Special Educational Needs and Disabilities (SEND) Information Report

St. Michael's Church of England Infant and Junior School

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Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



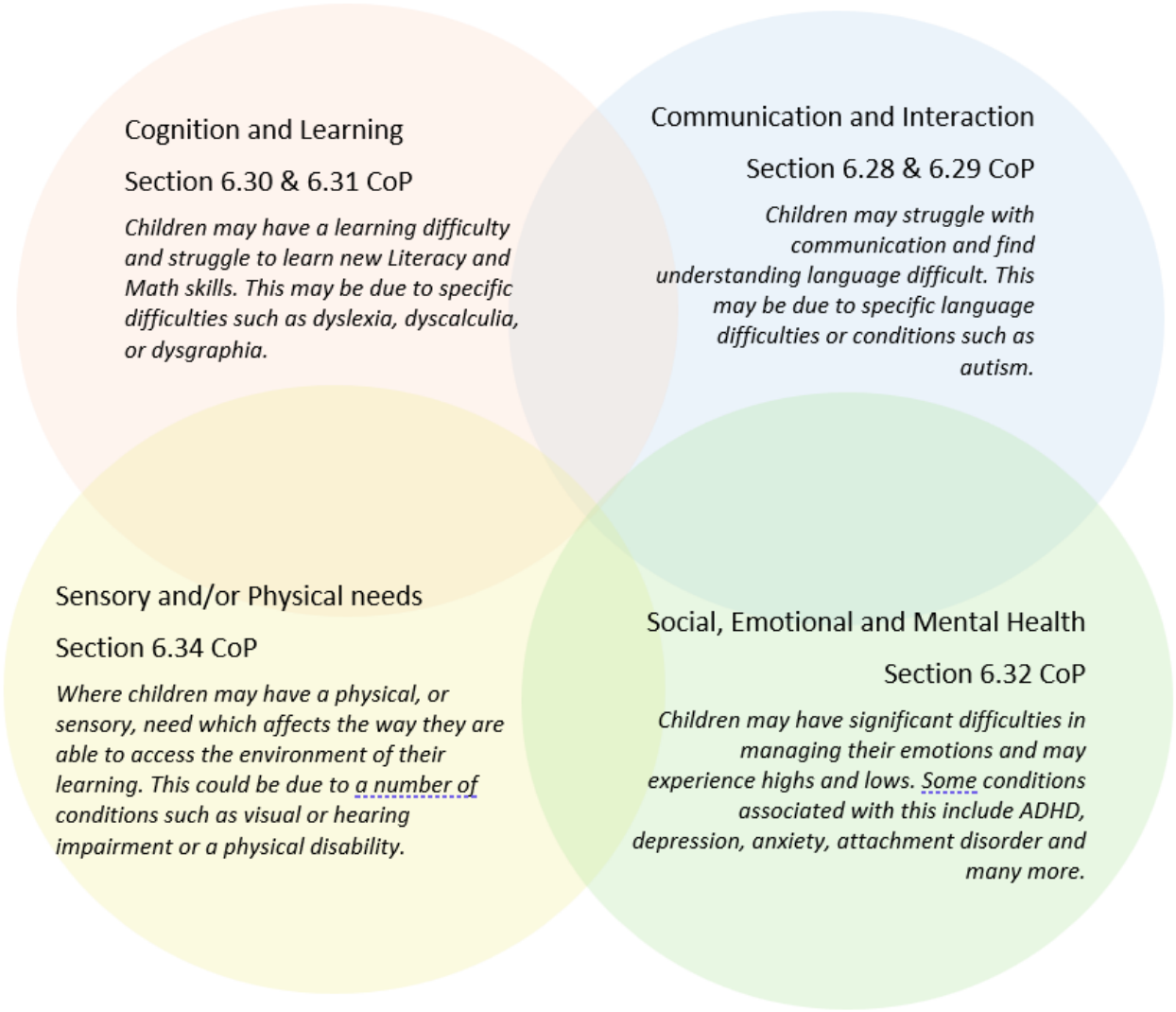
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website https://www.st-michaels-infant.kent.sch.uk/Policies/

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)

2. Which staff will support my child, and what are their key responsibilities?



At St, Michael's Infant and Junior Schools all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Vikki Ainsworth	SENCo Deputy Designated Safeguarding Lead PSHE/RSE Co-ordinator
Beth Ring	ELSA (Emotional Literacy Support Assistant)/Wellbeing Practitioner
Kelly Valentine	Speech and Language Teaching Assistant

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Vikki Ainsworth and is the SENCo at both the Infant and the Junior School.

Vikki achieved the National Award in Special Educational Needs Co-ordination in January 2025 from Canterbury Christchurch University.

In 2011, she studied for her PGCE and qualified as a teacher from the University of Leicester.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Previous training includes (but is not limited to):

- Neurodiversity
- Dyslexia

- Dyscalculia
- Sensory processing difficulties
- Speech, Language and Communication support
- Emotional Well-being support
- Working memory and processing support
- English as an additional language and SEN

Teaching assistants (TAs)

Across the Infant and Junior Schools, we have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision. Current interventions taking place across the federation include EAL provision, wellbeing support, speech and language support, targeted maths intervention, working memory and processing, executive functioning and dyslexia. The impact of every intervention delivered at our school is regularly monitored and are cohort specific. Where need for a specific intervention is identified, staff will to trained accordingly.

Previously, TAs have been trained in:

- Neurodiversity
- Dyslexia
- Dyscalculia
- Sensory processing difficulties
- Speech, Language and Communication support
- Emotional Well-being support
- Working memory and processing support
- English as an additional language and SEN

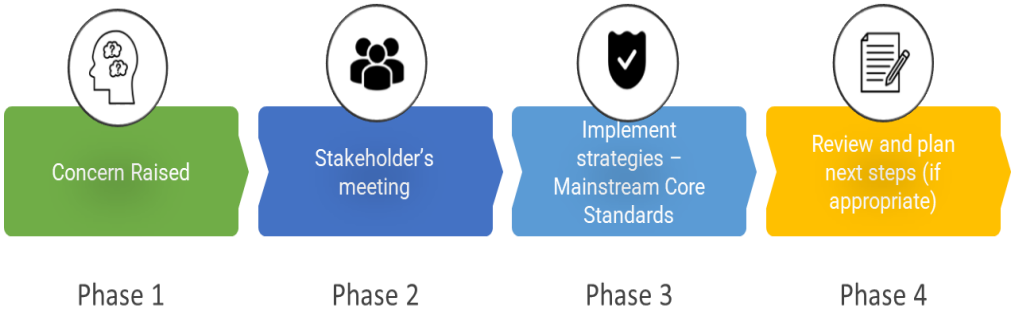
External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Behaviour coaches
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisations



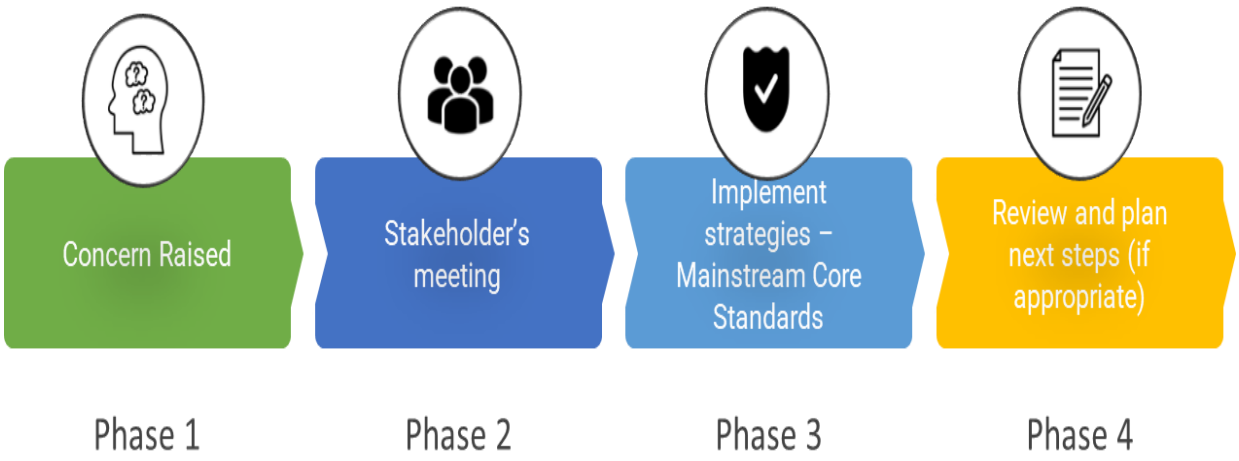
3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. You can speak with your child's class teacher about your concerns or email the SENCo at vainsworth@st-michaels-junior.kent.sch.uk
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/ data/assets/pdf file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.

4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school.



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include speech, reading, writing and Maths.

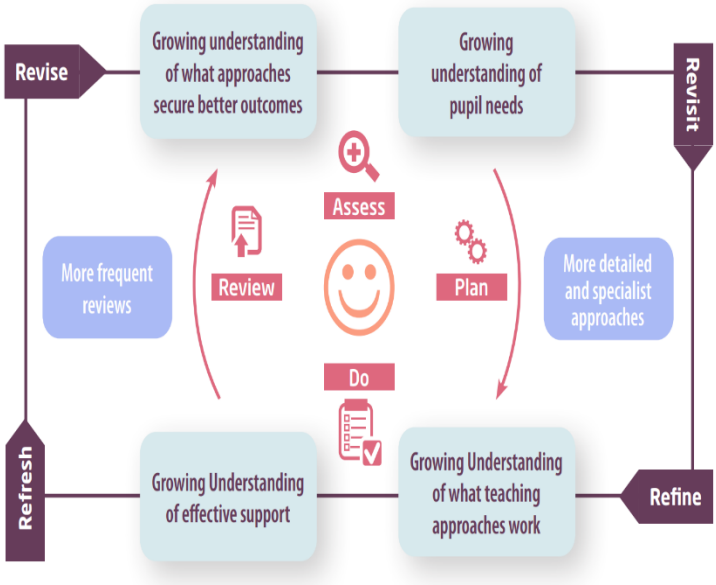
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

6. How will I be involved in decisions made about my child's education?

We will provide an interim report and an end of year report on your child's progress from their class teacher. There will also be two opportunities to meet with the class teacher at parent consultations. Should you have any concerns about your child's progress, this will need to be raised with your child's class teacher or with the SENCo. Equally, if the school has any concerns regarding your child's progress, then this will either be discussed with you by the class teacher or the SENCo.

A member of staff who knows your child well will meet you at least 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher or the SENCo at vainsworth@st-michaels-junior.kent.sch.uk.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey



8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



- Adapting our resources and staffing



- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, coloured workbooks and photocopies etc.



- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need



- Scaffolding lesson materials

We may also provide the following interventions:

- Speech and language support (we use Speech and Language Link to identify need in this area. All children are routinely assessed in Reception and Year 3 to ensure cohort specific needs are met.)
- Wellbeing support with our school ELSA
- Booster lessons for maths and writing
- Extra reading support
- Sensory needs/movement breaks
- Dyslexia support

These interventions are part of our contribution to Kent County Council's local offer. Details of this can be found here: https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:



- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our Year 6 PGL residential trip.

All pupils are encouraged to take part in sports days, school plays, workshops and our WOW days.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



St. Michael's Infant and Junior Schools follow the Kent County Council guidance for admissions of all pupils.

13. How does the school support pupils with disabilities?



Our school Accessibility Policies can be found here:

Infant school: https://www.st-michaels-infant.kent.sch.uk/Policies/

Junior School: https://st-michaels-junior.kent.sch.uk/Policies/

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

14. How will the school support my child's mental health and emotional and social development?

At St. Michael's Infant and Junior Schools, we are lucky to have our very own in-house Emotional Literacy Support Assistant (ELSA), Miss Beth Ring. Miss Ring is able to provide support for:

Loss and bereavement	Emotional Literacy	Self-Esteem
Social Skills	Friendship Issues	Relationships
Managing strong feelings	Anxiety and worries	Bullying
Conflict	Emotional regulation	Growth Mindset
Social stories	Therapeutic stories	Problem solving

If you have concerns about your child's wellbeing, please do get in touch with the SENCo who will be able to discuss possible pathways of support.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of all extra-curricular clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND.
- We run a nurture club at lunch times called Oasis for pupils who need a quieter and calmer space to eat their lunch and build friendships with others.
- We have a 'zero tolerance' approach to bullying. Our Anti-bullying policies can be found here:

  Infant school: https://www.st-michaels-infant.kent.sch.uk/Policies/

  Junior School: https://st-michaels-junior.kent.sch.uk/Policies/

15. What support is in place for looked-after and previously looked-after children with SEND?



SENCo – Mrs Vikki Ainsworth – vainsworth@st-michaels-junior.kent.sch.uk

Head of Infant School – Mrs Janine Wain – Janine.wain@st-michaels-infant.kent.sch.uk

Head of Junior School – Miss Lauren Mercer – lmercer@st-michaels-junior.kent.sch.uk

Mrs Wain and Miss Mercer will work with Mrs Ainsworth, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:



- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between the Infant and Junior School

As your child reaches the end of Year 2 at our Infant School, they will likely transfer over to our federated Junior School.*

In order to prepare your children for this transition we:

- Ask teachers in the Year 2 and Year 3 classes, along with the SENCo, to meet to discuss the needs of pupils

- Work closely across both school to ensure your child is placed in the best class for their needs
- Give time to the Year 3 teachers to come and visit your child at the Infant School. This will happen regularly in Term 6 so that the teachers and children are familiar with each other.
- Have many teachers who work across the federation to ensure a smooth transition, including the SENCo, ELSA and Speech and Language TA.

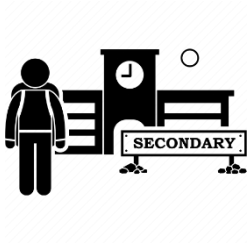
- Please note that transfer over to the Junior School is not automatic and your child's place will need to be applied for. Infant School children do have first priority for places and information regarding your application are sent out in Term 2.

Between phases (for primary schools)

The SENCO of the secondary school will meet with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support and what adaptations will help facilitate a successful transition.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge



17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Kent's SEND Information Hub at

- Kent's SEND Information Hub

Details of what is available locally through the Local Offer can be found here:

- Kent's Local Offer

There are a number of local information, advice and support services that can provide support to families of children with SEND, including:

- Information, Advice and Support Kent (IASK)
- Kent PACT (Parents and Carers Together)
- Space2BeMe
- The Autism Apprentice

National charities that offer information and support to families of pupils with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

18. What should I do if I have a complaint about my child's SEND support?

Details of our complaints procedure can be found here:

Infant and Junior School Complaints Policy

Complaints about SEND provision in our school should be made to the class teacher/SENCO/Headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages