

# St Michael's Church of England School

St Michael's Church of England School is an inclusive school. The school offers a broad and rich curriculum where children experience quality first teaching and are included in all aspects of learning and school life.

From time to time some children require additional support for a set period of time to help them catch-up with their classmates or during a period of adjustment. The decision to do this is made by the school and is based on a variety of factors including academic progress, and/or assessments carried out by the Individual Support Teacher, teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school. Parents/carers will be informed when this happens.

Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. Parents/carers will be kept informed about this support

Children who require support due to exposure to English are not considered SEND pupils but as they may require additional support their needs are reflected in our local offer.

Our Local Offer describes the range of provision and support available to support identified children as and when appropriate. This Offer is subject to change depending on budgetary constraints and policy review.

**Due to the personalised and highly differentiated nature of our support for learners with SEND, the above programmes are subject to change.**

**Not every intervention will be available to every child with SEND. Allocation of specialist services and intervention will be dependent on need, funding and specialist teacher/service availability.**

## Strategies/Programmes to support the different needs

Speech, language and communication needs	Learning Needs	Social, emotional and behaviour needs	Sensory, medical and physical needs
<ul style="list-style-type: none"> <li>• A range of learning support in place depending on need, implemented and monitored by Deputy/Inclusion Manager</li> <li>• Referral to and assessments by Speech and Language Therapist from local authority and programme implemented by HLTA and teachers</li> <li>• Referrals to Outreach Team based at Drumbeat school</li> <li>• Specialised small group phonic teaching for</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated quality teaching across all subjects with full time teaching assistant in every class.</li> <li>• Provision map regularly reviewed to discuss needs and progress</li> <li>• A range of learning support and interventions in place depending on need, implemented and monitored by Deputy/Inclusion Manager</li> <li>• Service Level Agreement with</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent and fair implementation of the school's behaviour policy including application of rewards, motivators and sanctions.</li> <li>• Individual behaviour plans when necessary e.g. personalised behaviour charts, logs, consequences, motivators, social stories</li> <li>• Restorative Justice approach embedded in the behaviour management of the school</li> </ul>	<ul style="list-style-type: none"> <li>• First aiders trained and available throughout the day to provide personal care</li> <li>• Regular liaison between the school nurse, medical professionals ensures that children can access medical interventions in school e.g. asthma pumps, epipens, medication</li> <li>• Individual care plans are drawn up for children with significant medical needs by School Nursing Team and liaison of</li> </ul>

<p>children with specific learning needs</p> <ul style="list-style-type: none"> <li>• Reading Partnership with TAs to encourage language and vocabulary through quality texts</li> <li>• Social skills programme offered by Learning Mentors</li> <li>• Individual workstations arranged in classes</li> <li>• Personalised social stories</li> <li>• Language and communication assessed upon entry in Reception leading to language groups</li> <li>• Support for children for whom English is an additional language</li> </ul>	<p>Educational Psychology advisor to assess and support</p> <ul style="list-style-type: none"> <li>• Referrals to Specific Learning Difficulties Outreach Advisor to support and assess learning needs</li> <li>• Diagnostic assessments to assess and support children’s learning needs</li> <li>• Dyslexia friendly strategies in place in class</li> <li>• Personalised actions and strategies in place to prepare children for SATs and transition to secondary school including booster clubs outside of school day</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Mentors used to offer social skills support and to target support at lunch time</li> <li>• Games room and lunchtime club programmes available at lunch time to support social skills, circle of friends programme</li> <li>• Subsidised after school clubs</li> <li>• Monitoring of attendance and referrals and support as appropriate</li> <li>• All staff trained in child protection at regular intervals</li> <li>• All staff briefed about the needs of vulnerable pupils</li> <li>• Buddy system for children new to the school</li> <li>• Where a specific need is identified a Team around the Child/Family (TAC and TAF) meeting is held where a range of professionals, school and parents develop a support package for the child</li> <li>• Service Level Agreement with Outreach behaviour specialist for time limited interventions</li> <li>• Referrals to CAMHS and specialist support via NHS</li> <li>• Service Level Agreement with Educational Psychologist to assess and support</li> </ul>	<p>parents and monitored by Pupil Manager</p> <ul style="list-style-type: none"> <li>• Staff training is undertaken in the administration and support and/or medication for conditions by external professionals</li> <li>• Multi-disciplinary approach, e.g. liaison and referrals to a range of medical professionals. This may include Occupational Therapy (OT), Physiotherapy, Visual Impairment service and/or Hearing Impairment service</li> <li>• Implementation of support intervention programmes and specific resources and equipment, as advised by external services</li> </ul>
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### Physical Environment

- Safeguarding policies and procedures in place
- School adapted, within the limits of the building and site, to include pupils with differing needs
- A range of specialist equipment as advised by external professionals
- Visual support for specific children, e.g. visual timetables and behavioural cue cards.
- Provision of resources to enhance independent learning including e.g. sand-timers, easy-grip scissors, phonics mats etc
- Individual workstations used
- SEN room available with a range of resources to support needs of infant children

### Virtual Environment

- Safeguarding policies and procedures in place
- Access to a range of IT resources to support curricular access, including programmes to support learning
- E-safety training provided for staff and learners
- Homework using computers, such as mathletics and blogging
- Interactive Whiteboard in every class and a set of ipads to use

### Universal Parent Liaison Offering

- Liaison/communication with professionals/parents, attendance at meetings and preparation of reports
- Open days for parents and prospective parents
- Termly parent evenings and target setting days
- Parent workshops
- Friends of St Michaels (parent group to fundraise for the school and enhance developing a supportive school community)
- End of year written reports
- Website
- Communication via email available
- Weekly newsletters

### Unique & different specialist school service offering in the collaborative

Specialist provision in the local area :

Brent Knoll – offers specialist provision for children with autism and speech language and communication needs

Perrymount – offers specialist provision for children with complex physical and medical needs.