



ST MICHAEL'S
C of E PRIMARY
HIGHGATE

School's Information Report:

How we support children with Special Educational Needs and Disabilities

Date of Issue:	March 2024
Renewal Date:	March 2026

To nurture and inspire our children to develop a love of learning in a supportive Christian community and become the best they can be.

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1. Introduction

St Michael's School, like all schools in Haringey, is committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEND).

Our expectation is that children and young people with SEND will receive an education that enables them to make the best possible progress so that they:

- achieve well
- have a joy of learning
- become confident, healthy individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Pupils, staff, parents and governors work together to achieve pleasure and excellence in all aspects of school life.

Type of School

St Michael's is a two-form entry mainstream primary school We have a nursery for children aged 3-4. Children start our Reception classes in the academic year they turn five.

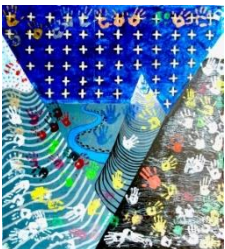
Our Vision

We believe our children's future is created every day.

Our Mission

To nurture and inspire our children to develop a love of learning in a supportive Christian community and become the best they can be.

Our Values



Endurance



Forgiveness



Koinonia



Creation



Friendship

2.What does SEND mean?

Special Educational Needs and Disabilities (SEND) is a term which describes children who find learning harder than others of the same age. This may be because of a learning difficulty or disability.

Some children have needs or disabilities that affect their ability to learn. Haringey defines the term special educational needs (SEN) as covering a broad spectrum of difficulty or disability and children may have wider ranging or specific difficulties. These may relate to physical development, visual or hearing impairment or difficulties related to speech and language communication, behaviour or learning.

3.The Special Educational Needs and Disabilities that are provided for

The purpose of identifying a need is to work out what we need to do next, and not to fit a child into a category. However, we would broadly consider SEND in 4 categories:

- **Communication and interaction**, for example, Autism Spectrum Conditions, speech and language difficulties
- **Cognition and learning**, for example, specific learning difficulties including dyslexia and dyspraxia; moderate learning difficulties
- **Social, emotional and mental health** difficulties, for example, attention deficit hyperactivity disorder (ADHD); difficulties in relationships with other pupils and adults which may reflect underlying mental health needs; attachment needs
- **Sensory and/or physical** needs, for example, visual impairments, hearing impairments, epilepsy, motor skills and coordination difficulties, cerebral palsy, physical disability and complex medical needs.

4. Identifying pupils with SEND and assessing their needs

Even with the best teaching some children continue to experience difficulties.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Does not match or is better than the child's previous rate of progress
- Does not close the attainment gap between the child and their peers
- Widens the attainment gap.

If a child's progress is at a slower rate, or their academic achievement is lower than expected, it doesn't automatically mean they will be identified as having Special Educational Needs and Disabilities (SEND). However, it could be a sign that they are facing various learning challenges or disabilities. Equally, if a child is keeping up with their peers academically, this does not necessarily mean they do not have any learning difficulties or disabilities. For instance, some children might be doing well in schoolwork but still need extra help with communication or social interactions. Learning challenges and disabilities can affect children of all abilities. If these challenges are not addressed, they might lead to frustration and present as disinterest, emotional issues, or difficulties with behaviour .

Significantly Below	Significantly below the Age Related Expectation <i>Accessing appropriate curriculum content</i>
Below	Below the Age Related Expectation <i>Unlikely to achieve the Expected Key Stage standard</i>
Just At	Just At the Age Related Expectation <i>Likely to achieve the Expected Key Stage standard</i>
Securely At	Securely At the Age Related Expectation <i>Firmly on track to achieve the Expected Key Stage standard</i>
Above	Above the Age Related Expectation <i>Likely to achieve the Higher Key Stage standard</i>
Significantly Above	Significantly above the Age Related Expectation <i>Firmly on track to achieve the Higher Key Stage standard</i>

Descriptor from Juniper Sonar progress tracker used by St. Michael's to track pupil progress

When deciding whether special educational provision (described as 'SEND Support') is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

When deciding whether special educational provision (described as 'SEND Support') is required, we will start with the desired outcomes. We will begin by looking at what we want the pupil to achieve. This includes the progress and goals we expect them to reach, as well as considering what you and your child think and want. We will use this information to determine what type of support is necessary. Sometimes, we can adapt what we already offer to meet your child's needs, other times we might need to provide something different, additional support for success.

5.Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and need

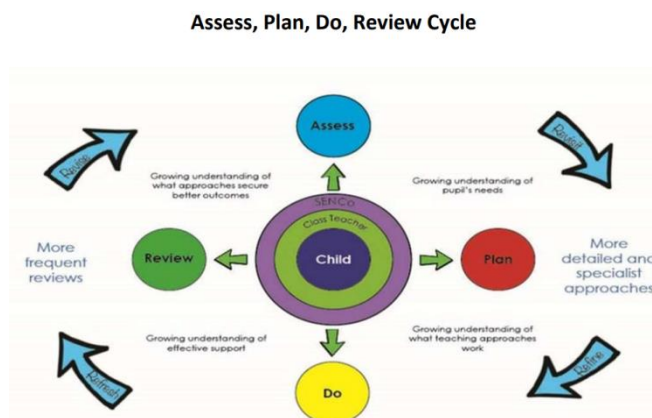
- We consider the parents'/carers' views and concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

Notes of these early discussions will be taken by the SENDCO and a copy given to their parents/carers.

For children with special educational needs, the class teacher and SENDCO will meet with parents each term and more often if necessary. For children with an Education and Healthcare Plan (EHCP) one of these will be an Annual Review meeting, where outside professionals involved with the child and a representative from the local authority may be invited.

6. Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**. Class teachers continually assess, plan and review their approach to ensuring that all children make progress.



Where a pupil is experiencing difficulties working at age-related expectations despite Wave 1 support (see below), teachers will first meet with parents and the Inclusion Leader to gather more information to inform teaching approaches and interventions.

7. Our approach to teaching pupils with SEND

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

There are 3 'Waves' of support:

- **Wave 1:** all class teachers provide inclusive, high-quality teaching for all children, differentiated to take account of individual learning needs.

Most children's needs can be met through high quality teaching and Wave 1 support. This may involve teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different pupils and a range of interventions normally

provided by the school. Any additional intervention or support works in conjunction with high quality teaching.

The SENDCO meets with all class teachers termly and works with staff to ensure that those pupils who may need additional or different support are identified at an early stage. In addition, the school uses assessment and tracking data to identify children in need of support.

- **Wave 2:** some children require time-limited targeted interventions in small groups in order to keep up with their peers and make expected progress.

These interventions may be delivered by the class teacher/HLTA/TA, overseen by the SENDCO, and may include: catch-up programmes for numeracy, reading or writing; intervention to meet speech and language needs, fine and gross motor needs including handwriting, and social, emotional and mental health needs.

We provide additional support through a variety of approaches and our core principle is doing *what is right for your child*. These include targeted literacy support in the classroom and in one to one and small group teaching sessions.

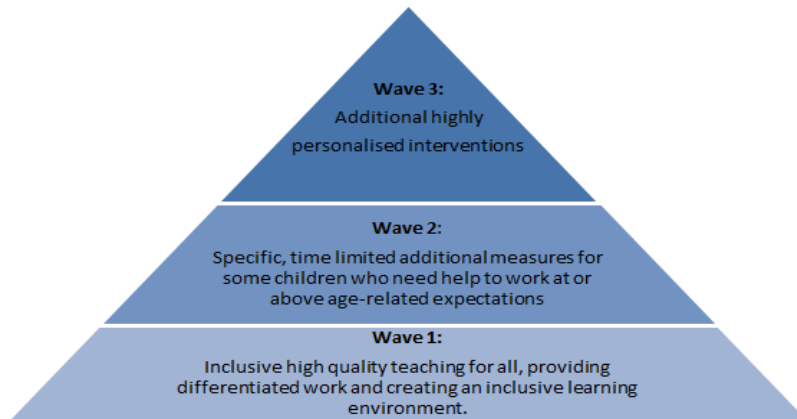
The class teacher, in consultation with parents/carers and the SENCO will develop a Provision Plan, setting outcomes for the pupil, agreed support and review date.

Some children may have their own Provision Plan. This Plan will be reviewed termly by the class teacher and parents, progress towards the outcomes recorded and next steps agreed. If a child has met their outcomes, the special educational provision can be ceased through joint agreement at the review meeting with the SENDCO.

- **Wave 3:** additional, highly personalised interventions for a small percentage of children with SEND identified through our on-going assessment process.

At Wave 3, the SENCO may ask outside professionals to provide advice, prepare a specific programme or provide direct input. This may involve:

- Intervention and support from specialist teachers of the hearing or visually impaired
- Visits from specialist teachers of pupils who have autism.
- Observation, consultation or assessment by an Educational Psychologist (EP)
- An assessment and follow up support from a Speech and Language Therapist (SALT)
- An assessment by a psychologist from the Child and Adolescent Mental Health Service (CAMHS)
- Assessment and advice from the Occupational Therapist (OT) or Physiotherapist
- Advice from other Health professionals.



All teachers and support staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

In the case of a very small number of pupils where there is still insufficient progress despite additional or different interventions and support being in place and reviewed over time, and advice and input from outside agencies, the school may apply, with parental consent, to the local authority of residence for a statutory assessment of their SEND. Pupils and parents will be fully involved and kept informed. The local authority may accept or reject an application for statutory assessment. Where the local authority agrees to formally assess a pupil's SEND, this may result in the Local Authority drawing up an Education, Health and Care Plan (EHC Plan). This may come with the allocation of additional funds to the school from the local authority to meet the child's needs.

When the progress of a pupil with an EHC Plan is broadly in line with local and national expectations and the support they receive is no longer necessary for them to continue to maintain progress, discussions will take place with other professionals involved and parents to consider asking the local authority to cease to maintain the EHC Plan.

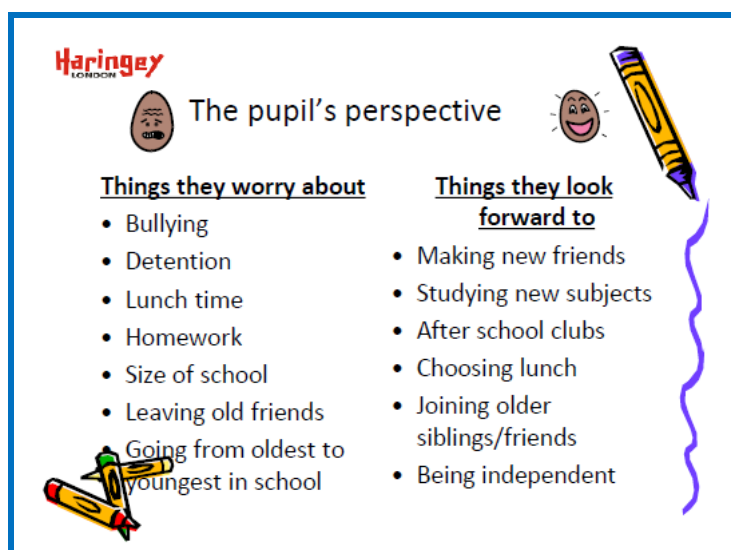
8. Supporting pupils moving between phases and preparing for adulthood

- The school places a great emphasis on sharing information and providing supported, positive transitions for all children moving to and from the school.
- When a child moves up to the next class, we organise handover meetings where teachers and support staff make sure that the new Class Teacher and TA have a clear understanding of the needs of all children. Provision Plans for children receiving SEND support are shared and discussed.
- We hold a 'Step up day' at the end of the summer term for children to spend the day with their new teacher.

Secondary transfer:

Our aim is for all children with SEND to be well equipped for transition to secondary school and for adult life.

- We have a secondary school information evening in the autumn term of Year 6 and offer all parents/carers a meeting to discuss transition with the SENDCO/Head of Key Stage 2. All pupils have induction sessions at their new school.
- We welcome visits from secondary school staff to get to know our children with SEND in the familiar setting of their primary school. We invite secondary SENDCOs to the Year 6 Annual Reviews of children who have an EHC Plan.
- We will share information with the secondary school or other setting the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this.
- We keep in touch with the secondary schools that our children with SEND attend, to provide any further support around transition and to hear about their progress.
- Children with autism take part in the ALL About Me programme, supported by the Haringey Autism Team, to promote understanding and secondary transfer.



9. Adaptations to the curriculum and learning environment

The St Michael's Senior Leadership Team, which includes the Inclusion Lead/SENDCo, work with teachers and support staff to provide effective teaching and support for children with SEND in a variety of ways. These include:

- carefully differentiated planning which ensures that all children are able to make progress;
- supporting the class teacher to take full responsibility for the learning and progress of all children

- using a wide variety of teaching approaches, including guiding learning through demonstration
- creating visually supportive, communication-friendly classrooms
- providing visual support material
- providing a stimulating, rich and interactive classroom environment
- using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding
- using our marking policy to make sure that children know how to improve their work
- providing additional adult support from well trained and well supervised Teaching Assistants
- making available specialist equipment and digital /assistive technology to support access and participation in learning.

10. Specialist Outside Services when extra help is needed

Sometimes a child will benefit from additional help and advice from specialists outside the school.

We have an Art Therapist spend a day at our school working with children and parents.

Other specialists working with the school include:

- Educational Psychologist
- Occupational Therapist
- Haringey Autism Team
- CAMHS
- Social Services
- School Nurse
- Visually-Impaired Service

Expertise and training of staff

Our SENDCo/Inclusion Lead, Andrea Batten chairs annual reviews, termly reviews and staff/class termly reviews and liaises with external professionals in terms of planning. Andrea is allocated three days a week to manage SEN provision.

Children are ably supported by teaching staff and teaching assistants (TAs), including higher level teaching assistants (HLTAs). They attend training sessions to develop their specialist knowledge, for example, about particular SENDs or

approaches, or individual medical needs. Teachers and support staff also undergo a rigorous performance management process where training needs are identified and supported by Senior Leaders.

11. How We Check That a Child Is Making Progress

We evaluate the effectiveness of provision for pupils with SEN through:

- Ongoing monitoring of progress towards agreed outcomes by the Class Teacher and SENDCo.
- Termly Reviews of pupils' individual progress towards their outcomes, with parents/carers, Class Teacher and SENDCo.
- Reviewing the impact of interventions after a determined time depending on type of intervention (weeks/ termly).
- Annual Reviews for pupils with EHC Plans.

Including pupils with SEND in activities available to those in the school who do not have SEND

Our school has many extra-curricular activities and clubs.

We aim to ensure that all pupils with SEND have the opportunity to engage in these activities alongside their peers.

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s) to Flatford Mill (Year 4) and PGL (Year 6).
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEND or disability.
- Parents and carers of children with SEND are always encouraged to visit the school in order to assess its suitability for their child's needs. You can view our Admissions Policy on our website.
- St Michael's is located on a large, multi-level site with a combination of old and new buildings that have internal staircases. Parents/carers of children with SEND are encouraged to speak to the Headteacher to discuss the reasonable adjustments the school can make to include their child. For information on accessing facilities, please also see our Accessibility Policy, which can be found on our website.

12. Who to Contact to Discuss a Concern?

At St Michael's we are responsive to any expressions of concern made by parents/carers and try to resolve concerns amicably. Parents who have a complaint about any aspect of SEND should initially contact the school office to make an appointment with the SENDCo, inclusion@stmichaelsn6.com. If the matter remains unresolved then an appointment should be made to see the Head teacher. Parents may also ask to contact the Governor responsible for SEND, Lisa Maguire.

Contact details of support services for parents of pupils with SEN

Haringey's SEND Information, Advice & Support Service (SENDIASS) for parents/carers of children with Special Educational Needs and disabilities is provided by Markfield. Information about the service and contact details can be found here: <https://markfield.org.uk/sendiaass/>

You can call their Reception (Open 9:30am – 5pm weekdays) 0208 800 4134
Or email: enquiries@markfield.org.uk

The Local Authority local offer

The local authority must publish information about SEND provision that is on offer for children and young people in the borough. To find out more about the range of services available in Haringey go to:
<https://www.haringey.gov.uk/children-and-families/local-offer>

[Local Offer jargon buster | Haringey Council](#)

13. Links with other documents

This SEND information report links to the following documents, available via our website:

- SEND Policy, <https://stmichaelsn6.com/policies/>
- St Michael's School Offer, <https://stmichaelsn6.com/policies/>

Date: March 2024 Review date 2026