



# St. Michael's C of E Primary School's SEN Information report policy and school offer "Living and Learning Together"



**At St. Michael's we live together as a school family and learn together as a community.**

1	The type of SEN provision made	St. Michael's C of E Primary School currently provides for pupils with difficulties with their Communication and Interaction; Cognition and Learning; Sensory and Physical; and Social, Emotional and Mental Health.
2	The school's identification and assessment policies	<p><b>Special Educational Needs (SEN) from the Code of Practice:</b> A child of compulsory school age or a young person 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 has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.</p> <p>Special educational provision is educational or training provision that is <b>additional to or different from</b> that made for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.</p> <p>At St. Michael's the class teachers, leadership team and inclusion team aim to work closely with parents, previous settings/schools, and other professionals to identify additional needs as soon as possible so that appropriate provision can be provided. Assessment can either be through informal observation, formal testing, standardised assessments, or ongoing National Curriculum tracking as carried out for all pupils in the school.</p> <p>There are Pupil Progress meetings at least once a term where staff meet to discuss any pupils where there is concern, there are opportunities for parents to talk to teachers each term and the staff will be pleased to arrange additional meetings to discuss any other worries or comments.</p> <p><b><u>We will follow the 'graduated approach' to meeting your child's SEN needs.</u></b></p> <p><b><u>The graduated approach is a 4-part cycle of assess, plan, do, review.</u></b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="526 925 918 1045" style="width: 20%;"> <p><b><u>Review</u></b> We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.</p> </div> <div data-bbox="952 933 1512 1444" style="width: 40%; text-align: center;"> </div> <div data-bbox="1556 965 1993 1077" style="width: 20%;"> <p><b><u>Assess</u></b> 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 input from you and your child, as well as getting help from external professionals where necessary.</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div data-bbox="526 1220 985 1332" style="width: 20%;"> <p><b><u>Do</u></b> 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, and making sure the support we put in place is having the impact we intended.</p> </div> <div data-bbox="1512 1236 2128 1324" style="width: 20%;"> <p><b><u>Plan</u></b> In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make 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.</p> </div> </div>

		<p>As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.</p> <p>We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.</p> <p>This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined</p>
<b>3</b>	School's policies for making provision for all pupils with SEN	This SEN Information Report, Policy and School Offer is relevant to St. Michael's C of E Primary School which is part of the Rainbow Multi Academy Trust.
<b>a</b>	How the school evaluates effectiveness of provision for SEN pupils	The following activities form part of the school's ongoing cycle of monitoring: continuous ongoing assessment recorded by individual teachers; data collection and analysis of pupils attainment and progress in reading and maths at least termly; Pupil Progress Meetings, monitoring of Individual Education Plans, IEPs, monitoring of interventions, books, provision mapping, teaching observations, monitoring of marking and planning, Pupil conferencing, visits from external professionals and monitoring by the MAT.
<b>b</b>	Arrangements for assessing and reviewing progress	Pupils' achievements in class are updated frequently which informs the teachers' ongoing planning, at least termly the grades are analysed to discern patterns in attainment and progress. In addition to that, frequent marking of work and observations incorporate verbal feedback, individualised learning opportunities, photographic evidence etc., which all form part of the ongoing assessment and planning of appropriately differentiated work and are detailed in the school marking policy. Some pupils who are working significantly below the age-related expectations are assessed against a different assessment method e.g. Autism Education Trust (AET), to guide planning, provision and assessment of very small developmental-appropriate steps.
<b>c</b>	Approach to teaching pupils with SEN	<p>The school adopts a comprehensive multisensory approach to teaching and learning, incorporating visual, auditory, and kinaesthetic strategies to support pupil engagement and understanding. Active participation is actively promoted through an interactive learning environment, where pupils are encouraged to access a range of resources, contribute to working walls and, where appropriate, engage in elements of a pupil-led curriculum. High-quality, differentiated planning is a consistent feature of classroom practice, clearly identifying the deployment of staff and any additional or adapted provision required to meet individual needs. In most cases, pupils with Special Educational Needs (SEN) have their needs effectively met within the classroom through high-quality first teaching, with learning activities carefully adapted to ensure accessibility and progress alongside their peers.</p> <p>Where further support is necessary, provision may include adapted planning, pre-teaching, targeted resources, scaffolding, intervention groups, in-class support, individual assistance, peer tutoring, learning mentoring, and nurture-based approaches. The school also works collaboratively with external professionals, ensuring that advice and specialist input are integrated into classroom practice to enhance outcomes for all learners.</p>
<b>d</b>	How the school adapts the curriculum/ learning environment for SEN pupils	The school curriculum is linked to the National Curriculum and EYFS Curriculum to ensure coverage for all pupils. Differentiated lessons are usually appropriate for the majority of pupils, however, in some cases, pupils work in a small group or individually with staff if it is felt that that would meet their needs better on that occasion. Where physiotherapy or occupational therapy is recommended during school time, teaching assistants are trained by the therapists to carry out the exercises with the children. When children require specific equipment, the school will either try to provide it or will work closely with the appropriate agencies. Advisory teachers from the sensory and physical & medical support teams regularly review pupils and their advice is followed where possible e.g., classroom layout, ICT provision, hearing aid maintenance, lighting considerations, BSL acquisition, transition arrangements.

<b>e</b>	The additional support for learning available to SEN pupils	<p>The school is committed to ensuring that all pupils with Special Educational Needs (SEN) are effectively supported to access learning and achieve their potential. In the first instance, most pupils' needs are met within the classroom through high-quality, inclusive teaching, with appropriate differentiation and adaptation to meet individual learning needs.</p> <p>Where additional support is required, the school adopts a flexible and graduated approach, tailored to the specific needs of each child. This may include the use of alternative or adapted resources, targeted advice and strategies, additional adult support, or modifications to the curriculum. Pupils may also benefit from structured intervention groups, access to specialist professionals, and regular monitoring through termly Individual Education Plan (IEP) reviews.</p> <p>This responsive approach ensures that support is both appropriate and proportionate, enabling pupils to make progress while remaining fully included in the life of the classroom wherever possible.</p>
<b>f</b>	How school enables SEN pupils to engage in all activities of the school	Where possible, the school aims to deploy additional staff /resources to allow pupils to engage in the occasional activities in school which might otherwise be difficult.
<b>g</b>	Support available for improving the emotional, mental and social development of SEN pupils	<p>The school recognises the importance of supporting the emotional, mental and social development of pupils with Special Educational Needs (SEN) as a fundamental part of their overall progress and wellbeing. In the absence of a discrete nurture provision, this support is embedded within everyday classroom practice and the wider school environment.</p> <p>Class teachers play a key role in delivering explicit teaching of social and emotional skills where needed, helping pupils to develop self-awareness, resilience and positive relationships. A consistent, whole-school approach supports pupils to understand and manage their emotions, with the use of Zones of Regulation resources and designated spaces providing opportunities for reflection, regulation and support throughout the school day.</p> <p>Where appropriate, pupils may also access targeted small group interventions to further develop social skills, emotional literacy and confidence. These are adapted to meet individual needs and are regularly reviewed to ensure impact. Staff work closely with families and, when necessary, external professionals to ensure a consistent and supportive approach.</p> <p>This graduated and inclusive model enables most pupils to be supported effectively within their classroom, while ensuring that additional provision is available for those who require it.</p>
<b>4</b>	The SEN coordinators' names and contact details	The SENCO is Mrs Sarah Swift who can be contacted via the school office 01326 572386 <a href="mailto:mic-sendco@rainbowacademy.org.uk">mic-sendco@rainbowacademy.org.uk</a> Mrs Swift is available on Tuesdays and Wednesday and will try to return your call or arrange a meeting as soon as possible.
<b>5</b>	Information on staff expertise their SEN training, and how specialist support will be secured	Currently the school has staff trained or experienced in the areas of autistic spectrum disorders, Precision teaching, dyslexia, speech and language support, Funfit, epilepsy, anaphylaxis, touch typing, British Sign Language, hearing impairment, vision impairment, bubbles to protect, social skills, nurture groups, Trauma Informed Schools, mental health and Sensory Processing. Staff training can be arranged according to the needs of staff, individual pupils they support, or to develop the capacity of the school in general if indicated in the school development plan. Training could be in-house, by observing in other schools, by attending courses or by individual support from specialists visiting the school.
<b>6</b>	Information on equipment and facilities to support SEN pupils and how this will be secured	Recently in school we have had pupils requiring various items of equipment, e.g. wheel chairs, walking frame, splints, specialist footwear, laptops, writing slopes, emergency medication, regular medication, magnifiers, hearing aids, specialist supportive seating, physiotherapy equipment, sensory screens, visual timetables, task management boards, cue cards etc. Much of the specialist equipment is provided through the physiotherapy or occupational therapy teams and from the physical or sensory support teams of the Local Authority. Many of our staff have had training in British Sign Language. The SENCO has a range of resources to support staff with pupils' individual needs and is able to access more information from other professionals who can visit the school to offer advice, assessments, training and to signpost other agencies.

7	Arrangements for consulting parents of pupils with SEN, and involving them in their education	Parent/carer involvement is vital in maximising potential. Formal parent evenings, telephone, or drop-in sessions happen for all pupils termly and the school has an open-door policy where staff will try to speak to parents whenever a need arises (although it is often better to arrange an appointment beforehand if possible so the discussion can have less distractions, or to prevent it disrupting the start of the school day). If the school has any concerns, a member of staff will invite parent/carers to discuss what could happen to support the pupil. Parents/carers will be consulted and informed by letter if the school recommends placing pupils on the Record of Need at School Support or are considering making a referral for external support. Parents are invited to contribute towards the IEPs by offering their views of progress, informing staff of any new concerns or sharing information that they want the school to be aware of. Any IEP suggestions can be amended to accommodate parent/carer's views. Parent/carers are strongly encouraged to support regular home reading, homework, additional tasks to support IEP targets, inform the school of any changes to the pupil or family's circumstances, carry out physiotherapy at home if required, attend meetings and take their children to any relevant appointments (e.g. hearing/vision tests, medical reviews etc.) and ensure the best school attendance possible. If parents would prefer to discuss their personal circumstances, they can do this with Mrs John our deputy head who leads attendance at the school. Please inform us if you require support with communication, e.g support reading and completing forms, interpreters, independent parental support (SENDIASS).
8	Arrangements for consulting pupils and involving them in their education	Pupil involvement is key. Children have individual discussions with the class teachers about progress towards their targets (in IEPs and class/subject targets). Where pupil strengths and interests can be developed, more progress is made. Personalised learning (previously called response marking) is expected across the school, either written or verbal. Pupils are invited to contribute to and attend the Reviews of EHCPs, TAC meetings or when external professionals are involved in their support.
9	Trustees/governing body arrangements for the treatment of parental/pupil complaints concerning the school's provision	In the first instance, complaints and queries should be discussed with the class teacher. It is often best to arrange an appointment to meet teaching staff at the end of the day. The SENCO can become involved at that stage. If the situation is still not resolved, complaints should be addressed to the Head of School and thereafter the Trust CEO. The local school governing body at St. Michael's have had responsibility delegated to them by the trustees of The Rainbow Multi-Academy Trust. The SENCO, Head of School or Chair of the local governing body can be contacted by telephoning or emailing the school office. The independent SENDIASS Service is available to all parents free of charge.
10	How trustees/ governing body involves other bodies (health, social care LA support services and voluntary organisations) in meeting their needs	Regular liaison is maintained with the many external agencies for pupils at "School Support" and with EHCPs. Recent involvement includes: SEND Advisor; Cognition and Learning Service, Autism Advisor; Teachers of the Deaf, Educational Psychologists; Social Care; Physical and Medical Disabilities and Sensory Support Services; Health Service, (e.g. Audiology, paediatricians, GPs, physiotherapists, occupational therapists, school nurses, continence specialists); Education Welfare Service; Special Education Department; SENDIASS; Speech and Language Therapists; Family Support Workers; Early Years Inclusion Service; Early Support and Early Help teams; Primary Mental Health Practitioners; CAMHS, Early Help Hub, Penhaligon's Friends, LA and independent advisors.
11	The contact details of support services for parents of SEN pupils	<b>The Cornwall Family Information Service</b> is an excellent starting place to find up to date information about hundreds of services and events for parents/carers, young people and children, whatever their needs. <a href="https://www.supportincornwall.org.uk/kb5/cornwall/directory/family.page?familychannel=0">https://www.supportincornwall.org.uk/kb5/cornwall/directory/family.page?familychannel=0</a> <b>Early Support</b> is an approach that works to ensure that services for disabled children are better coordinated, with a key working practitioner who can offer a single point of contact, coordination and support where families need it. This is especially useful when many professionals or agencies are involved with supporting a pupil <a href="https://www.supportincornwall.org.uk/kb5/cornwall/directory/service.page?id=qQhLNBMKFE8">https://www.supportincornwall.org.uk/kb5/cornwall/directory/service.page?id=qQhLNBMKFE8</a> <b>Cornwall's Special Educational Needs Disability Information Advice &amp; Support Service (SENDIASS)</b> is a statutory service delivered by Disability Cornwall and provides information, advice and support to disabled children and young people, and those with SEN, and their parents. The service is impartial, accessible and free and all staff are independently trained. 01736 751921 <a href="http://www.cornwallsendiass.org.uk">www.cornwallsendiass.org.uk</a>

		<p>Parents serving in HM Armed Forces can also access the <b>Children’s Education Advisory Service (CEAS)</b>, an information, advice and support service established specifically for Service parents. It covers any issue relating to their children’s education, including SEN.</p> <p><a href="https://www.gov.uk/guidance/childrens-education-advisory-service">https://www.gov.uk/guidance/childrens-education-advisory-service</a></p>
<b>12</b>	The school’s transition arrangements for SEN pupils	<p>Liaison is maintained with many schools and settings regarding transition issues. For pupils leaving St. Michael’s, the school has particularly close links to Helston Community College and Mullion Secondary School. Secondary school SENCOs are invited to Annual Reviews for pupils with EHCPs in Y5/6. A comprehensive transition programme is organised by Helston Community College, with additional tailored sessions for more vulnerable pupils. For pupils joining us in YR, our reception class team liaises with preschools, arrange visits to the various settings, run a 6-week induction programme for preschool pupils and parents. The school SENCO may contact the Early Years Inclusion Team and all of the local speech and language therapists to ascertain needs before pupils arrive. Where possible, school staff attend formal TAC meetings and discuss any special needs or concerns with parents before the pupils join the school so that provision can be put in place to avoid those children being put at a disadvantage. Records are requested from previous schools or settings and passed on when pupils leave. The SENCO and EYFS teachers work together with nurseries to ensure all needs of the children are met and discussed before they start St Michael’s</p>
<b>13</b>	Link to the authority’s local offer	<p>The Local Offer includes information about the support and provision that families can expect for children and young people with SEN and disabilities and covers support and provision for children and young people with and without an Education, Health and Care Plan. It is set out in one place, so families and professionals have access to the same information.</p> <p><a href="#">SEND Local Offer - Cornwall Council</a></p>