

St Michael's School Information Report – Nov 2022

St. Michael's is a happy school where the pupils and staff share many special moments together building a lifetime love for learning. It is filled with imagination, nurture, enthusiasm, creativity, risk taking and challenge with our core Christian values of Honesty, Respect and Love weaving their way throughout all that we do.

We believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education.

	Communication and interaction	Cognition and learning	Social, mental and emotional health	Sensory and/or physical
How does St Michael's School know if my child needs extra help?	<p>Children with every type of need are supported at our school and we make our best efforts to ensure that every child in our school makes good progress and is well prepared for adulthood. We identify extra help by:</p> <ul style="list-style-type: none"> • identification through class teacher, teaching assistant, parent concern • concerns discussed at progress meetings on termly basis • boost with intervention to see if works • use GRSS form to inform potential areas of difficulty and suggested strategies • review and evaluate provision according to need and then contact other agencies if necessary 			
What should I do if I think my child may have a special educational need or disability?	<ul style="list-style-type: none"> • contact class teacher • discuss any concerns at parents evenings • teacher, parents and SENCO meet to discuss ways forward 			
How will I know how St Michael's School supports my child?	<p>We try to work closely with all our parents to ensure that all pupils are happy and make progress. Working in partnership with parents with children with SEN is even more important. We do the following things:</p> <ul style="list-style-type: none"> • Communicate regularly through three extended parents meetings a year (approximately 30 minutes each) with the class teacher. 			

<p>How will I know how my child is doing?</p> <p>How will I be involved in discussions about and planning for my child's education?</p>	<ul style="list-style-type: none"> • One of these meetings is in term 6 and involves SENCO, teachers and parents working together to identify and agree long term outcomes for the child and the strategies and interventions set up in school to help them achieve them. A follow up meeting in Term 1 with their new teacher supports transition. • Progress towards outcomes is reviewed at parent meetings. • Open door policy encouraged so regular discussions on progress can be had • Annual report outlines attitude to learning and attainment gained compared to age-related expectations • Hold an annual review for any child with an Education and Health Care Plan.
<p>How will the curriculum be matched to my child's needs?</p>	<p>Teachers are responsible and accountable for the progress and development of the pupils within their class including where pupils access support from teaching assistants or specialist staff.</p> <ul style="list-style-type: none"> • The class teacher will deliver high quality teaching that is differentiated and personalised so that the individual needs are met and adapted when necessary. • Specific resources and strategies will be used to support every child individually and in groups. • The class teacher will use appropriate assessments to set outcomes which are challenging but achievable. • The class teacher will plan lessons to ensure that there are no barriers to every pupil achieving. • Class teachers will give learners choice and control.
<p>How will you help me to support my child's learning?</p>	<p>Parents will support their child at home in order to work in partnership with the school. The following opportunities will be given for parents to enhance learning at home:</p> <ul style="list-style-type: none"> • Give parents advice on resources to use at home • Give access to individual support to further parents knowledge and understanding of teaching methods when necessary and appropriate • At parents evenings or additional individual meetings teachers give advice on how to support children further at home • Parents receive agency reports which often include support materials for home use
<p>What support will there be for my child's overall well-being?</p>	<p>The school promotes a positive behaviour ethos as outlined in our Behaviour Policy.</p> <p>The school also teaches children strategies to help them socially and emotionally in the following lessons:</p> <ul style="list-style-type: none"> • Weekly PSHE lessons using the Jigsaw Scheme of Work • Collective worship • ELSA interventions to support children's social and emotional development in small group sessions delivered by a trained TA • Forest ELSA: support children's social and emotional development in small group sessions delivered by a trained

	<p>TA in the woods</p> <ul style="list-style-type: none"> Forest Schools: children develop the strength and resilience needed to cope with emotional difficulties. <p>The 'Daily Run' provides daily physical exercise which has known benefits for positive mental health.</p> <p>We have a variety of lunchtime activities so that children can relax and unwind in their free time: quiet indoor activities, Play Pod, adventure playground and a large field which is open all year (children wear wellies). We are working with OPAL – Outdoor Play and Learning – to evaluate and further enhance the play opportunities we provide our children.</p> <p>The school gives many opportunities for children to participate in after school enrichment.</p> <p>The school gives all children equal opportunities to participate in all activities via the pupil premium money.</p>			
What specialist services and expertise are available at or accessed by the school?	<ul style="list-style-type: none"> SSENS support Speech and language therapy Behaviour support Education Psychologist Emotional literacy support assistant – ELSA Wiltshire Autism Assessment Service 	<ul style="list-style-type: none"> SSENS support Education Psychologist 	<ul style="list-style-type: none"> Behaviour support Education Psychologist CAMHS Counselling Social care School Nurse Emotional literacy support assistant (ELSA) Forest School Play Therapy 	<ul style="list-style-type: none"> SSENS support School nurse Physical Therapy
What training are the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> Autism training Social Stories Training Speech and language therapy training 	<ul style="list-style-type: none"> Paired Reading Catch Up Reading Wesford Precision Teaching Letters and Sounds Dyslexia intervention training Numicon training 	<ul style="list-style-type: none"> ELSA training and ongoing support Attachment disorder training Team Teach (positive handling strategies) Mental Health First Aid Counselling training for ELSAs Forest School training Five-to-Thrive training OPAL training 	<ul style="list-style-type: none"> Sign language (Makaton) Teaching children with Downs Fine motor skills: Fizzy Gross motor skills; SPARKS & Fizzy Manual handling Medication training (Epipen, Buccol, oxygen)

How will my child be included in activities outside the classroom, including school trips?	<p>Activities and school trips are available to all, see Equalities Policy.</p> <p>Risk assessments and procedures are in place to enable all children to participate.</p> <p>If it is deemed that a child needs one-to-one support then resources and appropriate provision will be allocated.</p>
How accessible is the school environment?	<p>The school environment is suited to all children, see Disability and Accessibility Plan</p>
How will the school prepare and support my child when joining St Michael's School or transferring to a new school or post-16 provision?	<p>Before any child moves to our school we try and find out as much about them as possible to help them settle in quickly. All our new children have the opportunity to come and visit the school and spend a trial day in their new class so they know the expectations, meet their peers and to understand the daily routine.</p> <p>Once we know that a child has SEN we will meet with parents to decide on the desired outcomes we are all working towards and develop a plan to support each child to achieve these aims. A copy of this plan will be shared with parents as soon as possible after the meeting. If needed some plans may detail a 'transition plan' to help a child settle into the school easily and happily. This transition should only take a short amount of time and will be decided upon during the initial meeting.</p> <p>Whenever a child moves to another school we always pass on school records to the new school.</p> <p>If a child has SEN we also:</p> <ul style="list-style-type: none"> • Pass on SEN records to the new school including SEN support plans or EHC Plans • Liaise with the SENCO/Headteacher or class teacher of the new school to clarify any information necessary • If needed we can include ways to support a child move to a new school through their SEN support plan or EHC Plans. For example, extra visits to the school or transition work in preparation for move; maps or photographs of the new school or working on a new one page profile for the new school • If possible we invite the new school to the last annual review of a child with an EHC Plan and a transition plan can be set up as part of this meeting. • A transition meeting is convened for any child with an EHC Plan at the end of Year 5 ready for Year 6 moving into secondary education.
How are the school's resources allocated and matched to children's special educational needs?	<p>The school has a delegated budget for children with special education needs and this is used for providing effective provision for individual children. The school will allocate resources and deploy members of staff according to need. The resources will be reviewed and evaluated during the parent meetings, three times a year, and modified to ensure the</p>

How is the decision made about how much/what support my child will receive?	effective support is maintained to maximise the learning and progress for individuals. Tracking progress on a regular basis will ensure the provision matches the need.
Who can I contact for further information?	<p>If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with the SENCO, Miss Karen Mearns</p> <p>St Michael's Church of England Primary School Back Lane Aldbourn Marlborough Wiltshire SN8 2BP Tel: 01672 540434 Email: admin@stmichaelsaldbourne.co.uk</p>
How do I make a complaint about SEND provision	<p>Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher and/or the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.</p> <p>Formal complaints about SEND provision in our school should be made to the Headteacher. They will be handled in line with the school's Complaints Policy on the school's website.</p>
What other support is available?	<p>Wiltshire Local Offer - http://www.wiltshire.gov.uk/local-offer The Local Offer provides information and guidance on services for children and young people, aged 0-25, with Special Educational Needs or Disabilities (SEND). The website contains information about education, health, social care, preparing for adulthood and leisure.</p> <p>Parent/Carer Forums and Advice Details of the following services can be found at: http://www.wiltshire.gov.uk/local-offer-primary-advice-support</p> <ul style="list-style-type: none"> • Wiltshire Parent Carer Council (WPCC) • Wiltshire Independent Support and Advice – Wiltshire SENDIASS