



**ST MICHAEL'S SCHOOL**

Church of England Preparatory School

# SEND Information Report

2025-26

<b>Key People</b>	
Mrs Laura Groves	SENDCo
Mr David Webb	Pastoral Lead
Mrs Diane Harris	Governor with responsibility for SEND

The SEND team is responsible for:

- Coordinating and monitoring the support for children with SEND
- Ensuring that parents and carers are kept well-informed about this support
- Liaising with outside agencies
- Providing specialist advice and training for teachers and support staff

# Welcome to St Michael's School

Our vision is to have a school full of happy and successful children, all of whom are encouraged and supported to reach their potential in learning, achievement and personal development.

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Our SEND policy can be found on our website.  
If you have any questions or comments, please contact us.

# What is SEND?

A child or young person has SEND if they have a learning difficulty and/or disability which calls for special educational provision to be made for him/her.

What does this mean?

- **Learning Difficulty:** when a child finds it harder to learn than most children do
- **Disability** (that we need to make special provision for): something that hinders a child from using our school facilities
- **Special provision:** support that is extra or different to what is typically provided



# What are the different types of SEND?

The SEND Code of Practice (2015) categorises SEND into four broad areas of need. Some children will have more than one type of SEND.

## **Communication and Interaction, including:**

- Autism
- Social communication difficulties
- Speech and language difficulties (e.g. receptive/expressive language difficulties, selective mutism, tongue tie)

## **Cognition and Learning (C&L), including:**

- Focus, attention, or memory difficulties
- Learning difficulties (moderate, severe or profound and multiple)
- Specific learning difficulties (e.g. dyslexia, dyscalculia and dyspraxia)

## **Social, Emotional, Mental Health (SEMH), including:**

- Attention Deficit Hyperactivity Disorder (ADHD)
- Anxiety
- Depression
- Dysregulated behaviour

## **Sensory and/or physical needs, including:**

- Physical needs (e.g. cerebral palsy)
- Deafness or hearing difficulty
- Blindness or visual impairment

# How do we identify SEND?

We assess a pupil using different assessments to identify SEND and strategies for support. Sometimes, it can take time to get the full picture. Parents/carers might provide additional information to help us make decisions, such as a speech and language report or a medical report. We can offer advice regarding referral to external agencies or professionals.

A child might have SEND if they are:

- making less progress than their peers
- making less progress than they did previously
- not closing the gap between them and their peers, despite any extra support they have been given

## **Is it always SEND?**

Slow progress does not always mean a child has SEND. When we are assessing whether a child has SEND, we also consider, for example:

- attendance
- issues in that child's life (e.g. bereavement)
- issues in school (e.g. friendships)

Often teachers address progress issues via adjustments to what is already on offer, without needing SEND provision. A child does not have SEND just because English is not their first language (although they could have SEND as well). A child does not have SEND just because they were born in the summer term (and so have had less time in school than their September born classmates).

# The Graduated Approach

Where it is determined that a pupil does have SEND, parents/carers will be advised and the child will be added to the SEND register. A pupil profile will be created to outline the pupil's needs/strengths and note appropriate strategies to support them.

We ensure that effective provision is put in place to remove barriers to learning.

Some pupils will require an Individual Support Plan. This consists of a four-part ongoing cycle: **Assess, Plan, Do, Review**. Each cycle takes one school term.

**Assess:** We decide what the child's needs are and discuss this with you

**Plan:** We set outcomes on an Individual Support Plan (ISP) and decide how to support the child. We discuss this with you and your child

**Do:** Everyone works together to follow the agreed plan

**Review:** We decide how well the plan has worked. We discuss this with you and your child. We agree what to do next



# Support in School

## What do teachers do for SEND?

- have responsibility for every child they teach
- work closely with support staff to plan and review support
- adjust lessons to make them accessible for every child
- use assessments to plan inclusive lessons
- use a variety of visual and tactile learning resources to support learning
- create engaging indoor and outdoor learning environments
- follow advice from support services
- review each child's progress and plan the next steps

## What do support staff do for SEND?

- have a key role in supporting anyone who needs help (not just those with SEND)
- assist children during lessons
- lead additional support groups inside and outside of the classroom
- encourage independent learning
- ask questions to help the pupils arrive at their own answers
- give feedback to pupils and teachers
- explain concepts in simpler terms

All staff receive regular training in how to support children with different types of SEND.

*'Every teacher is a teacher of SEND'*



# Social, Emotional and Mental Health needs

The school offers a variety of pastoral support for pupils. This includes:

- a Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their well-being. Please visit our website to see the topics that are included within this area of the curriculum
- pupil voice mechanisms, such as the school council
- small group, evidence-led interventions to improve social skills, resilience, empathy and well-being
- 1:1 mentoring sessions for those who need further emotional support
- a variety of extra-curricular clubs where pupils can socialise and enjoy themselves
- access to child counselling services



# Transition

When a new pupil is due to start at St Michael's School and there is a diagnosed/suspected SEND, the SENCo will meet with the parents/carers and the child. We will plan how to support the child. Identified pupils may be invited for extra visits before they join us. The SENCo will check in with the child in their first few weeks.



Whenever a child moves to a new year group or key stage, careful planning takes place. The SENCo will meet with key staff and decide how best to support the move.

The SENCo will liaise with secondary schools. Parents/carers will be able to talk to us about any worries they have regarding transition.

# Support for Families

## How can I report my concerns?

If you have concerns relating to your child's learning, please discuss these initially with your child's form tutor. This then may result in a referral to the school SENCo, Mrs Groves.

**The Local Offer** is a website that is written for parents/carers. It is a guide to all schools and services in our area, such as schools, leisure activities, support services and health services. Southend's Local Offer can be found under the 'umbrella' of Livewell Southend: [Southend-on-Sea Local Offer | Livewell Southend](#)

**Support For Families SENDIASS** is the Independent Advice and Support Service for parents/carers. The service is free of charge and they offer information on:

- local groups and services
- SEND laws
- local council procedures for SEND
- how to prepare for meetings (so you have your say and feel heard)

Parents/carers do not need a referral to SENDIASS; they can just get in touch: <https://www.sendiasssouthend.co.uk/>

## How Can I Complain?

Parents/carers who wish to complain about SEND provision, are encouraged to speak to their child's form tutor or the SENCo in the first instance. If the issue cannot be resolved, a copy of the Complaints Policy can be found on the school website.