycle. Regular discussions take place in school between the class teacher, support staff and external professionals (when involved) who are working with the pupil, so as to allow for feedback and updates to be shared. Regular meetings are held with parents/carers and key staff involved, to review the progress made and to plan the next steps for the individual child. The impact of implemented support and provision will be a key factor in determining the next steps for the pupil. Where impact is not evident, it is likely that a change in support/approach will be adopted. An intervention will never simply continue or be repeated unless it is seen to be having a positive impact on the child's progress. When considering this progress, a variety of data will be considered and questions discussed.

It is our goal at St. Michaels that our SEND register acts as a fluid document. It is our goal that many children will not remain on the SEND register for the entirety of their time with us. We hope and aspire that our provision will be impactful to enable pupils to be removed the register and no longer receive SEN support. On these occasions, all previous information is logged and we will always monitor to ensure that the child does not require SEN support to be reintroduced.

If, as a school, we feel that additional funding could further support a pupil, an application for 'High Needs Funding' can be made to the Local Authority. An Education, Health and Care Plan (EHCP) can also be applied for either by the school or by the parent / carer of a child. This will always be discussed with parents prior to a decision and if agreed parents will always have a significant voice within the process.

SEND Needs:

There are four broad areas of need and support:

Communication and Interaction (CI)

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.

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.

Provision provided:

-Speech and language interventions -Vocabulary rich curriculum -Speech and language therapy

-Welcome Speech and Language Assessment -1:1 Time to talk intervention -Bucket therapy

Cognition and Learning (Cog/L)

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.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Provision provided:

-Tiered support system for scaffolding and differentiation -Quality First Teaching -Dyslexia Gold

-Dyslexia informed intervention led by LSA -1:1 Monster Phonics intervention -Precision teaching

-Pre-teaching intervention -Class teacher planned maths and literacy interventions -1:1 Reading

Social, Emotional and Mental Health Difficulties (SEMH)

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.

Provision provided:

-1:1 session with our school councillor: Sue Evans - Pastoral support from Miss Maddison

-ROAR intervention -Zones of Regulation classroom support / intervention -1:1 Trailblazer MHST

-Seedlings -Lego Therapy -1:1 Mentoring -DESTY Emotional Literacy Intervention -

- Art therapy -Time to talk

Sensory and/or physical (S/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.

Provision provided:

-Sensory circuits led by a trained LSA -Sensory classroom equipment (ear defenders, chew toys, etc)

-Fine and Gross Motor skills interventions -Intensive Interaction

The Role of the SENDCo

The role of the SENDCO requires that they hold QTS, is an experienced classroom practitioner and has or is working towards the National Award in Special Education Needs Co-ordination. The Headteacher and Governors developed the role of the SENCO in accordance with the SEND Code of Practice to have key responsibilities of working to improve the outcomes of our children and families. Roles include:

 overseeing the day-to-day operation of the school's SEN policy

• co-ordinating provision for children with SEN

• liaising with the relevant designated teacher where a looked after pupil has SEN

• advising on the graduated approach to providing SEN support

• advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

• liaising with parents of pupils with SEN

• liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

• being a key point of contact with external agencies, especially the local authority and its support services

• liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

• working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

• ensuring that the school keeps the records of all pupils with SEN up to date

The SENDCo is responsible for the co-ordination and strategic overview of SEND across school. However, the classroom teacher will ultimately be responsible for provisions within the classroom. This includes adaptations to the curriculum and the distribution of resources.

How we ensure that parents and children have a voice through the Graduated Approach

We guide parents towards the LA Local Offer for information about wider services which can be found across Liverpool and the wider Merseyside Area. In addition to information about the personalised support we offer your child, we also provide information about:

- Our Admissions Policy
- Our links with other agencies
- Our arrangements for assessment access
- Our transition arrangements

It is the child who remains at the centre of our approach to SEN provision. Therefore, it is essential that they have an input and voice particularly in the writing of One Page Profiles and received provision. The 'voice of the child' is vital and is obtained in ways appropriate for them.

We are very fortunate to have a tight-knit supportive community and our staff fully appreciate the importance and value of regular communication with the parents of our pupils. Regular formal and informal discussions are encouraged in order to ensure that all adults with close contact to pupils have an up to date and informed knowledge of their needs and progress. Such communication is key to ensuring a holistic and consistent approach to identifying and meeting the needs of all of our learners. The views of all stakeholders are valued and help to create a 'team around the child.'

Event / Action	Who is involved?	Frequency
Parent evenings	Parents/ carers, pupils, teaching staff.	Termly
Individual Education Plans	Pupils, parents / carers, teaching staff, intervention staff and other relevant professionals.	Termly
Early Help Assessment Tool	Parents, SENCo / Safeguarding Lead, external agency representatives.	At least every 12 weeks
EHCP Applications / Annual Review	Pupils, parents / carers, SENCo, class teachers, intervention staff, SEN representatives.	Annual / As required

SEN Terms and definitions

There are many SEN terms that are abbreviated which can lead to confusion.

Below is a glossary of the most used SEN terms.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
SEMH	Social, Emotional & Mental Health
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language

EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LA	Local Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SaLT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCo	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as *a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child*."

The Local Offer provides parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings.

Liverpool Local Offer

What services do we offer?

Through our Consortia partnership and our own investment, we have established strong relationships with a range of external support agencies. We work in tandem with these agencies to receive support, advice and recommendations for reasonable adjustments. These agencies also provide specialist, research informed CPD for our incredible staff. Some of the agencies we work with are:

Agency	Their offer / service.
Trailblazer MHST	Our MHST Practitioner is Justyna Piech. The practitioners involved in the trailblazer project (EMPHs) provide low-level interventions for children showing early signs of anxiety, low-mood and mild depression. The purpose of EMHPs is to intervene early and prevent some of these issues from getting worse, they offer approximately 12 sessions per child and see them weekly. They form part of three mental health support teams, based at the YPAS hubs, but are focussed solely on providing mental health support into the city's primary schools.

Seedlings	Seedlings primary school therapeutic service is based in 120 primary schools. Delivered in partnership by YPAS, the Seedlings team works with children to explore and process feelings that are troubling them and develop confidence in expressing themselves. This CAMHS service is funded by Liverpool CCG.
Educational Psychologist	Dr Katie Heymans is our EP. She works closely with the staff and SENCO to provide reports and recommendations for pupils who require a higher level of support and intervention in school. These reports are shared with parents and the class teacher and are reviewed every term using the Assess, Plan, Do Review cycle. Katie will hold a number of consultation meetings prior to assessing a child. This is to ensure that she has holistic view of the child's needs.
Speech and Language Therapist	SALT is based at Alder Hey Hospital, they support pupils with speech and language difficulties who are referred to them either by the SENCO or the child's Health Visitor. We work closely with the therapists and parents to ensure that the skills and approaches taught in one-to-one sessions are followed up and embedded into the child's routine. School works closely with our practitioner Sue Roach to implement targets and recommendations into a child's provision.
OSSME	Our OSSME practitioner is Kirsty O'Connor. OSSME offers both teacher and parent training and support as well as assessments in school, building sensory profiles and helping teachers to develop their strategies and support for pupils in their class who are on the ASD Pathway or who have a diagnosis.
SENISS	SENNIS provide support for all pupils throughout the school, this can either be in the form of an observation and feedback to the class teacher and SENCo with recommendations to support the child's learning and development or a more formal report to inform an application for an EHCP.
Merseyside Autism and Speech Therapy	Our Speech and Language Therapist is Elaine Deveraux. Our specialist holds intervention sessions with children that have been assessed as having specific Speech and Language needs. This is informed by teacher judgements and information from data hubs. The specialist teacher is shadowed by LSAs as CPD, so we can stage our own internal interventions based on the practice.
School Councillor	Our school councillor is Sue Evans. Our councillor is a trained therapist that specialises within trauma, anxiety, depression, grief and bereavement. Our councillor works closely with school to form a unified approach enabling children with SEMH to flourish and gain confidence within a safe, nurturing environment.
Behaviour Solutions	Our specialist is Mike Joliffe (MJ). MJ offers a positive approach to children struggling to engage with the mainstream classroom due to challenging behaviours. The focus of MJ's work is that 'all behaviour is a form of communication' and relationships need to come before corrections. MJ works with class teachers and LSAs on strategies to develop these positive relationships and enabling all children to thrive within the classroom.

Our Internal Offer

We are very fortunate as a school to be able to offer an internal role in school that focus on delivering a pastoral timetable to children across our setting that require an 'above and beyond' provision. Miss Maddison is currently the school's Pastoral Lead. She works closely as part of the school SEND team and offer a range of interventions and support mechanisms across our setting. Miss Maddison also accesses a range of training opportunities to ensure that she can bring new ideas and strategies in as part of her role, while ensuring that this CPD is disseminated across the staff body.



What will classroom provision look like for a child identified as having SEND?

All learners will access a broad and balanced curriculum but we recognise that for children with SEND an 'above and beyond' provision will be required. All children on the SEND register will have an Individual Education Plan detailing information about their needs and how adults can meet them. All children with SEND will receive additional SMART targets to measure progress throughout the academic year.

All children with a SEND need will receive scaffolding to access school through the school's Tiered Support System. This will look different for each child dependent on what tier they are placed on. As school, we aim to limit 'out of class' interventions as we believe the best place for every child is in the classroom with the highest trained professional in the class teacher. We believe in 'live' in class interventions that supports the child's progress in an inclusive, mixed ability classroom.

Children in receipt of an EHCP will receive their full legal entitlement as outlined in sections B,F and E of the child's plan. If a child has an outlined provision of having a 1:1, this will not be on a full-time basis unless determined by the school SENDCo. We will aim to develop independence and self-help skills for the child, while ensuring they have access to a key adult when required. 1:1 support may not be consistent, as we believe that children should develop a strong working relationship with a number of different adults and it is important that they do not develop an over dependence on one specific adult.

Supporting children with medical needs

At St. Michael-In-The-Hamlet, we recognise that children and young people at school with medical conditions should be supported effectively, so that they have full access to education, including school trips and Physical Education. Some children and young people with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (January 2015) is followed.

Monitoring and Evaluation of SEND

As a school community, we are committed to ensuring that all of our pupils access the highest quality provision to which they are entitled. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. Findings from such monitoring inform our practice as a school and indicates areas for development. Ways in which monitoring takes place include: -
Learning walks

-Lesson Observations

-Data analysis

-Pupil Progress reviews

-Intervention tracking

-Intervention observations.

Attachment and Trauma

At St. Michael-In-The-Hamlet, we have embedded Trauma and Attachment strategies, paying particular attention to their early stages of life and development. We have had training delivered by our SEND link governor, Phil Watson, that has been delivered to both teachers and LSAs.

Last academic year, we pursued the Attachment and Trauma Silver Award (having already achieved Bronze) through Jenny Nock Consultancy. We were successful in obtaining the award, which involved a rigorous assessment process evaluating school's CPD, provision and strategic overview of Attachment and Trauma responses.

This academic year, we are pursuing the Silver Level Attachment and Trauma Sensitive School Award. The Award aims to ensure that everyone within the educational environment has a secure knowledge of the needs of children and young people who have experienced adversity and of the strategies and resources that are available to meet such needs. This awareness of how to support children and young people's emotional needs and development is a key factor in promoting better learning and mental/physical health outcomes for all learners.



The Inclusion Quality Mark

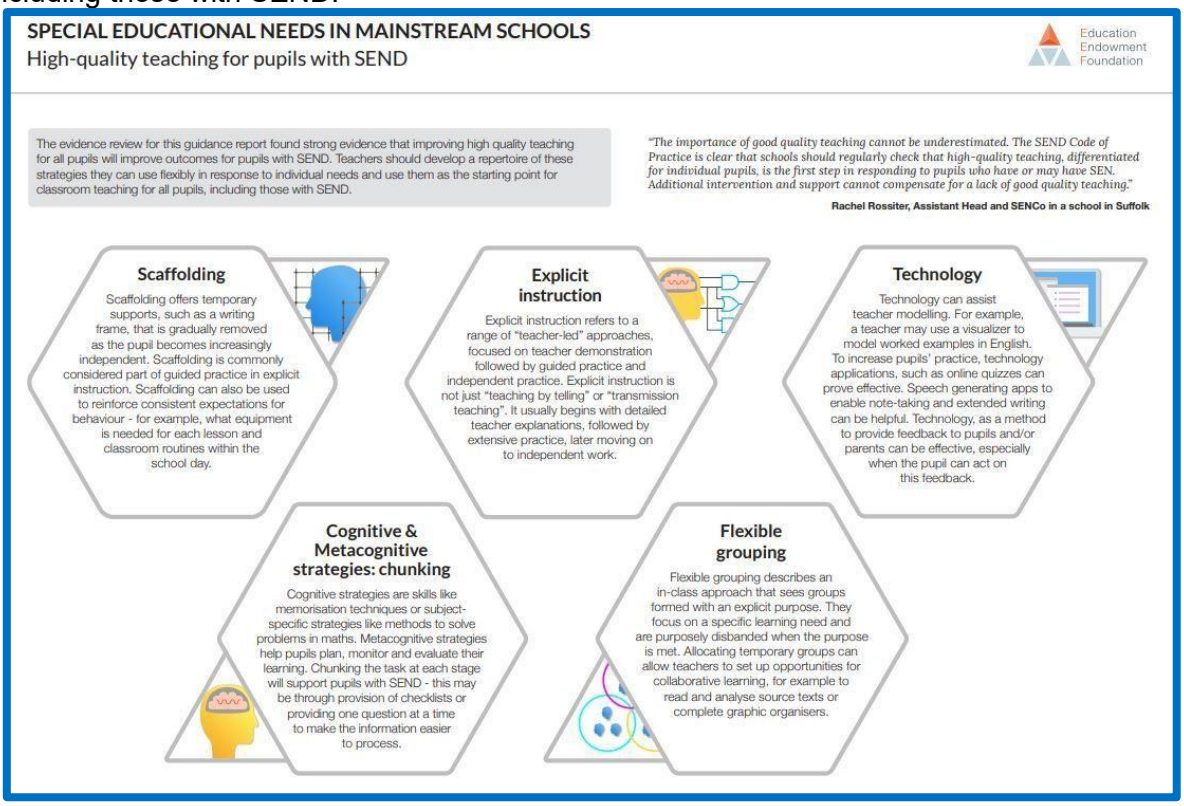
Last academic year, are we pursued the Inclusion Quality Mark. The IQM provided an evaluative framework which supports organisational self-assessment. With a strong theoretical and research base, the IQM Award provides a validation of current practice and a detailed report summarising the findings. The IQM will allow us to evaluate our inclusive practice across the setting and ensure that all children and staff access a setting that will allow them to grow and reach their full potential, while accepting and embracing that everyone is different. We are proud to have achieved the award in June 2024.



Evidence Based Research

This academic year, our CPD will structure our support of pupils with SEND by following the EEF Review (SEN in mainstream schools). In line with our SMITH Vision, we understand the need to maintain high expectations for all pupils. This happens through Quality First Teaching strategies planned and delivered in lessons; therefore, we aim to ensure that these support pupils' learning.

The research from the EEF found strong evidence that improving high quality teaching for all pupils will improve outcomes for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to individual needs and use them as the starting point for classroom teaching for pupils, including those with SEND.



The School SENDCo is also informed from a range of different texts relating to research compiling strong SEND teaching practices. These include:

- The Lone SENDCo – Gary Aubin (2022)
- The Inclusive Classroom: A New Approach to Differentiation (2021)
- SEND Huh: Curriculum Conversations with SEND Leaders (2023)

How do we ensure that children can access a broad and balanced curriculum?

At St. Michael-In-The-Hamlet, we follow an ***adapted tiered support*** system. This system enables us to identify and provide the appropriate scaffolds to ensure that children receive reasonable adjustments to access a broad and balanced curriculum. This is a fluid approach and children are not anticipated to receive scaffolds for a sustained period of time. The aim is always to eventually remove the scaffold when children are ready to independently approach a task.

Tier 1

Children who are on the SEND register who have no cognition and learning difficulties.

- This group of children are on the SEND register for SEMH, S/P or CI. The children can access the learning within their class with no additional support. This group of children are supported by social and emotional and/or sensory/physical interventions to ensure they can access the lesson.

Tier 2

Children who can access the curriculum due to quality first approaches. Their primary need would not be cognition and learning.

- This group of children access the same task and outcomes and are achieving ARE due to personalised quality first approaches. **Tier 3**

Children who can access the curriculum due to adaptations and appropriate support.

- This group of children are able to access the content of the curriculum due to slight adaptations in the task. The outcome is the same, but scaffolds may be used to support.

Tier 4

Children are significantly below ARE but are able to access the classroom setting with significant levels of support.

-Children are not able to access the same curriculum and outcomes as the rest of the children in their class independently. They will have differentiated work which will be heavily supported within the class.

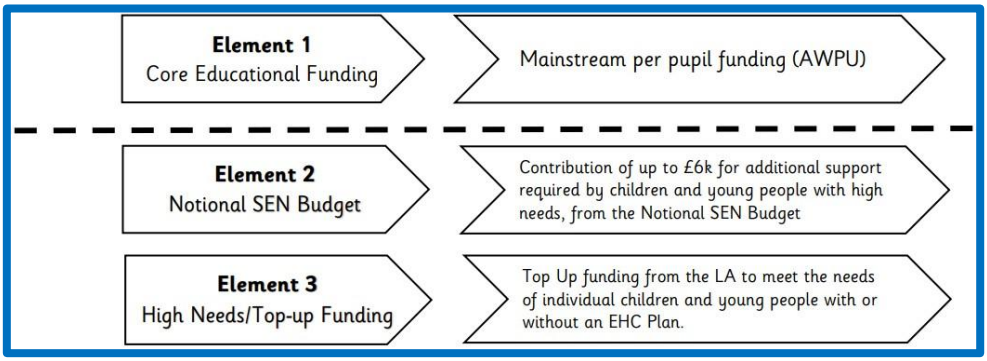
Tier 5

Children who are significantly below ARE and are not able to access the same curriculum as children in their class or access a full class environment. These children will have an EHCP.

- This group of children will access some learning outside of their normal class. This will be a small group of children working specifically on their SMART targets. They will have a fully individualised curriculum to ensure they make progress and reach their potential.

Funding for SEND

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school have a 'notional SEN budget' which caters sufficiently for the special educational needs of the children and young people within their school. This is often managed by the Head Teacher with advice for its deployment coming from the SENCO. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:



The money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority, different Local Authorities have their own methodology and operational guidance which our school is aware of.

Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support. Additional resources for individual statements and EHC plans - Element 3 can be allocated through top-up funding from the High Needs block budget. The level of top up funding for each

pupil is allocated within 5 bands i.e. 1, 2, 3, 4 or 5 depending on the type and level of need of each pupil and the provision that is made available. High Needs pupils with or without statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

The Governing Body oversees the school's expenditure and therefore ensures resources are directed to support appropriate SEND provision.

Questions you may have

During the last year, parents from a Pathfinder area have developed questions for schools and trialled them with a small number of settings.

There are a series of questions, *devised in consultation with parents/carers and other agencies,* which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

1. How does St. Michael-In-The-Hamlet Community Primary School know if children need extra help?

We know when pupils need help if:

-concerns are raised by parents/carers, teachers or the child (if new to school, then progress will be discussed with previous school)

-through class teacher's observations

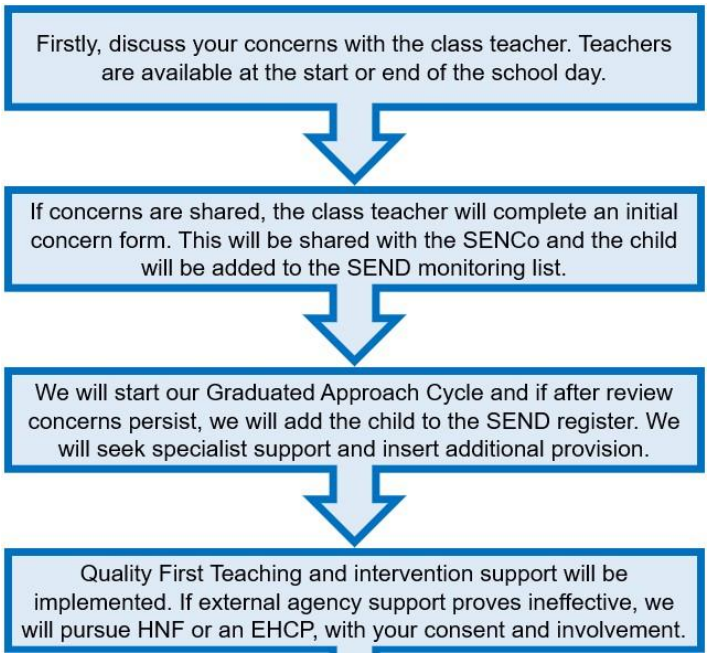
-limited progress is being made (pupils are tracked in Literacy and Numeracy)

-there is a change in the pupil's behaviour or progress

-via summative, formative and diagnostic assessments

-Information from other services who have worked with the child e.g. speech and language.

What should I do if I think my child may have special educational needs?



2. How will School staff support my child?

-Each pupil's Graduated Approach Cycle will be planned by the class teacher (and where necessary the SENCo). It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.

-If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or LSA. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

-These interventions will be recorded on the School Provision Map. If you have any queries related to the interventions, please do not hesitate to contact the class teacher or SENCo.

-Data Hub Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

-Occasionally a pupil may need more expert support from an outside agency such as the Children's Therapy Team, Paediatrician etc. A referral will be made, with your signed consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

-The Governors of St. Michael-In-The-Hamlet Community Primary School are responsible for entrusting a named person to monitor SEN.

3. How will the curriculum be matched to my child's needs?

-When a pupil has been identified with special needs their work will be tiered (See Tiered Support System) by the class teacher to enable them to access the curriculum more easily.

-Teaching Assistants (TAs) may be allocated to work with the pupil on a 1-1 or small focus group to target more specific needs.

-If a child has been identified as having a special need, they will be given a One Page Profile. Targets will be set according to their area of need. These will be monitored by the class teacher weekly and by the SENCo throughout the year. One Page Profiles will be discussed with parents at Parents' meetings.

-If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, fidget toys, pen/pencils grips or chew toys.

4. **What support will there be for my child's overall well-being?**

-You will be able to discuss your child's progress at Parents' meetings and you can arrange to see the class teacher and SENCo at mutually convenient times.

-Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCo by visiting the school office.

5. **How will you help me to support my child's learning?**

-The class teacher may suggest ways of how you can support your child.

-The SENCo may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.

-If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home.

-The school has mentors, who support pupils on a daily basis and the school employs a trained counsellor.

-The school follows the school behaviour policy to address any behaviour needs.

-Individual children may need personal and individual plans to support their needs.

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

-Mentors are available for those who find lunchtimes a challenge.

-There are numerous After-School clubs available for all pupils.

-We have Buddy Systems; 'Worry boxes" and we have incorporated Personal, Social and Health Aspects of Learning (PSHE) into our weekly curriculum.

Pupils with medical needs

-If a pupil has a medical need, then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

-Staff receive training delivered by the school nurse or other medical staff when and where necessary.

-Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.

-Most support staff have basic first aid training.

5. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- *Educational Psychologist*
- *School Councillor*
- *OSSME*
- *CAMHS (Child & Adolescent Mental Health Service)*
- *EWO (Educational Welfare Officers)* *Teacher of the Deaf*
- *Children's Therapy Team (Speech & Language/Occupational Therapy)*
- *Alder Hey Hospital (Paediatricians)*
- *School Nurse*
- *SENISS (Special Education Needs Inclusion Service)*
- *OT (Occupational therapist)*

An Educational Psychologist is allocated to each school. They would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is generally planned at the School level and Primary Consortia level (group of schools working together).

In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed.

They will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

Numerous staff have been trained in many aspects of SEN.

6. What training are the staff supporting children and young people with SEND had or are having?

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from outside agencies and School Improvement Liverpool.

Different members of staff have received training related to SEND.

These have included sessions on:

- *How to support pupils on the autistic spectrum.*
- *How to support pupils with social and emotional needs.*
- *How to support pupils with speech and language difficulties.*
- *How to support pupils with physical and co-ordination needs*
- *How to support pupils with Behaviour.*

Staff have had SEN training focusing on

- *How to support pupils with Speech and Language difficulties*
- *How to support pupils with Dyslexia*
- *The SENCo and support staff can access training through their primary Consortia.*
- *The School Development Plan (SDP) ensures that annual SEN training is provided for Staff.*

7. How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

Termly monitoring is completed in order that we can ensure pupils with SEN are accessing breakfast club and extra-curricular activities.

8. How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

9: How will the school prepare and support my child when joining St. Michael-In-The-Hamlet Community Primary School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

-You are invited to look around the school and speak to staff

-Discussions between the previous or receiving schools prior to the pupil joining/leaving with documents and records being passed to the new school.

-We will contact any specialist services that support your child and ask them to a Team Around the Child Meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.

-All pupils attend a Transition session where they spend some time with their new class teacher.

-Additional visits are also arranged for pupils who need extra time in their new school.

-Our SENCo is always willing to meet parents/carers prior to their child joining the school.

-Secondary school staff visit pupils prior to them joining their new school.

-Our SENCo liaises with the SENCos from the secondary schools to pass on information regarding SEN pupils.

-Where a pupil may have more specialised needs, a separate meeting may be arranged with our SENCo, the secondary school inclusion manager, the parents/carers and where appropriate the pupil.

10. How are the school's resources allocated and matched to children's special educational needs?

-The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.

-The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.

-Resources may be purchased to support children e.g. coloured overlays. As well as including the deployment of staff depending on individual circumstances e.g. specific interventions such as phonics support; Dyslexia Specialists etc.

-The SEND budget is used to ensure that school staff are qualified and trained to support your child.

-A Service Level Agreement with the Local Authority is in place to enable access from specialist services to support children as appropriate.

11. How is the decision made about how much support my child will receive?

-These decisions are made in consultation with class teacher and the Senior Leadership Team. Decisions are based upon weekly/termly tracking of pupil progress and as a result of assessments by outside agencies.

-During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

-In school, we adopt a graduated response to meeting need. This means we record concerns about a pupil at any given time and determine a timescale for classroom-based intervention and expected outcome. If outcomes are not met, we will consult you on next steps.

-We will always plan your child's support with you.

-The impact of interventions is monitored and measured.

12. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- discussions with the class teacher
- during parents meetings
- during discussions with the SENCo or other professionals
- parents are encouraged to comment on their child's One Page Profile with possible suggestions that could be incorporated.

- we have coffee mornings
- we deliver parent workshops
- discussions with the class teacher
- we have an open-door policy

Compliance

This information report complies with the statutory requirement laid out in the SEND Code of Practice (January 2015) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 0-25 (January 2015)
- Children and Families Act 2014
- Statutory Guidance on Supporting Children with Medical Conditions 2014
- Teachers' Standards 2012

Complaints

Complaints should be dealt with in accordance with the following stages:-

- The complainant must contact and inform the Head Teacher of the nature and substance of the complaint.
- The Head Teacher will attempt to resolve the complaint and will convey any decisions and/or action to the complainant.
- If the Head Teacher is unable to resolve the complaint, the parent/carer has the right to have the complaint investigated and considered by the Governing Body.
- If the complaint remains unresolved, Liverpool Educational Authority will be consulted.
- The Head Teacher will advise the parent/carer as to how to proceed in such circumstances.

Reviewed: September 2026

Next Review due: September 2027