



ST. MICHAEL'S CE SCHOOL

SEND INFORMATION REPORT



Mission: *St. Michael's Church of England School, established upon Christian foundations and living out the Christian faith, is committed to providing every child with an excellent education.*

Vision: We serve our community through the values of humility, gentleness, and compassion, where every child can flourish academically, personally, and spiritually, guided by the wisdom and love of God.

Bible Verse: "...your inner self, the unfading beauty of a gentle and quiet spirit, which is of great worth in God's sight." **1 Peter 3:3-4 (NIV)**

Motto: *Working together for the Good of All*

School Values

Love - Serve - Grow

The following information gives an overview of the support we have in place at St. Michael's CE School and is intended to support parents in gaining a greater understanding of what we do and how we support the children at our school.

At St. Michael's we pride ourselves on being an 'inclusive school' where the children are the central point for all those who work here.

INCLUSION AT ST. MICHAEL'S CE SCHOOL

Where everyone is included and celebrated



All children at St. Michael's are welcomed and valued. We are committed to ensuring everyone achieves their full potential and we are extremely proud of the progress and attainment made by all children, including those with additional educational needs. We believe early and effective intervention is key to our additional provision and the whole school, with the dedicated support of

the Inclusion team, work to ensure specific needs are met and barriers to learning are removed so children make the best possible progress – academically, socially and emotionally.

OUR INCLUSION TEAM

Our Inclusion Team can be contacted via the school office on
020 8874 7786
inclusion@stmichaels.wandsworth.sch.uk

SENDCO
MRS JENNIFER CONSTABLE



DYSLEXIA TEACHING ASSISTANT & INCLUSION
ADMIN SUPPORT
MRS PIPPA JOHNSON



ELSA, NURTURE TEACHING ASSISTANT &
INCLUSION ADMIN SUPPORT
MRS MICHELLE GRIGG



Introductory statement:

At St. Michael's School, all pupils, regardless of their particular needs, are offered inclusive teaching, which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, emotional and mental health challenges or sensory and/or physical needs.

Wandsworth Schools:

As a school we work within the Wandsworth guidance on Provision for children with SEND in mainstream schools, which explains the ways pupils/children/students with different additional needs are provided for within the school. We also follow our 'Equality and Diversity Scheme' and adhere to our duties with regard to the 'Equalities Act'; we also have an 'Accessibility Plan'. Wandsworth have also produced a document called 'Ordinarily Available Provision' which refers to the support that all Wandsworth schools, should be able to provide for children including those with SEND from within their own resources - see link below

[Wandsworth FIS: Family Information Services](#)

[Ordinarily Available Provision](#)

How does the school decide whether a child has Additional Educational Needs and what extra help is required?	At St. Michael's we place great value on the input and partnership that parents and carers bring to their child's educational progress and development. Within the Inclusion Department we promote open communication and a strong home-school partnership, where staff, parents and pupils all contribute towards decisions about support. • We use the definition for AEN/SEN and for disability from the <u>SEN Code of Practice</u> (2014) • We use a variety of procedures for identifying additional needs. The Inclusion department meets termly with each teacher and concerns or needs will be identified through this meeting or where parents raise concerns through the class teacher. Targeted provision may be arranged in consultation with the Additional Educational Needs Coordinator (SENDCo) and outside agencies where appropriate. • Pre-School Start: If a child with SEND starts at St. Michael's, the teacher and SENDCo will work with parents and the previous school, nursery and professionals to put together a programme of provision and targets to meet the needs of the child prior to them starting their educational career at St. Michael's. The intention of this is to ensure that there is a smooth transition and continuity of provision. • In School Assessment: If a child is assessed in school as requiring additional support outside of Quality First Teaching for a specific area, the class teacher will consult with the SENDCo and place them onto their monitor list. A graduated approach will be followed, in consultation with the SENDCo, with advised strategies and interventions to support the child running on an 'assess', 'plan', 'do', 'review' cycle. Parents will be informed and consulted. • If there are concerns following at least two cycles of this type of intervention they will alert the SENDCo by completing a referral form which parents and the children will be involved with. • The SENDCo will then carry out observations and assessments to ascertain what additional and targeted support, if any, is required. If outside agency support is needed it will be communicated to the parents via a meeting and implementation of a SEND Plan will be discussed, at this point the child will go onto the SEND Support Register. • If teachers have concerns about pupil progress or attainment at St. Michael's, parents will be contacted to discuss these concerns so they can share their views and any additional support can be agreed. • Children are also consulted about their views on their learning, their targets and the support they receive. • St Michael's has a graduated approach to SEND: All children receive high quality teaching that is differentiated to meet the needs of all learners. This may include the provision of learning adaptations, differentiated classwork, adult support, small group or 1:1 sessions. Some children at this level will be on the teacher's monitor list so their progress can be carefully tracked and reviewed. • Class teachers and SENDCos regularly use the 'Ordinarily Available Provision' document to inform the reasonable steps that need to be taken in class for the child's additional needs. • If concerns continue or increase, then children may receive additional, time-limited and targeted interventions to accelerate their progress which will
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	help them work at age-related expectations. Teachers will consult with the SENDCo and outside agencies may be contacted to assist. • If there are still concerns, children will receive further interventions to accelerate their progress and enable them to achieve their potential, with outside agency support. At this point they will go onto the AEND/SEND Support Register and a AEND/SEND Plan will be discussed with parents. • Termly reviews of provisions and targets will happen with the class teacher, parents and SENDCo. • If progress is still not being made and a number of needs have been identified that are preventing the child from making progress further assistance is necessary and the school will complete an Education Health Care Needs Assessment to submit to the Local Authority. This will be reviewed and a decision to proceed made by the Local Authority. • If an EHCP is issued children will receive additional support from outside agencies, targeted interventions and support and may receive some 1:1 support from one of our teaching assistants. • Annual reviews will be conducted each year for children with an EHCP with changes made to long term targets and information on the original EHCP made during Years 2 and 5. Children who are under 5 will have reviews every 6 months.
How will the school assess and review my child's progress?	• Pupil Progress Meetings: At St. Michael's we hold Pupil Progress Meetings where the Headteacher, Senior Leadership Team (SLT), Class Teacher and SENDCo meet to discuss the progress and attainment of every child and identify any children we are concerned about. • Academic progress: This is reviewed and new provisions/focus groups put in place. This is also a platform for raising concerns in other areas, e.g. social and emotional wellbeing, difficulties with movement/handwriting etc... • If a child has an Education and Health Care Plan (EHCP) (this replaces the previously known 'Statement of Special Educational Needs'), this will be updated yearly at an Annual Review and will be discussed with parents, staff and external agencies who are involved in the support. • In addition the details and long term targets will be reviewed on this document during years 2 and 5. • If your child has other professionals involved, e.g. a Speech and Language Therapist, they may provide separate targets and reports for your child at the time of the review. Furthermore, if there is a need for a more 'holistic approach' with the advice and input of other agencies, a 'Team Around the Child' Meeting (TAC) will be convened. • Parents of children identified as having SEND will also be invited to an Inclusion parent consultation once a term, at which their progress and termly SEND Plan (detailing the additional support or interventions given) and targets will be discussed and agreed. This is also an opportunity to discuss additional support and help that may be available or that parents can give at home. • All plans and provisions are available for parents to view and comment on. Parents will be provided with details of how to access this from the Inclusion Department. • Assessment: Teachers are constantly assessing children against the age-related expectations of the National Curriculum (using an assessment management system called Insight). This ongoing assessment enables staff to quickly see if a child needs additional help or support and discussions are held as to where it can be accessed. Assessment and Testing

	• We do use more formal tests and assessments, but our day to day formative assessment of children's progress is key to identifying gaps in learning or any barriers to learning that children may be experiencing. • Transition: We are aware that some children join / transfer to our school and are already known to have additional needs. Parents and children are supported in this process and information is carefully gathered to ensure a smooth and informative process for everyone. Transition Information • If a child has been receiving high quality, inclusive and differentiated teaching alongside adaptations and interventions and they are still not making progress, the class teacher will speak to the parents and the SENDCo. The SENDCo may observe children in class to see how best they can be supported to help them overcome any barriers to learning. Information is then fed back to the teacher in order that they can plan accordingly to support. Inclusion • If your child has an EHCP, there will be termly progress meetings and an annual review which you will be invited to attend. During Years 2 and 5 the long term targets and information on the EHCP document will be reviewed in addition to short term targets during the Annual Review. • Inclusion Consultation Days: At St Michael's we hold 'Inclusion Consultation Days, where parents /carers are welcome to make an appointment with the SENDCo to discuss the progress to date. Prior to these meetings, pupils, class teachers and teaching assistants will have met with the SENCo in order to discuss progress and update SEND Plans. • The SEND plans are discussed and agreed following these discussions and progress to date is recorded. Further identified needs are agreed with the teachers, parents and pupils as well as provisions including interventions and adaptations.
What should I do if I think my child may have additional needs?	• Engagement with parents: At St. Michael's we have an open policy where parents/carers are able to communicate with class teachers via emails and also make appointments to discuss any concerns. The class teacher or the SENDCo will make themselves available to discuss any issues. A SENDCo Surgery is held every Wednesday between 8.30-9am each week. Parents are able to meet with the SENDCo during this time without needing an appointment.
How will the school support my child by adapting the curriculum?	• Adaptive Teaching: All teachers use adaptive teaching strategies to support children's access to learning and ensure they experience a level of challenge. Examples include adaptive equipment, adapting the learning environment, offering scaffolds, using flexible groupings and varying teaching styles and learning resources. • Differentiation of Tasks: All teachers endeavour to cater for different abilities within the class through differentiating tasks when needed to ensure children experience success in their learning. • Monitoring: The Senior Leadership Team (SLT), which includes the SENDCo, ensures that high quality teaching and learning is taking place across the school. Regular observations are carried out and feedback given. • Extra Adults: At St. Michael's we have allocated additional Teaching Assistants (TAs) support to reduce the pupil adult ratio and they work with different children to support their needs within lessons. • Interventions: Alongside the high quality, inclusive teaching, we offer a range of interventions and booster support for English (including reading, comprehension, phonics and handwriting) and Maths to support children and meet their specific needs. These interventions can be with either the class teacher, specialist SEND teacher, a Teaching Assistant or a member of the SLT.

	• Reasonable Adjustments: Children with SEND will be provided with reasonable adjustments (such as auxiliary aids) to remove barriers to learning. We have a range of books to support pupils with dyslexia and include 'high interest, low reading ability' books to encourage children to extend their pleasure and interest in reading. • Specific Individual Support: If a child requires a more detailed plan of support, for example, if they have an Education Health Care Plan (EHCP) or more complex needs, the SENDCo, in partnership with the parents/carers and teachers, will plan clear targets and strategies for supporting the children to achieve their targets. • Details of our interventions can be found, categorised by area of need on the following web tab: Inclusion
Who will oversee, plan and work with children and parents? Extra bullet point	• The class teacher has overall responsibility for the children's learning and progress. The class teacher works closely with other staff who are supporting your child to achieve their targets. • The school's SENDCo oversees all SEND children and works closely with the class teachers and TAs to help support the children so that they can make progress and are included within the class setting.
How often will my child receive additional support?	• The amount of support that your child receives depends on their needs and the school's resources. The amount of support that SEND children receive will be outlined on their SEN Plan/Provision Map. • A child may have a more detailed plan of support if they have an Education Health Care Plan (EHCP) or more complex needs. Where appropriate, this plan will outline the amount of support the child will receive. • Details of our interventions can be found, categorised by area of need on the following web tab. Inclusion
Who will explain to me what is happening for my child and how will I know how they are doing?	• Consultation Meetings: All children on the SEND register have termly targets set during Consultation Meetings with the SENDCo and class teacher – these are shared with children and parents and as where applicable these targets will outline additional support the child is receiving to help them reach their targets. • Parent Teacher Consultations: The child's teacher will meet with parents/carers to discuss their child's progress each term. A report is sent out at the end of each term, and information is shared regarding progress that has been made and the impact of additional support. Meetings are held in the Autumn Term to discuss settling into the new academic year, in the Spring term to discuss progress and support and Summer Term to review progress over the whole year. • Home School Communication: Occasionally, it has been found helpful to provide a home/school communication book to ensure that there is a clear understanding of behaviour consequences and rewards in school and to encourage parents to provide an insight into strengths and difficulties at home. • If, despite support and high-quality teaching, the school continues to have concerns about a child's progress, the school may need to request external support or help from the Local Authority (LA). Parental permission will be sought and meetings arranged with external agencies, the SENDCo and the class teacher to gather parental / carer views and to discuss ways to further support the child. A key example of this would be the school's Educational Psychologist. • Annual Review Meetings: For all children with an EHCP (Education Health Care Plan) there will also be an Annual Review Meeting with the parent/carers, SENDCo, and class teacher. All professionals who have had any input with the child will also be invited to the meeting. The EHCP document will be reviewed in

	Years 2 and 5 to refresh any strengths and needs, review long term targets in addition to the annual review paperwork and short term targets.
How will my child be involved and consulted?	• Pupil Voice: At St. Michael's pupil voice is well embedded across the school and we actively promote all children being engaged and aware of their targets. Pupils also have direct input into their learning. • Pupil Profiles: These are reviewed each year. These are completed with the children and identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and aspirations for the future. They complete these with teachers, support staff or the Inclusion team - whomever the child feels most comfortable speaking to. This information will often be used to help set targets against their aspirations, needs and strengths. • Annual Reviews: Children with EHCPs will take part in their annual review to show their strengths and discuss their targets each year.
How will the curriculum be matched to my child's needs?	• The Learning Environment: St. Michael's prides itself on providing a stimulating, exciting and creative curriculum that engages all children, whatever their needs and we expect high quality teaching for all children. • As a school we firmly believe active, engaging and inclusive learning is the key to success. • Flexible Grouping: Children work independently, in pairs and in groups. They work in mixed ability groups and in groups with children of a similar ability depending on the task and objective of the lesson. Working in these different ways can support and extend children's learning and enable children with differing skills and abilities to access the curriculum. • Adaptations: All of our teachers endeavour to cater for different abilities within the class making adaptations and differentiating learning where appropriate, using a variety of teaching styles and resources. The SLT ensures that high quality teaching and learning is taking place across the school. • Adult support: Additional support from the Teaching Assistants (TAs) is provided, where needed, and they work with different children to support their needs within lessons. • Intervention Support: Alongside high quality, inclusive teaching we offer a range of interventions and booster support (e.g. English - reading and comprehension), Phonics, handwriting and Maths) to support children and meet their needs. These interventions can be with the Class Teacher or a Teaching Assistant or a member of the SLT or the Inclusion team. • Reasonable Adjustments: St Michael's use the 'Ordinarily Available Provision' document issued by Wandsworth to ensure reasonable adjustments are made within classrooms for children with SEND. • All children will join in with physical activity with adaptations made as and when is necessary. • The school will also make environmental adaptations for learners with Autism/sensory needs. These are used when needed, for example: a quiet working table area, a tilted writing ledge, seating wedge, and move 'n' sit cushions, • Visual Timetables: The school has a policy for all classes to display the visual timetable for the day and a consistent format is used across the school. Some children may require their own visual timetable or now/next board and these are provided as needed.

	• Equipment: General equipment is used/bought in where needed. ICT equipment and software is purchased to meet the needs of different learners and ICT is used as a preferred method of recording where appropriate. • Access Arrangements: The school takes into account access arrangements for examinations and this is made in response to guidelines for assessing children with SEND. • Throughout the school we have installed Soundfield systems for children with hearing impairment and it is school policy that these are used in all classrooms. • Larger text font is available for children with visual impairment. • For children with dyslexia or dyslexic tendencies, we have an extensive range of support. These include structured reading schemes, dyslexia friendly fonts and colour, a wide selection of books which are high interest but lower reading age, structured reading and spelling programmes. Cognition and Learning • There is a lift in school for children with physical difficulties. • Children on the SEND register will be offered extra time in assessments according to their need and where it is recommended by specialist assessment.
What will you do if my child has medical needs?	• Medical Information: Prior to starting at St. Michael's parents have to complete enrollment forms which will include any identified medical needs about the child. • Specialised Training: Once in receipt of the information, a meeting will be arranged with the relevant member of staff to discuss the child's medical needs and any training implications for staff. • Medical Care Plans: A meeting will be arranged with the relevant agencies and we will draft and implement a Medical Care Plan. This will be shared with the relevant staff to ensure that they know what to do in an emergency. Furthermore, as a school we will make sure that we have all the necessary equipment. • Children with medical needs are well catered for at St. Michael's. Where appropriate we liaise with the medical team, or School Medical Services, as well as the Hospital Tuition and Home Tuition Services.
What should I do if I am unhappy with my child's support or progress?	• Complaints: In the first instance discussions should be had with the Class Teacher, the SENDCo and/ or the Headteacher. Where there are more serious concerns, please see the Complaints Procedure which is available from the school or on the website link below. The Chair of the Board of Governors can be contacted via the school office. Complaints Procedure
How we support children with their English and Maths development.	• Adult Support: In addition to Quality First Curriculum Implementation, all Key Stage 1 classes have a Teaching Assistant (TA) and in Key Stage 2 Teaching Assistants are assigned in the mornings for English and Maths. These TAs are highly trained to support children in class as well as provide additional, specific support where necessary. • TAs work with children individually or in small groups to achieve specific English or Maths targets and help ensure they are working at age related expectations. • St Michael's is a Dyslexia friendly school: We have a specialist Dyslexia Teacher Assistant who works individually with children who have a diagnosis of dyslexia. • A range of resources are provided to support children with Dyslexia. Some examples include: reading rulers, text printed on the appropriate coloured paper and a range of Dyslexia friendly books.

	• As a school, we use an agreed Dyslexia friendly font across the school, on all displays, when sharing text in lessons and on all google slides. • We also have a variety of specific interventions for Reading, Writing and Maths development. • Reading Volunteers: We also have trained reading volunteers and local reading volunteers who work with specific children on their reading accuracy and comprehension, and who are invited to relevant staff training in school. • Dyscalculia: Children with Dyscalculia are supported in a range of ways. They have access to pre-teach sessions to prepare them for the content of specific sessions, according to their need. Children are supported with a range of concrete mathematical resources and pictorial representations. Learning is broken down into small steps and understanding is regularly checked. Learning is then reviewed.
How we support children with Speech, Language and Communication needs:	• Our Speech and Language Therapist, devises programmes, sets and reviews targets and carries out training. The Speech and Language Therapist is available to work with those who have an identified need and is in school regularly. • A Speech and Language Assistant visits the school for half a day each week to screen and support children and work with staff. • Trained support staff will work alongside our Speech and Language Therapist and the Assistant Therapist to ensure weekly practise and development of skills for all children with identified needs.
What support will there be for a child's overall well-being?	• Mental Health and Wellbeing Leads: St. Michael's puts great emphasis on the emotional happiness and wellbeing of our pupils. Our SENDCo is also the school Mental Health and Wellbeing Lead and oversees wellbeing and support for pupils, staff, governors and parents. • We have trained mental health first aiders who offer support and guidance across the school community. • Safeguarding and Child Protection: All staff are aware and understand that this is of paramount importance along with the welfare of the pupils is the responsibility of all staff and they have read, acknowledged and understood Part 1 of the Department for Education statutory publication: Keeping Children Safe In Education (KCSiE). Safeguarding • The Designated Member of Staff for Safeguarding is the Headteacher and there are also supporting deputy designated leaders. Safeguarding The names are in the Safeguarding Designated Staff posters displayed in all classrooms, groups rooms, offices and communal areas around the school and at the school entrance for all to see. • The schools are compliant with all Safeguarding & Child Protection requirements and all related policies are in place and can be found on our website. • Ethos: Our Christian school ethos is underpinned by our high standards of teaching and excellent pastoral and nurturing care whereby the 'whole child' is educated. We firmly believe that children can only learn effectively if they are free from anxiety and are feeling happy and confident. • Curriculum: Personal Social Health Education (PSHE) is a regular and important part of the curriculum and provides a safe environment for children to consider and discuss issues.

	• Worship, assemblies and RE also provide daily opportunities for pupils' reflection and discussion. • For children who may be having difficulties, we are able to offer various support and interventions, including ELSAs (Emotional Literacy Support Assistants), 1:1 SEMH support, and/ or group support, such as 'Circle of Friends' and 'Playground Champions.' • Playground Support: We have Playground Champions in the playground to offer peer support to children who may be having difficulties. • The 'Listening Post' is available to all children to share any worries, anxieties or difficulties they are having with a member of staff, who will either deal with the issue or refer it to a buddy. Younger children have the opportunity to self refer to the teacher through an in class identification system which is completely confidential. • In class Support: We have worry boxes available in each KS1 class and in Early Years. These are for children to put their name in to let the teacher know they need to talk. The Listening Post is used by KS2 children if they have anything they want to talk about in class or in the playground. All children can use the Listening post as mentioned above. • Children can also self refer through standing on the red dot outside the Inclusion Office. • Children are assured that all adults are available to speak to them about any worries, difficulties or problems they may be having. • As a school we ensure that interventions and booster support is used for children who may find it harder to express or deal with their emotions, for example with the use of SEMH support and social stories. We also have the Zones of Regulation system available to all children to help identify emotion and tools to help deal with it and be 'ready to learn'. • Relevant staff have been trained to support the medical needs of all children, including those with allergies and Medical Care Plans which are drafted where appropriate. We are supported by the School's Health Service and have a team of nurses who work with the school. • All classes have regular Personal, Social and Health Education (PSHE) sessions to support development and understanding. Where there are children with specific needs, adaptations to the content are made and support given along with the advice from the Inclusion Team, • Education and Wellbeing Service: We are part of the Wandsworth Education and Wellbeing Service who work with parents and carers of children who are experiencing anxiety, fears and worries. They also support parents and carers whose children are experiencing common emotional and behavioural challenges. • Attendance and punctuality are monitored carefully and issues are addressed to ensure that any negative issues do not impact upon the overall learning. Social Emotional Mental Health
How do you promote positive behaviour?	• School Ethos: Our whole school ethos is geared towards positive behaviour and we have a Behaviour Policy.

	• We have agreed a child friendly behaviour policy with the school council and this is regularly referred to and promoted across the school. • We have behaviour programmes that we use with specific children as necessary as well as 1:1 support where needed. • We have a close relationship with the Pupil Referral Unit (PRU) and refer children for support with more complex behaviour or social difficulties. Behaviour
What specialist service and expertise are available or accessed by the school?	• Specialist Services: At St. Michael's we can access a range of external services. These include: - Speech and Language Therapy - Occupational Therapy, - Physiotherapy - Educational Psychology Services - Pediatrician - ADHD clinic - Child and Adolescent Mental Health Service (CAMHS) - Behaviour and Learning Support Service - Wandsworth Education and Wellbeing Service - Moderate Learning difficulties Team - Sensory and PD outreach services/Hearing impaired outreach service - Wandsworth Autistic Advisory Service (WAAS) - Adolescent Mental Health Service; and the Behaviour and Learning Services - Visual Impairment and Hearing Impairment Services and access loans of Braille Books. - Other therapies are part of the Local Offer if they are needed - Children's Services and the School Nurse attend TAC meetings when necessary - Where appropriate we have Team Around Child (TAC) meetings so all the agencies as well as the child's parents can meet to discuss concerns and to coordinate support.
What training will the staff supporting children with SEND have had or receive?	• Staff Professional Training: As a school we ensure that all staff have ongoing and regular training, support and advice from specialist agencies. • If a child has an Educational Health Care Plan (EHCP) the SENDCo will endeavour to access training for staff to enable them to work with and support a child effectively. • Staff receive training from outside agencies e.g. from the Educational Psychology Service, Wandsworth Autism Advisory Service (WAAS) and our OT service. • We also ensure that staff work closely with any external agencies that are involved with a child (see list above) to ensure their needs are met. • The Headteacher has achieved a national postgraduate qualification in additional educational needs (NASENCo Award). • The SENDCo has had specific training in a wide range of SEND training, she also receives termly updates and training from Wandsworth. • Teaching and support staff, have access to training in the following areas: - Autism Spectrum Disorder (ASD), - Dyslexia, - Attachment, - ADHD

	- Behaviour, - Safeguarding and Safer-handling. - Selective Mutism - Sensory Processing - Zones of Regulation - emotional regulation program - Sensory circuits - Trauma Informed practice • We arrange regular training from outside agencies and from Wandsworth, including: - Speech and Language, - Occupational Therapy • Inclusion is a key priority in all staff meeting discussions. • The SENDCo is also regularly allocated staff meetings and training days in order to organise training for staff and there is a regular training programme for support staff. • All new staff at St. Michael's receive induction from the SENDCo and Inclusion team. • Teaching and support staff are given specific training on areas of 'SEND' as required. • St. Michael's School was the first school in Wandsworth to be awarded their Dyslexia Friendly School. In October 2018, for the 2nd consecutive time, the school was recognised and highly commended for the excellent work it does to support pupils with dyslexia.
How will children be included in activities outside the classroom, including school trips?	• Inclusion: Inclusion to all activities is of paramount importance and we ensure as a school no child is excluded from any activity. Risk assessments and provisions are implemented to ensure, where as much as possible inclusion is in place. • All children are invited to clubs after school as long as they are age appropriate. Adaptations will be made as and if appropriate. • School trips are accessible to all with the necessary risk assessments made beforehand, to ensure all children remain safe and where appropriate, a TA will accompany a child on a 1:1 basis along with the parent/carer who may be invited to accompany a trip if a child has more complex needs. • A first aider always goes on class trips and risk assessments are carried out and the schools proforma is completed prior to the educational visit to ensure the health and safety of all pupils. These are checked and approved by the Headteacher and reviewed by the Chair of Governors in line with the schools and LA legislation. These may include reasonable adjustments or support for individuals where they have more specific needs.
How accessible is the school environment?	• Accessibility: St. Michael's is a 2-floor building where accessibility is in place. The school has a lift to ensure access to the second floor, ramp access and disabled toilets throughout the school. All areas of the school are accessible. • Our whole school environment is accessible. We endeavour to remove any barriers to learning to enable pupils with 'SEND' to fully access the school and curriculum. • Exam access arrangements are sought where needed. • Please see our Accessibility Policy

How will the school prepare and support a child to join the school?	• Transition into School: Transition into St. Michael's is planned to ensure that the children become familiar with the school environment early on. Children who join our school at the start of Reception have a 1:1 school visit with the teacher and TA, and staggered start to school. • Paperwork including information about the child's SEND is passed on from their previous setting or school. If there is prior information before starting about a child with an EHCP, the school will join the final annual review in their previous setting. • For children who join the school part way through the year, they will be offered a visit before starting school and are given a buddy to assist in settling in. • End of Year Transition: We have an end of year 'Move Up Day' for children and staff. When moving classes in school, teachers and the Inclusion Team liaise with each other to ensure a smooth transition for everybody. Arrangements will be made where required for visits to the classroom and teachers prior to move up day. • Pupil Passports are given to each child on the SEND register to ensure a smooth transition from one year group to the next. These included photographs of the classroom staff and the classroom environment. These are taken home for the child to refer to and review with their parents/ carers before their start date.
How will the school prepare and support a child when transferring to a new school or the next stage of education or life?	• Transition to Key Stage 3: At St. Michael's we have a very comprehensive transition support programme in place both for the parent and child. Secondary Transfer • The school holds annual meetings for parents about the secondary transfer process and the school has a comprehensive tab on the school website outlining the procedures. • The SENDCo takes part in the Local Authority Primary Secondary transfer day to ensure secondary schools have details of children's SEND. • There are transition visits to most secondary schools. For a child with an EHCP, the Inclusion Manager liaises closely with the secondary school towards the end of Year 6 and organises additional support to aid transition. • PSHE lessons in Year 6 explore the transition to Year 7. • The secondary school SENDCo is invited, where possible, to the Year 6 annual review. • Transition within school from one year to another involves class teachers exchanging information prior to the end of the Summer term. In the Summer Term, class teachers spend time with the new teacher and pass on information about all pupils, their needs and their targets. Furthermore, the SENDCo meets with most secondary SENDCos to discuss all children who have an EHCP or who have SEND support. Transition Information •
How are the school's resources allocated and matched to children's additional educational needs?	• Inclusion Budget: The SLT and Board of Governors monitor our finances closely. • The SENDCo monitors the impact of interventions closely to ensure value for money and reports back to the SLT on a termly basis. • As a school we adhere to and follow the SEND Code of Practice and guidance in an EHCP when using resources to support children with SEND.

	For children without an EHCP, we use LA advice e.g. Learning Support or EP to decide on use of resources or through discussions with parents and school staff. It is reviewed termly. We also use our resources to support the aims and ethos of our Christian school as well as the needs of individual children.
How is the decision made about the type and amount of support a child will receive?	Support Programme: At St. Michael's each pupil's needs are examined on an individual basis. Initial support is through specific strategies carried out by the class teachers. However, we do use regular observations, assessments and discussions in relation to the child's needs and match to the resources that we have access to.
Who can parents contact for further information or raise concerns?	Parent and School Partnership: We believe that the partnership between home and school is extremely important in order for a child to reach their potential. The first point of contact is the child's class teacher. Parents are also welcome to speak to the SENDCo or the Headteacher. Reporting Concerns: We have clear procedures in place for the school if parents have any concerns. - In the first instance we would encourage parents/carers to arrange to meet with the Class Teacher. - If parents/ carers are still unhappy, then they are encouraged to make an appointment to discuss the issue with the SENDCo or Headteacher. - If the concerns are still not addressed then parents/ carers are directed to the Chair of the Board of Governors in writing.
How does the school listen to and consult pupils' views?	Pupil Voice: Pupil voice is an integral and well-embedded part of school life at St. Michael's. Pupils are involved in setting their targets during the drafting of SEND plans. They are involved in the review process of these. - We have a well-established School Council and each class from Year 1 – 6 has two Class Council Reps who report back to the School Council. - Pupil voice is used when making a response to their work and response to the teachers marking comments. Verbal feedback gives children regular opportunities to discuss their understanding and progress. - There are established channels, which enable the children to seek support, for example the Listening Post and assemblies, are used to ensure that children understand that there are trusted adults in the school that they can talk to if they have a concern, worry or idea. - Children on the SEND register are aware of their termly targets and are encouraged to self-review against their targets. They are also asked about their views on their strengths and the areas in which they feel they would like to develop and the support they would like to receive. - Children with EHCPs are also asked more formally about their views about their learning, their targets and the support and interventions they are given by a member of the Inclusion Team for their annual review. Pupil Voice
How do Governors monitor attainment and progress of pupils with SEND, ensuring their needs are being met by the school?	Inclusion Governor: We have an assigned Link Inclusion Governor who meets with the SENDCo on a termly basis to discuss SEND and observe interventions. Reporting to Governors: SEND progress data is reported to and discussed with the Governors via the Headteacher Report. It should be noted that no names are given and all reports are anonymous.

Where can I go for further advice and support?

- **Additional External Advice and Support:** The Inclusion Team are available to parents to offer advice, support and guidance. They will also 'signpost' parents/carers to the relevant agency. Some of which are listed below:
- **Wandsworth Information, Advice and Support Service (WIASS)**
(Information Advice Support Service for parents/carers of children with SEN/disability) provides an impartial and confidential service to all parents of children with SEND. Visit their website at <https://www.wandsworth.gov.uk/pps> or telephone 020 8871 8061
- **SEND Parent Carers in Wandsworth** works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website here:

[SEND Parents Carers in Wandsworth](#)
- **More information about the School Offer** of services and support for children and young people with additional needs and disabilities in Wandsworth can be found on:

SEND Local Offer www.wandsworth.gov.uk/localoffer

The information in this report is regularly reviewed to keep the information as up to date as possible. It is intended to give you clear, accurate and accessible information.

If you would like to comment on the content of the report /make suggestions to improve the information, please email: inclusion@stmichaels.wandsworth.sch.uk



“Working together for the good of all”

