BELIEVE. ASPIRE. SUCCEED.

As Jesus welcomes and values children, we at St Michael's aspire to welcome and value all members of our community. We believe that this welcome and value provides opportunities for all to succeed. Matthew 18: v.2-5

SEND Information Report

This report was written by	A Jones October 2015
Review Cycle:	Annually
This Report was subsequently reviewed by:	B Hicks September 2026
Next review Date	September 2027

1. What should I do if I think my child has special educational needs and or a disability (send)?

- Initially concerns should be discussed with your Child's Class Teacher.
- If you have further concerns or would like to discuss any points further then contact Mrs B Louth, who is the SENDCo.

2. How will the school respond to my concern?

- We will listen to your concerns and discuss with you our observations.
- The class teacher together with the child and their Parents/Carer will decide on a plan or action.
- A further meeting may then be arranged within a few weeks to discuss outcomes.
- If concerns still remain, the class teacher will complete a 'SEND Referral' to the Special Needs Co-ordinator (SenCo).
- If appropriate and agreed with you, your child may be placed on the Special Needs register.
- A plan will be put together with specific targets that will be shared with the child, parents and supporting adults.
- The plan will be reviewed termly.
- If concerns remain, advice may be sought from specialist outside agencies.

3. How will the school decide if my child needs extra support?

Decisions would be made based on both formal and informal methods including:

- Adult observations over a period of time (by for example, the class teacher, learning mentors, teaching assistants, midday supervisors, Head Teacher and SENCO)
- Monitoring progress, attainment and attendance data (collected and analysed every term)
- Pupil discussions – do they find something challenging? (this could be academic; communication; social, emotional or behavioral, physical)
- Parent discussions (as detailed in the section above)

4. What will school do to support my child?

All children are supported within the classroom through a graduated approach (Assess, Plan, Do and Review cycle) and this will continue for children identified with SEND, SMART targets will be set and the child's progress closely monitored by the class teacher, however the child may take part in specific interventions and receive support from Teaching Assistants, other teachers or specialist outside agencies.

Interventions for Children identified as having SEND may include:

- Specific Intervention groups for learning, personal, social and emotional development and physical development (including fine motor skills).

- Small group/individual support on individual targets, e.g. reading and spelling keywords, number recognition, basic number facts, sentence punctuation.

Examples of some of the interventions we have in school include:-

Cognition and Learning	Communication and Interaction	Social, emotional and mental health	Sensory or Physical needs
YARC Plus 1/Power of 2 RWI Phonics Toe by Toe IDL Precision Teaching	Wellcomm Time to talk Language for Thinking Socially Speaking Colourful Semantics 1st Call activities Lego Therapy Social Stories Programmes as advised by the speech and language team.	Opportunity to visit *The Warren* ELSA Drawing & Talking Sand therapy Pastoral Forest School Talk About Sensory Circuits Language for Behaviour and Emotions Dog Therapy Mindfulness Behaviour Support	Motor skills (scissor skills, strengthening exercises, handwriting) Write from the start First Move

5. Who will support my child in school?

Your Child will be supported by a varying number of people within school, these include

- Your Child's Class Teacher
- Teaching Assistants
- SENCo
- Pastoral Support Manager
- Learning Mentor
- ELSA (Emotional literacy support assistant)
- ELKLAN- Speech and language trained Teaching assistant
- Outside Agency Support eg. Specialist Teacher, Working together team
- Committee Member

6. What training and experience do staff have for the additional support of my child's needs?

Within school, staff have had training for:

- Safeguarding & Child Protection (Head Teacher, Pastoral Support manager, Pastoral Learning Mentor)
- Team Teach (behaviour management)
- Autism awareness Tier 1 and Tier 2
- Epipen
- ADHD
- Autism
- Pathological Demand Avoidance
- Anxiety
- Anger
- De-escalation techniques
- 5 Point Scale
- Unconditional Positive Regard
- PACE approach

We also have staff who have attended courses on Elkan Speech and Language, Paediatric first aid, Early Bird Plus (autism) and Autism Healthy Minds, Attachment, Emotional literacy (ELSA), Drawing and Talking Therapy FRIENDS Programme, Forest School and Precision Teaching. We also have staff trained in WELLCOMM, YARC and RWI Phonics interventions.

Our staff also have a wealth of experience in supporting children with autism, ADHD, attachment issues, Speech and Language issues, Dyslexia and fine and gross motor skill issues.

7. Who else might be involved in supporting my child?

We have strong links with a range of external agencies to support your child if needed, these include:

- Educational Psychologist
- Specialist Teaching Team (STT)
- BOSS –Behaviour outreach specialist support
- Working together Team (WTT)– Social Communication including Autism specialist Teacher
- Speech and Language Therapy Service
- Occupational Therapy
- Physiotherapist
- Sensory Impaired service
- Pupil reintegration team (PRT)
- Local Specialist Schools
- Ask SALL

If appropriate and referral criteria is met, we can make referrals to:

- Community Paediatrics
- Visual Processing Clinic
- Family support through an Early Help Assessment
- Child and Adolescent Mental Health Service (CAMHS)
- Healthy Minds
- Children and Young Person's Nursing Team

8. What support will there be for my child's emotional and social well-being?

Pastoral and Social Support:

- The school aims to create a 'Listening Ear' ethos to ensure that the child's voice is heard.
- Teachers, Teaching Assistants and Midday Supervisors build up strong relationships with children to support their emotional needs.
- The Pastoral Support Manager, Learning Mentors can provide guided support for those children whose emotional needs may create a barrier to their learning. (See website for further information)
- All child protection concerns will be recorded and reported to the designated safeguarding officer.

Medical Needs:

- If your child has specific medical needs then please contact either your child's class teacher or the SENDCo so appropriate plans can be put into action
- If needed, a 'care plan' can be written to inform all staff of the specifics of the condition and what should be done to support the needs of the child
- If your child requires ongoing medication, within school, please contact the school office to complete a medicine administration form

Support for behaviour (including attendance and exclusion):

- We have a clear behaviour policy which is adhered to by all staff (please visit the appropriate section on our school website for a copy)
- School staff may keep a behaviour log to monitor the behaviour.
- Should concerns arise, discussions with the Child, their Parents/Carers, Class Teacher and Pastoral Support Manager will determine the type of support that may be offered.
- Your Child may be referred to our Pastoral Support Manager, who can then offer support in school either within the classroom or The Burrow.
- If specific or repeated behavioural difficulties continue we will initiate support following the Lincolnshire ladder of Behavioural Intervention.
- If behaviour issues continue, advice may be sought from outside agencies and a multi-agency Pastoral Support Programme (PSP) meeting will be arranged to discuss next steps
- If concerns arise regarding your child's attendance at school, a school attendance meeting may be held.

9. How will my child be involved in the process and be able to contribute their views?
Your Child's views are extremely important and will be sought throughout the process.

Review Meetings ie. Learning Plan reviews, PSP reviews, multiagency meetings, Annual reviews.	Your child will be asked for their views regarding what is going well for them, what concerns they have and what their next steps are. If they feel comfortable they will attend part of the review meetings.
Continuity of staff	We will try to ensure, your child is supported by the same adults so they can develop an effective secure relationship.
On going recording of views	Your Child's views will be recorded throughout the interventions to judge their engagement and progress. This will inform future planning.

10. How will the curriculum be adapted/ tailored to suit my child's needs?

At Coningsby St Michael's we have high ambitions and expectations for all pupils.
If your child has a SEND then they will require support that is 'additional to and different from' the rest of the class. This does not mean that they need to be taught outside of the classroom, it simply means that teachers need to ensure they use a range of different personalised strategies to support the child's learning. These may include:

- Using ICT to record work
- Using ICT to support learning
- Using concrete apparatus
- Using talking partners (peer learning)

- Using Visual aids – dual coding using widgits
- Using different groupings of children for different lessons / tasks
- Using pre learning of vocabulary, tasks / topics
- Using scaffolding to support learning (such as modelling, worked examples)
- Flexible seating
- Reasonable adjustments made
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11. What opportunities will there be for me to discuss my child's achievement? How will I know how well my child is progressing?

Your child's class teacher is the most appropriate person to contact. They will always make themselves available to discuss any specific issues at an appropriate time. Please contact them, if necessary, to arrange a mutually convenient time. Other opportunities for feedback include:

- Review meetings
- Assessment or observation feedback
- Parent consultations
- General teacher feedback
- Home-school communication

12. How does the school know how well my child is doing?

We carefully track all of our children's progress every term through the use of data and through observations. If your child is not meeting their age-related expectations, we may use a range of assessment tools to help us pinpoint how best to support them, including:

- Age related expectations for an alternative year group
- EYFS Milestones
- Standardised assessments
- Assessment for learning – within the classroom, for example, using self-assessment against targets
- Individual targets – through a individual Learning Plan (ILP)
- LAAT Provision Pathways

These help to identify the areas to target and support with advice on how to move your child forward.

13. How will my child be included in activities outside the classroom, including school trips?

We frequently use educational visits, enrichment activities and residential trips (in Year 6) to enhance the learning in the classroom and extend pupils understanding of the wider world and cultural capital. We will always include your child on a visit, ensuring any specific needs they have are taken into account with our risk assessment. If you wish to support your child during a visit, please contact your class teacher. Dependent on the needs of your child, you may be asked to support them on an educational visit.

All children have an equal right to attend our extra-curricular clubs.

14. How accessible is the school environment?

To support your child in access the school facilities we have:

- Ramp access to the hall and outside areas
- A disabled toilet suite
- Access to ICT equipment (eg; i-pads)
- When English as an additional language (EAL), support with communication can be accessed.
- Quiet spaces around school
- SEND Hub

15. How will the school prepare and support my child to join the school?

We have strong links with our feeder nurseries and preschools, and to ensure a smooth transition we will :

- Visit nurseries/pre-schools to meet the children and attend review meetings
- Meet with parents and their child
- Receive and use relevant paperwork from the nursery
- Arrange visits to school before the children start school
- Arrange Parents meetings with the EYFS class teachers before the children start school

Transitions between year groups also involves:

- Sharing of information between class teachers (including paperwork, successful strategies)
- Class swap mornings, where your child will meet their new teacher
- Extra visits and a social story about the new class will be arranged if needed.

16. How will school prepare and support my child's transfer to secondary school?

We understand the transfer to secondary school can be a daunting time for everyone and maybe even more so if your child has SEND. We will support you and your child by:

- Providing a transition programme, if needed, in conjunction with the child and Parents/Carers
- Providing information about the needs of your child to their transferring school through face to face meetings, paperwork, emails, etc
- Organising additional visits to the school if required
- Inviting the SENCos from the secondary schools to come into school to meet with the pupils, and the SENCo.

17. How will I be involved in supporting my child?

In supporting your child we aim to work in partnership with Parents and Carers. Your view will regularly be sought and you will be given suggestions as to how you can help your child at home to support then with their work in school.

We often give parents:

- Games for developing memory, spellings and maths

- Useful websites and apps
- Strategies for reading, e.g. reading to your child, with your child, before they read to you
- Specific agency advice – could be games, organisational strategies (e.g. visual timetables), behaviour management strategies

Also Parents are always encouraged to support within school through:

- Donating spare time, e.g. to listen to readers
- Sharing your own talents, e.g. art, sports, career advice
- Sharing your knowledge of your child, e.g. through review meetings, parent consultations
- Joining us to celebrate success, e.g. Celebration Assemblies

18. Who do I contact if I am concerned that my child is not being supported or I have a complaint?

The first point of contact should be your Child's Class Teacher, however if your concerns still remain you should contact the SENCO or Head Teacher

We seek to promote an active partnership with parents/carers and to involve them fully at every stage. Most concerns and complaints can be resolved swiftly and satisfactorily. Complaints regarding a school's provision are resolved through our complaints process. Our complaints process is detailed in a document entitled 'Complaints Policy', this breaks down into each of the stages; Informal and Formal. This document can be found on our website, please see link below.

In line with the SEND CoP 2015 (4.7 & 4.30), if the complaint is regarding the Local Authorities local offer. Their process needs to be followed, which is different to our own. This can be found under the LA local offer complaints procedure, details of which can be found on the LA website.

19. How can I access support for myself and my family?

Useful organisations include

Organisation	Telephone	Website / Email
Lincolnshire County Council Family Services Directory		https://www.lincolnshire.gov.uk/send-local-offer
Lincolnshire Children's Services. Lincolnshire County Council.	01522 552222	
Liaise- send information advise and support in Lincolnshire	0800 195 1635	**Liaise@lincolnshire**.gov.uk. Liaise – What is Liaise? - Lincolnshire County Council
Lincolnshire Parent Carer Forum	0845 3311 310	https://www.lincspcf.org.uk/
PAACT (Autism Support)		paactsupport@hotmail.co.uk
Lincolnshire ADHD Support Group	01522 539939	https://lincsadhd.org/
Family Action	01522 69010	lincoln@family-action.org.uk
Lincolnshire Centre for Grief and Loss	01522 546168	
Tattershall Children's Centre	01526 343858	

The Lincolnshire County Council Local Offer can be found at:

https://www.lincolnshire.gov.uk/send-local-offer
This contains information regarding the SEN provision across the country.

20. Who can I contact for further information?

If you require any further help or support, please contact:

- Your child's class teacher as a first point of contact
- SENCo (Mrs Louth) or SENCO Assistant (Miss Loskot). Both can be contacted via: csmsenco@coningsby.laat.co.uk