



# SEN Information Report

## St Michael's Easthampstead CE Primary School

At St Michael's we are a community of active learners who **go above and beyond** in everything we do, equipping ourselves to make a difference in our own lives and in the lives of others.

<b>Policy Name</b>	SEN local offer
<b>Brief Description:</b>	This statement explains the school's offer to children with Special educational needs.
<b>Status: Statutory/non-statutory</b>	Statutory
<b>Other related policies and procedures:</b>	Equality Behaviour Policy SEND Policy Safeguarding and Child Protection Bracknell Forest Local Offer
<b>Approval level: HT/Governors/FGB</b>	FGB
<b>Approved by the Governing Board on:</b>	March 2026
<b>Frequency to be reviewed</b>	Annually
<b>Latest Date for Next Review:</b>	March 2027
<b>Version + Schedule of Amendments:</b>	Version 4
<b>Signed:</b>	Shaun Riordan
<b>Position:</b>	Headteacher
<b>Date of Signature:</b>	March 2026

# 1. Identification of additional or Special Educational Needs and Disabilities (SEND)

## 1.1 How does the setting identify children with additional needs or SEND?

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress, is seen as a significant factor in considering the need for SEND provision. The school will carry out a Graduated Approach for all children who may have SEND. As well as using:

- On-going teacher observations, assessments, experience
- Screening information e.g. dyslexia, dyscalculia, reading, spelling etc.
- Agency reports
- Parents/carers information and knowledge
- Previous schools and settings data

Pupil progress will be discussed each term at termly SEND meetings held by the SENCo and at Pupil Progress Meetings held by the Headteacher and Class Teacher. Pupil progress is recorded on the Insight Data Tracking system and also recorded, where necessary, using the Edukey system for children holding an Individual Support/ Development Plan (ISP/ IDP).

Progress by individual SEND pupils and various groups of SEND pupils can be monitored and analysed by the school's online tracking systems, Insight and Edukey. Where concerns are raised the SENCo will consider the need to bring in the support of outside professional agencies (e.g. Support for Learning SFL), Speech and Language Therapy (SALT) and designate relevant interventions to be implemented by the specific class and year group TA's as appropriate.

## 1.2 What should I do if I think my child has additional needs or SEND?

If you have concerns about your child's progress you should speak to your child's class teacher initially. As a result of this conversation, the SENCo may also become involved in planning the educational provision for your child.

### **Class teacher is responsible for:**

- Checking the progress of your child and identifying, planning and delivering any additional help your child may in the classroom and letting the SENCo know as necessary.

- Regular monitoring of pupil progress by class teacher and specific interventions planned as a result.
- Writing Individual Development Plans (IDP's) and Pupil Passports, and sharing and reviewing these with parents/carers once each term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Class teachers contributing to external agency forms.

**The SENCo is responsible for:**

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure that all children get a consistent, high-quality response to meeting their needs in school.

**Ensuring that you are:**

- involved in supporting your child's learning
- kept informed about the support your child is getting
- involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there is a record of your child's progress and needs.
- Providing specialist support for teachers and support staff so that children with SEND are reaching their full potential.

**The Headteacher is responsible for:**

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met.
- The Headteacher ensures that the Governing Body is kept up to date about any issues in the school relating to SEND.

**SEND Governor is responsible for:**

- Monitoring that the necessary support is made for any child who attends the school who has SEND.

## 2. Support for children with additional needs or SEND

### 2.1 If my child is identified as having an additional need, who will oversee and plan their educational programme?

The class teacher will ensure that quality first teaching allows excellent targeted classroom support and will plan the framework of their education programme through the use of individual targets. Targets will consider your child's individual needs and will focus on supporting your child through small personalised steps.

#### **For your child this would mean:**

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in the learning and that their needs are being met accordingly.
- Specific strategies (which may be suggested by the SENCo or outside agencies) are in place to support your child's learning.
- Thorough and rigorous assessment will ensure that the needs of the child are addressed and met.
- Possible engagement in group sessions with specific targets to help him/her to make more progress.
- Children with specific needs may need additional support to make progress.

Where progress and achievement continue to cause concern, the parents/carers will be informed and school support will be offered. The child will be placed as 'SEND Support' on the SEND register. The additional school provision for the pupil will be recorded as part of their Graduated Approach through the use of an Individual Development Plan (IDP). The IDP will consider your child's individual needs and will focus on supporting your child through small personalised steps and interventions as necessary.

School IDP's are reviewed every term and agreed by the parents/carers and pupils. Teaching Assistants are involved in working closely with children both in groups and within the daily classroom situation. The SENCo works with teachers to help target action and identify further developments. The SENCo is responsible for monitoring the effectiveness of the IDP and referrals.

Specified Individual support is usually provided via an Education, Health and Care Plan (EHCP). This means that your child will have been identified by the local authority as needing a particularly high level of individual or small group teaching.

## 2.2 How will I be informed/consulted about the ways in which my child is being supported?

You will have the opportunity to meet with your child's class teacher each term at a parent consultation meeting. If your child has an IDP you will also be invited for an IDP review meeting termly, including the SENCo.

If your child has an Education Health Care Plan (EHCP) or Statement, a review will be held annually to look at the progress made against your child's identified targets. All of the professionals involved in your child's care will be invited to attend this meeting.

In addition, should you have any concerns or questions throughout the year you are welcome to email or arrange a meeting with your child's class teacher or the school SENCo.

### **The school will:**

- Arrange meetings to discuss any additional support your child may receive with class teacher and/or SENCo
- Discuss with you any referrals to outside professionals to support your child's learning
- Hold two parents/carers evenings per academic year
- Write annual reports
- Carry out annual reviews if child has an EHCP
- Provide an IDP (if necessary) and offer termly meetings to discuss and review progress towards outcomes

## 2.3 How will the setting balance my child's need for support with developing their independence?

We will review termly how the interventions and support your child receives impacts on their progress. It is important to us that your child develops their independence and that they are prepared for the next phase in their education. This will be facilitated through a range of support methods (e.g. group, 1:1 support, in-class resources and peer support). We encourage all of our children to participate in extra-curricular activities in and outside of school.

## 2.4 How will the setting match/differentiate for my child's needs?

- The curriculum will be differentiated based on each individual child's need, taking in to account teacher assessments, advice from outside agencies, the need for small group or 1:1
- Class teachers will plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning need.
- Careful monitoring through assessments and teacher liaison meetings will help the school to make the curriculum suitable for your child's needs.
- We also buy in to external support from agencies such as the educational Psychology Service (EPS), Social, Emotional and mental health Team (SEMH Team), the Autism Service (ASSC), Speech and Language Therapy (SALT) and Support for Learning (SfL) who further help to advise and differentiate the learning for your child.
- Support can also be accessed via the Berkshire NHS Cypit (Child and young person's integrated therapies) website for services such as Occupational Therapy, Physiotherapy and Child and Adolescent Mental Health Service (CAMHS) Your child's IDP identifies activities that your child may need to practise.

## 2.5 What teaching strategies does the setting use for children with additional needs Or learning difficulties, including Autistic Spectrum Disorder (ASD), hearing impairment, visual impairment, speech and language difficulties and physical difficulties?

The teaching strategies have a multi-sensory approach. Every child is unique and has different needs even with similar diagnoses. The teaching strategies we use are tailored to the child's needs. These needs may also change across the child's school life; therefore, the teaching strategies used vary to support each individual child.

Where necessary, additional resources can be used to help support your child through a school day, such as:

- Differentiated activities
- Social stories
- Visual support including pictures, writing frames or word banks
- Visual timetables
- Now and Then cards
- ICT support
- Working walls
- Small steps with specific achievable objectives
- Multi-sensory approach to activities
- Any other strategies that are suggested by external professionals

Staff are advised by a variety of specialist services, as stated above.

## 2.6 Does the setting provide any additional staffing from its own budget for children with additional needs or SEND?

Our school benefits from highly skilled learning support assistants whose work is carefully planned to support the learning of all pupils, but with a particular focus on our most vulnerable learners. Where necessary, staff are provided with additional training to enable them to best meet the needs of such learners. The school also employs a SENCo to support children with identified needs who has further experience in supporting learners with additional needs. The strategic use of adult resources across the school is prioritised based on pupils' needs and regularly reviewed by the Senior Leadership Team.

## 2.7 What specific intervention programmes are offered by the setting for children with additional needs or SEND and are these delivered on a one-to-one basis or in small groups?

The school's provision for pupils with SEND is regularly reviewed and informed by pupils' areas of need and their progress against individual targets set and National Curriculum expectations. As such, the range of interventions used is constantly evolving in response.

The introduction of new interventions is always informed by prior evidence of impact, in other schools and/or in available research, and supported through staff training. The majority of children's learning and development needs are met through adjusted teaching and support strategies within the classroom informed, if necessary, by advice from specialist outside agencies.

Currently, the following interventions are available to pupils as appropriate:

- One to One and Small Group FFT Success for All Phonics – structured phonics teaching
- FFT Primary Phonics Tutoring – one to one phonic/ reading fluency development
- ABC to read –greater fluency and comprehension
- Fluency Bee – development number knowledge and calculation skills
- One to One and/or group Speech and Language Therapy (SALT)
- One to One and/or group Occupational and/or Physiotherapy Therapy (OT)
- Self Esteem Groups
- Colourful Semantics
- ELP (Emotional Literacy Programme)
- Social Skills and friendship development
- Precision Teaching
- Sensory Circuit
- Lunchtime Nurture
- Gross and Fine Motor Skill support

- Handwriting support
- Writing/ spelling support
- Lego Therapy

**(This is just a sample list, depending on the child's needs)**

## 2.8 What resources and equipment does the setting provide for children with additional needs?

The school seeks resources advice for individual children with SEND from professionals. Resources such as coloured overlays for reading, wobble cushions, pencils and pencil grips, coloured paper and books, slanted desks and ear defenders are available if your child is assessed as needing these. The school has resources and equipment found in a mainstream school. Parts of the school have limited access to pupils with physical disabilities due to staircases, although we do have a classroom with wheelchair access.

## 2.9: What special arrangements can be made for my child when taking examinations?

- Additional time
- Scribes
- Readers
- Quiet areas

# 3. My child's progress

## 3.1 How will the setting monitor my child's progress and how will I be involved in this?

All children's progress is reviewed formally every term in reading, writing, numeracy and science. This including those with SEND will be assessed on a termly basis and their progress carefully monitored. Progress is discussed termly at pupil progress meetings and with the SENCo and senior leadership team at Inclusion Meetings.

You and your child will have the opportunity at parent consultation meetings with your child's class teacher to contribute to your child's IDP.

If your child has an Educational Health Care Plan (EHCP) a review will be held annually to look at the progress made against the identified needs of your child. All of the professionals involved with your child's care will be invited to attend this meeting.

**Go above and beyond with Love:**  
Kindness, Honesty, Respect and Aspiration

### 3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?

Your child's IDP will be reviewed every term or sooner if necessary. The reviewed and new IDP can be discussed at parent consultation meetings where you and your child will be invited to contribute to these. This collaborative approach between school, parents/carers and pupils is considered essential at St Michael's Easthampstead CE Primary School.

### 3.3 In addition to the setting's normal reporting, what opportunities will there be for me to discuss my child's progress with setting staff?

Opportunity is provided at parent consultation meetings with your child's class teacher. Your child's IDP will be shared here and you and your child will be able to contribute to this.

The SENCo is part time and available to see parents/carers on the days she works.

If your child has an (EHCP) a review will be scheduled annually to look at the progress made against the identified needs of your child. All of the professionals involved with your child's care will be invited to attend this meeting.

If you would like to discuss your child's progress further, please book an appointment with your child's class teacher.

### 3.4 What arrangements does the setting have for regular home to school contact?

When appropriate, there will be various strategies for regular contact to be set up, for example through a daily contact book, weekly phone calls home or Dojo messages.

### 3.5 How can I support my child's learning?

Parents/carers are issued copies of their child's IDP, either digitally or on paper if requested, which includes reasonable adjustments made to their learning.

Please follow the advice given and the class home learning. There are many useful links on the school's website which you may use to support your child's learning further.

### 3.6 Does the setting offer any help for parents/carers to enable them to support their child's learning etc training or learning events?

The school provides regular coffee mornings/ drop-in sessions and family learning mornings, when possible. These may have a specific SEND and/or Pupil Premium focus. You will receive invitations and information about these from the school and can find further details on the school's website.

We also facilitate meetings between specialist support services and parents/carers if and when necessary.

### 3.7 How will my child's views be sought about the help they are getting and the progress they are making?

St Michael's Easthampstead classroom ethos expects and promotes the concept that pupils evaluate their learning and targets. If your child has an EHCP your child's views will be sought prior to their Annual Review through a child report.

### 3.8 How does the setting assess the overall effectiveness of its SEN provision and how can parents/carers take part in this evaluation?

The overall effectiveness of SEND provision across the school is assessed in a variety of ways. The SENCo meets regularly with intervention TAs to discuss the progress of children in the intervention groups. There are termly pupil progress meetings with the SENCo, class teacher and head teacher to assess each child's progress and review the need for interventions.

Termly progress meetings also look at the effectiveness and impact of SEND provision. IDP's are compared to actual outcomes at the end of each term and look at the progress each child is making towards their targets, their targets are then reviewed and updated. This information is used to inform future provision and ensure effective use of resources.

You will have an opportunity to contribute to your child's IDP during termly consultations. The SENCo also reports to the Governing body where SEND provision is evaluated.

## 4. Support for my child's overall well being

### 4.1 How does the setting support children's social and emotional development?

Children with identified needs are supported through specific social intervention groups provided by specialist staff. In addition, advice from professionals may be sought from eg SFL (Support For Learning), SEMH (Social Emotional Mental Health Support Team); ASS (Autism Service Support); CAMHS (Child and adolescent mental health service) or the Educational Psychologist, so that specific interventions can be provided for your child either

with the whole class setting or in a small group or 1:1 basis, as necessary.

#### 4.2 How does the setting support children who find it difficult to conform to the setting's normal behavioural expectations?

Where necessary an adapted or individual support plan can be provided for children. Our staff are Trauma Informed trained. We also take advice from SEMH Team, if necessary.

#### 4.3 What medical support is available in the setting for children with additional needs or SEND?

We have qualified First Aiders on site at all times, one of whom is a paediatric trained first aider for our Foundation stage children. Care plans are agreed with parents/carers and medical advice received. These are shared relevant school staff who will be administering medications. These are put into place for children with additional medical needs. Please see our medications policy.

#### 4.4 How does the setting manage the administration of medicine?

The school follows the administration of medicines policy, which is in line with the local authority's guidelines. We will risk assess and ensure that the child's safety is paramount.

#### 4.5 How does the setting provide help with personal care where this is needed, for example, help with toileting, eating, etc?

We have adopted the Bracknell Forest Changing Policy. If a child has personal care needs, we would consult with the child's parents/carers/social services to produce a Personal Care Plan to ensure adequate provision for that child. In agreement with the school and local authority a carefully selected member of staff will provide support for your child's needs.

### 5. Specialist services and expertise available at or accessed by the setting

#### 5.1 Are there any specialist staff working at the setting and if so, what are their qualifications?

If a need is identified, we have access to the following services. This is based on the needs of the child e.g. attainment & progress.

- CAMHS
- MHST (Mental Health Support Team)
- Occupational Therapists
- Behaviour Support Specialists
- Speech and Language Therapists
- ASS - Autism Support Service
- EP - Educational Psychology Service
- SFL- Support for Learning Service
- Social, Emotional and Mental Health (SEMH Team)
- Sensory Consortium for pupils with visual or hearing needs

Available for both parents/carers and professionals to access information:  
Children and Young People's Integrated Therapies (CYPIT) Toolkits  
(<https://cypf.berkshirehealthcare.nhs.uk/>)

The school will buy in specialist staff as required to support the needs of identified children to support learning.

5.2 Does the setting use any support services, for example, learning support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers, etc?

We will have all of the above to advise and support the school as and when required. In the first instance, speak to SENCo who will advise next steps and make referrals as necessary.

5.3 What should I do if I think my child needs to be seen by one of these professionals?

As a first point of call, speak to your child's class teacher who will review your request as per our SEND policy.

## 6. Training

6.1 What SEND training is provided for practitioners with the Primary

setting?

All school staff are aware of the procedures they need to follow when working with SEND children. A variety of appropriate and relevant training is given to meet the needs of all children, including those with SEND. Regular updates in regards to specific SEND is revisited on a regular basis with the support of the SENCo.

All teachers deliver Quality First Teaching to differentiate the needs of all children in their class.

## 6.2 Do any practitioners have specific qualifications in additional needs or SEND?

Staff members are given opportunities to attend courses and training to further develop their knowledge and understanding of areas of SEND. Some TAs have been trained in particular areas where they are delivering specific interventions e.g. SfL (Support for Learning) and SALT. The SENCo attends regular SENCo Forum sessions where updates and training are provided.

## 7. Activities outside the setting including trips

### 7.1 How do you ensure children with additional needs or SEND can be included in all activities and trips?

Activities and trips are an important part of all children's education. We would make a risk assessment for any children with SEND to ensure that we have the appropriate safeguards in place. Discussions with parents/carers will also help us to ensure SEND children can be included in activities and trips.

### 7.2 How do you involve parent/carers in planning the support required for their child to take part in activities and trips?

We value the parent/carers involvement in planning the support required for their children to take part in activities and trips. Parents/carers will be sent letters and asked to return permission slips for their children to attend activities and trips. Where necessary, the class teacher and SENCo will discuss the needs of SEND children with parents/carers to ensure appropriate support is provided for children to participate in activities and trips.

## 8. How accessible is the setting environment?

### 8.1 How accessible is the building for children with mobility difficulties/wheelchair users?

Our building pre-dates the DDA (Disability Discrimination Act). However, we have made substantial efforts to improve access to our site and enable those with mobility difficulties and wheelchair users to access areas of the building. They may, however, need to do so from the outside via ramps.

The school reviews its Health and Safety audit on a regular basis and makes reasonable adjustments as and when deemed necessary.

The school's admissions arrangements for pupils with SEND follow the Local Authority's admissions policy. Pupils with SEND are admitted in line with the same criteria as all other pupils, in accordance with the Equality Act 2010.

### 8.2 Have there been improvements made to the auditory and visual environment?

We are able to print work in large print for visually impaired students. If there are any specific needs we will look at modifying the environment at that point in time. The Sensory Consortium visits our children with auditory and visual impairments and advises the school on adjustments that can be made to support these children.

### 8.3 Are there accessible changing and toilet facilities?

We do have accessible toilets in parts of the school. We do not have changing facilities currently within the school.

### 8.4 How does the setting communicate with parents/carers who have a disability?

We would endeavour to communicate in whichever means is accessible to the parent/carer. For example: Calling, writing to or texting parents/carers.

Parents/carers have the opportunity to contribute to their child's IDP during termly parent consultation meetings.

If your child had an EHCP a review will be held annually to look at the progress made against the identified needs of your child.

## 8.5 How does the setting communicate with parents/carers whose first language is not English?

Where possible, the school will ask for translators to be present at meetings with parents/carers. The school accesses names of interpreters from Bracknell Forest Council (BFC). The Local Authority (BFC) also provides a number of educational leaflets and advice in various language formats (please visit <http://www.bracknell-forest.gov.uk/languages> for further details.) We would endeavour to communicate in whichever means is accessible to the parent/carer, for example writing to or texting hearing-impaired parents/carers.

## 9. Preparing my child to join the setting or to transfer to a new school

### 9.1 What preparation will there be for both the setting and my child before he or she starts?

- Liaison with current pre-school or setting and visits to meet the child in that familiar setting
- Planned transition programmes which will include visits into school for the family
- Photos
- Booklets with team information
- Meetings with the family and specialist services involved with them
- SENCo to attend TAFs, annual reviews etc if appropriate
- Slow/staggered introduction to the school environment.

### 9.2 How will my child be prepared to move on the next stage?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

#### **If your child is moving to another school:**

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

#### **When moving classes in school:**

- Information will be passed on to the new class teacher in advance and a planning

meeting will take place with the new teacher. All School SEND IDP's will be shared with the new teacher.

- If your child requires additional support moving on then this will be provided for them.
- Next teacher to see child in current class.
- Parents/carers introduced to teachers / TAs as appropriate.

#### **In Year 6:**

- The SENCo will support any children requiring additional visits.
- Vulnerable transition days are arranged with all secondary setting for pupils who may find transition more of a challenge.

### 9.3 How will you support a new setting or school to prepare for my child?

Transition meetings are held between current and new class teachers to ensure that information and advice is passed on to your child's new teacher. You can also request to meet with your child's new teacher if you feel this will be beneficial.

If your child is moving to a new educational setting, advising the school of this transition, as soon as possible will help the school in passing on any information/advice to your child's new school. The school SENCO will be able to liaise with the new school/setting's SENCO to ensure a transition plan is in place for your child.

### 9.4 What information will be provided to my child's new setting or school?

Your child's IDP and SEND file will be provided to your child's new setting/school along with the normal information that will move with a child eg school books, school reports, current attainment levels and assessment records.

## 10. Discussing concerns about my child

### 10.1 Who should I contact if I am considering registering for a place at the setting?

Please contact the school office: 01344 420878 or via email: [secretary@stmicheast.co.uk](mailto:secretary@stmicheast.co.uk)

### 10.2 Who would be my first point of contact if I want to discuss

## something about my child?

Your child's class teacher will be the first person to discuss any issues you may have. You can contact the school office using the details above or email to arrange a meeting with the class teacher.

### 10.3 Who can I talk to if I am worried?

Your child's class teacher would be the first point of call.

You can also arrange meetings and discuss your concerns with:

- SENCo
- Deputy Headteacher
- Headteacher

### 10.4 What arrangements does the setting have for feedback from parents/carers, including compliments and complaints?

- The school keeps a record of all feedback from parents/carers. This includes evidence of actions carried out as a result of feedback
- The SENCo has regular meetings with parents/carers
- Feedback by annual Parent Questionnaire
- Contact SENCo, Deputy Headteacher, Headteacher or Governing body to deal with complaints.

Please put any suggestions in the suggestion box in the school office and use our complaints procedure stated in the SEND policy.