

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) INFORMATION REPORT

Date	Review Date	Coordinator	Nominated Governor
February 2026	February 2027	K. Mearns	L. Osborne

Introduction

At St Michael's Church of England Primary School, we are committed to ensuring that every child achieves their full potential. Our core Christian values of Honesty, Respect and Love underpin all that we do.

We believe in providing every possible opportunity to develop the full potential of all children. All pupils have the right to a broad and balanced curriculum, including extra-curricular activities where appropriate and full access to the National Curriculum.

This report outlines how we implement our policy for pupils with Special Educational Needs and Disabilities (SEND) in accordance with the Children and Families Act 2014 and the SEND Code of Practice (2015).

The Kinds of SEND That Are Provided For

We support pupils across the four broad areas of need:

- Communication and Interaction, Including Speech, Language and Communication Needs (SLCN) and Autism Spectrum Condition (ASC).
- Cognition and Learning, Including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Specific Learning Difficulties such as dyslexia, dyscalculia and dyspraxia.
- Social, Emotional and Mental Health Difficulties (SEMH), Including attachment needs, anxiety, behavioural needs and emotional regulation difficulties.
- Sensory and/or Physical Needs, Including hearing impairment, visual impairment and physical disabilities.

Admissions

St Michael's Church of England Primary School admits pupils with SEND in line with the school's admissions policy. No pupil will be refused admission on the grounds of SEND. All children are welcomed and supported to access the full curriculum from the first day.

Identifying Children with SEND

We follow the graduated approach of:

Assess – Plan – Do – Review

Identification may arise from:

- Class teacher assessment and observation
- Teaching assistant feedback
- Parent concerns
- Termly progress meetings
- Use of the Graduated Response Support Scheme (GRSS)
- Screening tools and assessments

Where a child is identified as requiring SEN Support, parents are informed and involved in planning next steps. The purpose of identification is to determine the action the school needs to take — not to fit a child into a category.

Most pupils with SEND are supported at the SEN Support level, where needs are met within school. A small number of pupils with significant or complex needs may require an Education, Health and Care Plan (EHCP), which is assessed and issued by the Local Authority to secure statutory support.

Consulting and Involving Parents

We work in close partnership with parents and carers.

We provide:

- Three extended parent meetings annually (approximately 30 minutes each)
- Regular communication via our open-door policy
- Annual reports outlining attainment and attitudes to learning
- Annual Reviews for pupils with an Education, Health and Care Plan (EHCP)

Parents receive copies of agency reports and are fully involved in planning and reviewing support.

Consulting and Involving Pupils

We recognise the importance of pupil voice. Pupils with SEND are involved in:

- Contributing to one-page profiles where appropriate
- Sharing their views as part of review meetings
- Reflecting on what helps them learn best

Their views are considered when planning support and evaluating its effectiveness.

Assessing and Reviewing Progress

The progress of pupils with SEND is monitored through:

- Ongoing teacher assessment
- Termly pupil progress meetings
- Review of intervention impact
- Provision mapping
- Annual Review meetings for pupils with EHCPs

Provision is adapted where progress is not as expected.

Our Approach to Teaching Pupils with SEND

Teachers are responsible and accountable for the progress and development of all pupils in their class.

High Quality Teaching includes:

- Differentiated and personalised learning
- Adaptive teaching strategies
- Scaffolded tasks
- Flexible grouping
- Alternative recording methods (e.g., laptop use, dictation)
- Appropriate use of assistive technology

Additional interventions are implemented where necessary and are time-limited, targeted and regularly reviewed.

We promote independence, resilience and self-advocacy to prepare pupils for the next stage of education and for later life.

Adaptations to the Curriculum and Learning Environment

We make reasonable adjustments to ensure accessibility, including:

- Adapted resources/environments
- Modified timetables
- Risk assessments for educational visits
- Accessibility adjustments in line with our Accessibility Plan

All pupils are entitled to participate in extra-curricular activities. Where required, additional support is allocated.

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The school's Accessibility Plan is available on the website and sets out further arrangements to ensure that pupils with disabilities can fully access learning, the school environment and extra-curricular activities.

Support for Emotional and Social Development

We promote wellbeing through:

- A positive behaviour ethos
- Weekly PSHE lessons (Jigsaw Scheme)
- Collective Worship
- ELSA interventions
- Forest ELSA
- Forest School
- Daily Run
- OPAL (Outdoor Play and Learning) programme

We also work with CAMHS, social care and counselling services where appropriate.

Specialist Services and External Support

We may access support from:

- Specialist SEN Service
- Behaviour Support Service
- Educational Psychology Service
- Speech and Language Therapy
- Wiltshire Autism Assessment Service
- CAMHS
- School Nurse
- Integrated Therapies
- Play Therapy

Referrals are made in partnership with parents.

Staff Expertise and Training

Our SENCo holds the National Award for SEN Coordination.

Staff receive ongoing professional development to ensure they can meet the needs of pupils with SEND. Training includes Autism awareness (Level 2 for some TAs), ELSA, speech and language strategies, literacy interventions, attachment and trauma-informed practice, Team Teach, Makaton signing, and Mental Health First Aid.

In addition to training, staff are experienced in delivering evidence-informed interventions and programmes such as Precision Teaching, Catch Up Reading, Numicon, LEGO Therapy, Forest School, OPAL, and SPARKS/Fizzy motor skills programmes

Training needs are reviewed regularly and aligned with current pupil needs.

Transitions

We support transitions by:

- Offering visits and transition days
- Meeting parents before entry
- Sharing SEN records with receiving schools
- Providing enhanced transition for pupils with SEND
- Holding Year 5 transition meetings for pupils with EHCPs
- Inviting secondary settings to Annual Reviews where possible

Resource Allocation

The school receives a delegated SEND budget. Resources are allocated based on:

- Level of need

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- Evidence from assessment
- Progress data
- Advice from external professionals

Provision is reviewed termly to ensure resources are used effectively. Pupils with EHCPs receive provision in line with their statutory plan, including any additional top-up funding.

Evaluating the Effectiveness of SEND Provision

We review SEND provision at a whole-school level through:

- Analysis of pupil progress data and attainment trends
- Monitoring the impact of targeted interventions
- SENCo review of provision and staff practice
- Feedback from parents and pupils
- Oversight by the SEND Governor and Governing Body

The Governing Body has a statutory duty to ensure arrangements are in place to support pupils with SEND. The SEND Governor meets termly with the SENCo and reports findings to the Full Governing Body to monitor provision, progress and compliance with statutory requirements.

Complaints

Concerns about SEND provision should be raised in the first instance with:

1. The class teacher
2. The SENCo
3. The Headteacher

If concerns remain unresolved, parents may follow the school's formal complaints procedure.

Parents also have the right to:

- Contact Wiltshire SENDIASS
- Access disagreement resolution or mediation
- Make a disability discrimination claim to the First-tier SEND Tribunal

Details are available on the Wiltshire Local Offer website.

The Local Offer

Wiltshire Council's Local Offer provides information about services for children and young people aged 0–25 with SEND:

<http://www.wiltshire.gov.uk/local-offer>

SENDIASS support is available via:

<https://family-action.org.uk/services/wiltshire-sendiass/>

Contact Details

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This SEND Information Report is reviewed annually by the Governing Body to ensure compliance with statutory requirements and that it accurately reflects current provision. The next review is scheduled for February 2027.