



St Michael's Federation School Special Educational Needs
(SEND)
School Information Report
2025

Lydbury North C.E (A) Primary School & Onny C.E. (A) Primary School
 and Little Pippins Nursery

You will find more information on the Special Needs provision in Shropshire here:
<https://shropshire.gov.uk/the-send-local-offer/>

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At St Michaels Federation we value all children for whom they are and recognise that they have been blessed with different gifts and abilities.

The Special Educational Needs Code of Practice (2015) defines Special Educational Needs and Disability (SEND) as:

- A child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or facilities generally available in a mainstream school are not sufficient.

The Special Education Code of Practice identifies four key areas of Special Educational Needs (SEN):

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical needs

Identification and Assessment

In order to help children who have SEND, the school makes full use of available classroom and school resources, before calling upon outside resources and specialist expertise. This is a graduated approach, with the teachers using an array of strategies to support the child's special needs before consulting the Special Educational Needs Co-ordinator (SENCo) or before consideration is given to moving the child on to the SEND Register.

Teaching pupils with SEND is a whole school responsibility. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation. The majority of pupils will learn and progress within these arrangements. Teachers should deliver the National Curriculum (2014) programs of study in ways that meet the particular learning requirements of pupils.

Our aim is to identify children with SEND as early as possible. We assess all children formally each term. At the termly pupil progress meetings the assessment

data is analysed and children who are not making enough progress are identified, support and interventions are put into place and a Provision Map is used to record the targeted support / intervention. These are monitored and assessed half termly. Children who have made good progress on the interventions are removed and children who have not made progress are highlighted and discussed with the SENCo. A decision will be made as to whether the child needs a different intervention or to involve specialist outside agencies to support the child's learning.

My child has Special Educational Needs, what can you offer at St Michaels Federation?

We know that if a child has a Special Educational Need or Disability that they may need specific support that can be in many forms such as interventions or specific language therapy. Here at St Michael's Federation we do our best to work with you the parents to put support in place to enable your children to succeed. This Special Educational Needs Information Report outlines how we as a school support children with SEND.

Who should I contact if I want to find out about how the school supports my child?

At St Michael's Federation we have a Special Educational Needs Coordinator (SENCo). The Senior Leadership Team (SLT) work closely with the SENCo to promote appropriate SEN support and to ensure the access and Inclusion of all children.

Our SENCO is Miss Hiles. Her role is to make sure that the school meets the needs of children with SEND. Miss Hiles initiates parent consultation meetings with you and your child's class teacher in order to discuss your child's strengths and areas of concern. Targets are usually set according to their needs and evaluated formally each term.

How will I know that my child is making progress?

You will have regular parent consultations to keep you informed of how well your child is doing. If you have any concerns, you can meet with your child's teacher in between these meetings.

Who should I contact if I am not happy with my child's learning and/or progress?

- The first contact should be to your child's class teacher who will try their best to resolve your problem or concern.
- If your problem or concern cannot be resolved by the teacher, ask to meet with the school SENCo.
- If you are still not happy then arrange an appointment to meet with the Headteacher.

If you feel we have still not been able to resolve your problem or concern then please see our complaints procedure for further guidance.

How do your teachers help my child to learn?

'All teachers are teachers of pupils with Special Educational Needs' (NASEN, 2014). Our teachers have high expectations of all children in the school. They build on what children know, can do and their level of understanding. They will have monitored and assessed your child and from this put into place the strategies, activities and resources tailored to meet your child's needs and fill in any gaps in learning.

Types of SEN support:

Wave 1 describes 'quality first' inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment.

Wave 2 describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.

Wave 3 describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

Evaluation of the effectiveness of provision:

St Michael's Federation may use the following to measure the effectiveness of provision:

- Pupil progress meetings (half-termly)
- Provision maps/measurable outcomes
- Person Centred Plans / 1 page Pupil Profiles
- The use of a graduated response (Waves of Provision) in which we Assess, Plan, Do and Review (in line with the Local Offer and what is 'ordinarily available')
- Initial and re-assessments by external agencies
- Whole-school data analysis
- Viewpoint of child
- Ongoing consultation with parents
- Collation of children's work
- Observations of children

What is the school's approach to teaching children with SEND?

The school's aim is to teach all children together in their classes (where possible) with the class teacher differentiating and supporting the child. At times it may be necessary for a child with SEN to access intervention; either as part of a group or 1:1. For some children the school uses outside support and agencies.

How many children are currently receiving SEN support?

Currently we have 2 children who are on the SEND Register at Lydbury North C.E Primary (4.7% of the school population). One child has an EHCP. At Onny C.E Primary there are 9 children who are on the SEND Register (9.8% of the school population) and 7 of these children have an EHCP.

What is an Education and Health Care Plan (EHCP)?

Education and Health Care Plans provide a holistic overview and if necessary, a multi-agency approach to ensuring that children with specific educational or healthcare needs are adequately supported. EHCP's are given to children whose needs cannot be met within the school setting without extra funding, they provide care for children from 0-25 years. Parents, school or involved professionals can request an EHCP. If a request is made then a formal assessment takes place by the local authority (LA) and operates under specified deadlines. If an EHCP is given, the SENCo will co-ordinate the provision and organise appropriate reviews and monitor provision and progress.

How will I know if my child is receiving SEND support?

You will know if your child is receiving support as part of the parent discussion meetings held during the year, which will inform you of what support your child is receiving. The school may seek advice and/or ask for specific work from outside agencies such as: Learning Support Team, Speech and Language Therapy, Behaviour Support Team, Occupational Therapy, the School Nurse or the Educational Psychologist. This would be discussed with you in the first instance.

Where can I find information about the school SEND policy?

You will be able to find it on our website (<https://stmichaelsfed.shropshire.sch.uk>) or a hard copy is available at the School Office.

How will I be involved with planning for and supporting my child's learning

All parents are encouraged to be involved in their child's education through:

- Discussion with the class teacher and SENCo at the parent meetings
- Discussion with the school SENCo
- By carrying out the recommendations made by any outside agencies such as Learning Support Team (LST) or Speech and Language Therapy. (SALT)

How is my child involved in his/her learning and decisions made about their education?

Where appropriate children set their own targets for their learning or behaviour, for example, when a behaviour book or chart is used the children decide and agree their own specific targets to achieve and they can take ownership of it.

Children will be asked to comment upon their progress, they will (age appropriate) be involved in reviews.

What do you do for children with SEND at St Michaels Federation?

At St Michaels Federation we understand that every child is different. This means that the provision is tailored to the individual child. Some children have Person Centred Plans (PCP's) which set out targets to help support your child's development. Other children are closely monitored through provision maps and intervention maps. Once your child has a recognised special educational need they will be included on our Special Educational Needs Register. The class teacher will work with the SENCo to ensure that the provision is working or to adapt it if necessary. The children's progress is monitored closely using a tracking system called Insight.

What other additional support is currently provided?

At St Michaels Federation we pride ourselves on all children receiving quality first teaching. However sometimes a child may require provision which is additional to what can be provided in the classroom. The table below states what is readily available in school for these children.

Social Skills programmes / support including strategies to enhance self-esteem / behaviour:

- 30 minutes Socially Speaking targeted support.
- Social Stories used to discuss events.
- 'Time out' / quiet / safe area for children to use if they need to.
- Lunch time clubs, jobs and responsibilities offered to alleviate unstructured time.
- Regular parental contact sessions / home school link book.
- Referral and support from the Early Help Team.
- Use of the school's Behaviour Policy (available on the school website).
- Lego Therapy targeted support
- Emotional Literacy Support Assistant
- Zones of Regulation intervention
- Lego Therapy
- 'Soft landing' time / welcome to school.

- Talkabout intervention

Access to a supportive environment:

- ICT facilities / equipment / resources
- Prompt and reminder cards for organisational purposes.
- Visual timetables in the class to allow the children to be aware of the school day.
- Access to laptops / computers.
- Specialist equipment i.e. pens, writing slopes, cushions,

Strategies / programmes to support speech and language:

- Pre-teaching vocabulary.
- Advice from the Speech and Language Therapist.
- Delivery of speech and language targets as set by the Speech and Language Therapist by a T.A.
- Talking partners
- Recording equipment
- Use of visual strategies to support language
- Colourful Semantics
- Talk Boost
- Black Sheep Press resources
- Concept Checklists

Mentoring Strategies:

- Use of peer mentoring - book buddies, reading partners
- Support offered by staff within school.
- Above legally required staff: pupil ratios at playtimes / lunch times

Access to strategies/programmes to support Occupational Therapy / Physiotherapy needs:

- Intervention / advice from an Occupational Therapist / Physiotherapist
- Delivery of planned programmes by a TA
- Provision of equipment advised by specialist
- Write from the Start intervention
- Cool Kids motor support intervention

Strategies to reduce anxiety / promote emotional wellbeing (including communication with parents):

- Planned programme of support from a suitable person.

- Meet and greet session at the start of the day.
- Regular parental contact sessions / home school link book.
- Referral to Child and Adult Mental Health Service
- Referral and support from the Early Help Team.
- Social stories.
- Yoga (individual and group)
- Lego Therapy
- Nurture groups / sessions
- ELSA

Strategies to support/develop English skills:

- Small group support in class through guided teaching.
- Withdrawal in a small group by TA for planned intervention programmes.
- Withdrawal for 1:1 for planned intervention programmes.
- Jump Start reading intervention.
- Precision Teaching
- Phonics support
- Colourful Semantics
- Little Wandle keep up, catch up and rapid catch up
- Keep up - Write from the start

Strategies to support / develop maths skills:

- Small group support in class through guided teaching.
- Withdrawal in small group for planned interventions.
- Withdrawal for 1:1 interventions for planned programme of intervention.
- Success at Number intervention.
- 'Booster' sessions in a small group with a class teacher.
- In class targeted support for vulnerable groups.
- Keep up maths as required
- Mastering Number
- First Class at number

Provision to facilitate / support access to the curriculum:

- Small group support from a TA
- 1:1 support in the classroom from a TA to facilitate access.
- Use of specialist equipment such as seating, writing equipment and recording equipment.
- Use of a personalised/differentiated curriculum.
- In class targeted support for vulnerable groups.

Strategies/support to develop independent learning:

- Use of visual timetables and checklists.
- Pre-teaching of vocabulary and content.
- Access to personal ICT.
- Sharing of learning objectives 'we are learning to' (WALT)
- Talking partners.

Support / supervision at unstructured times of the day including personal care:

- Learning mentor at play / lunchtimes.
- Named TA at playtimes / lunchtimes.
- Named TA who would support the child with personal care.

Planning and Assessment:

- Person Centred Plans and Provision Maps
- Individual targets
- Regular review of targets with the child and parents

Liaison / Communication with professionals / Parents, attendance at meetings and preparation of reports:

- Liaison with a wide range of professionals e.g. Educational Psychologist, EHAT (Early Help Team), Woodlands Trust (Behaviour support), Speech and Language support team, CAMHs and Occupational Therapists.
- Regular progress meetings with parents.
- Explanation of professional reports to parents.
- Home / school contact book.

Access to Medical Interventions:

- Strategies for the use of personal medication.
- Individual care plans for children with significant medical needs and allergies.
- Provision of aids and resources to support learning.
- Access to the school nurse.
- Staff are trained in Emergency First Aid as of January 2015.
- EpiPen training.
- Member of staff trained in asthma awareness.
- Inclusion of children with complex medical needs.

Expertise and Training - Continuing Professional Development (CPD)

The School continues to encourage the staff to become skilled and obtain up to date training in this area. The Senior Leadership Team at St Michaels Federation are committed to CPD.

Securing Equipment and Services

The school allocates money from its budget every year towards the provision of support for SEN. These funds are used to provide support, resources and training for staff.

Which outside agencies provide services or expertise in school for children with SEND?

We access specialised support from:

BeeU

Educational Psychologist

School Nurse

Occupational Therapy Service

Learning Support Team

Behaviour Support Team - Reach for Inclusion

Speech and Language Team

The school is happy to work with any agency that enhances provision and support children with SEND.

How have you made the school building and site safe and welcoming for children with SEND?

Both schools within St Michaels Federation are accessible to all children. The school is committed to providing education for all and would make necessary adaptations where required and within capabilities.

The Local Offer

Local authorities must publish their 'local offer' setting out in one place information about provision that is 'ordinarily' available for children and young people in their area who have special educational needs.

You can access this information by visiting:

<https://www.shropshire.gov.uk/the-send-local-offer/>