



St Michael's Catholic School

SEN Information Report

October 2025



APPROVED BY: Mrs L. Baker

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NEXT REVIEW DATE DUE BY: July 2026

The Government has published a range of provisions to improve the quality and scope of support available to children and young people with Special Educational Needs and Disabilities (SEND), and their families (Children and Families Act 2014).

Included in these provisions is:

A requirement for local authorities to publish a "Local Offer" of services to disabled children and young people and those with special educational needs and disabilities (SEND).

A requirement for individual schools to publish a SEN Information Report to outline provision for children and young people with disabilities and special educational needs.

St Michael's Catholic School is committed to meeting the needs of pupils with special educational needs and staff use their 'best endeavours' (*SEN Code of Practice 2015* 6: 6.2) to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

We aspire to be a fully inclusive school and strive hard to ensure that all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). All students are valued, given a sense of worth and helped to develop confidence in their abilities and strengths throughout the range of their school experience. Support is provided for any student who requires additional or different provision to help them achieve success.

At St Michael's we believe in ambition, achievement and progress for all children. We undertake a rigorous system of monitoring children's progress, supporting academic achievement and personal achievement by removing barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

St Michael's School caters for students aged 3-18, across two campuses in High Wycombe (primary and secondary) and Aylesbury (secondary).

1. How does the school identify and organise support for children with special educational needs?

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice January 2015. We recognise that children with Special Educational Needs or Disabilities may be identified by parents, teachers, support staff, outside agencies or any person involved with the child.

Within our primary school, a student's needs may be identified by:

- Discussion with parents/carers or the child
- Information from previous nurseries or schools that the child has attended.
- Feedback and concerns from the class teacher
- Learning walks
- Impact of short-term interventions that form part of our 'Ordinarily Available Provision'
- EYFS baseline assessments, including the screening of speech and language needs through the 'Language Link' programme.
- Pupil progress meetings to discuss;
 - Progress in phonics. This will be based on the half-termly assessments through 'Essential Letters and Sounds' in Reception and Year 1
 - Progress in reading, writing and maths. This will be based on either termly summative assessment data (standardised scores) or regular formative assessment opportunities e.g spelling/maths score, accelerated reader data.
- Statutory assessment data – Phonics, Year 4 Multiplication Check and End of KS2
- Referrals from outside agencies.
- Liaison with outside agencies e.g. Educational Psychologist, Occupational Therapists, Speech and Language Therapist, Various Specialist Teachers

Within our secondary school, a student's needs may be identified by:

- Information from the primary feeder school or previous school which is passed to the SENCO/Head of Year or Transition co-ordinator.
- The school's own baseline data (CATS4, Reading tests, GL Assessments, etc)
- KS levels/progress and assessments based on data collections that occur termly
- Teacher referrals
- Parent referrals
- Pupil self-referrals
- Other agencies or professionals making referrals
- Reports sent in by GP's, Community Paediatrics, Buckinghamshire Specialist Teachers, NHS, Educational Psychologists or CAMHS

The initial response that is made when a question of SEND is raised is that all available data will be gathered and a meeting held with all relevant adults to discuss the student's needs, the right level of response and to determine whether other testing is required. Full information and assessment will determine whether a student may or may not be placed on the schools SEND Register.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there should be an assessment undertaken to decide

whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought that other circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by Early Help Assessment, CAMHS support, Family Support Services may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability present.

Please refer to the School's SEN Policy for more specific information. This is available on the School's website.

2. Who are the key people in the school available to discuss parental/carers concerns about their child's difficulties?

Parents / carers who are concerned about the well-being or progress of their child should contact the child's class teacher (primary) or form tutor (secondary) in the first instance, who will liaise with the appropriate staff within the School.

In secondary, subject specific enquiries should be addressed to the child's subject teacher. If the subject teacher feels that a child has a specific difficulty and requires additional support, they will liaise with their Head of Department and / or SENDCO.

General information on the School's policies and procedures, and communications with parents can be found on the School's website.

Parents/Carers can contact the school via telephone/ letter/email and can make an appointment to see relevant staff.

In the *primary phase*, Parent/teacher consultation evenings are held in Autumn and Spring term and are a chance for parents to meet with teachers to discuss their child's learning achievement including any areas in which they need extra support.

In the *secondary phase*, each year group has a Parents Evening where parents can meet with the Head of Year and a child's subject teachers. Students should be central to these meetings. Termly meetings can be held with the SENDCo to review a child's Individual Education Plan and to make necessary adjustments.

For those children who require individual support plans (IEPs secondary), these are reviewed during the Parent/teacher consultation in the *primary phase* and at two other points during the year. These regular and timely meetings give parents the opportunity to discuss any queries they may have with the class teacher. In the *secondary phase*, IEPs are reviewed for students with a high level of need or complex needs three times per year.

If a pupil has complex needs, they may have an EHCP. A formal Annual Review will take place each academic year to review the child's progress and to make any required changes to the plan. Parents/carers and any agencies involved with the pupil are invited to this meeting to

discuss the progress and the provision in place. Parents can request an early- or emergency- Annual Review at any time.

3. How will parents/carers be informed about a child/young person's progress within the school and how will his/her progress be measured?

At St Michael's Catholic School, we assess each pupil's current skills and levels of attainment on entry, and through regular assessments of progress.

Each pupil's progress is measured and monitored through comparing assessments in each subject against targets set on entry to the school and at the beginning of each academic year.

In addition, pupils with an identified Special Educational Need and / or a Disability have interventions to support their learning and social development and will have their provision mapped across the curriculum, which outlines the support that has been put in place in order to support the pupil in making good progress and securing good outcomes.

Where a student has been given a SEND Support Plan (IEP in secondary), interventions and additional support are detailed. All provisions are regularly monitored and evaluated by the class teachers/subject teachers, SEND department & SENDCo and will be amended, changed or updated, accordingly. The provision is assessed in the following way:

- Class teachers/subject teachers carry out formative and summative assessments.
- Interventions are informed and driven by assessment in class or toward set targets.
- Baseline and exit assessments track the success of interventions and inform future planning and provision.
- Interventions normally run for no longer than 6 weeks. Interventions are carefully timetabled to ensure that the children are not regularly withdrawn from the same lesson(s).
- Standardised assessments take place termly. Data resulting from these assessments is analysed by SLT/HoY/Heads of department.
- The SENDCo/ Assistant Senco/ Interventions Co-ordinator/ Learning support administrator can carry out observations and screening assessments where teachers and parents express concern about potential barriers to learning which may be affecting a child's progress.

Individual targets are set termly for children with SEN Support Plans (IEPs in secondary), their termly review forms an individual case study of provision and effectiveness

Parents will be informed about progress through:

- End of Year reports
- Assessment data
- Telephone calls / emails / parental meetings in School

4. What support will parents/carers receive if their child/young person has been identified as having special educational needs?

Partnership with parents /carers plays a key role in enabling children with SEND to achieve their potential. The School recognises that parents / carers hold key information and have knowledge and experience to contribute to a shared view of the child's needs and the best ways of supporting them.

All parents / carers of children with special educational needs will be able to access support through:

- Initial meetings with relevant staff and regular opportunities to discuss progress, concerns and developments
- Involvement in setting targets and agreeing outcomes
- Liaison with professionals
- Support from family worker / Inclusion Team
- Parents / carers may be signposted to relevant external agencies and support groups.

5. What support is offered to ensure the wellbeing of children/young people with special educational needs and disabilities?

In line with our Christian ethos, we are an inclusive school and strive to ensure the wellbeing of all our children/young people regardless of their needs. We believe that all children/young people have the right to an education that develops their God-given potential.

A strong pastoral system supports students in identifying and overcoming social and emotional concerns led by the Heads of Years or Heads of Key Stage, Designated Safeguarding Leads and other pastoral trained staff and ELSA's as well as the SENDCo. We want our pupils to become well-rounded, healthy individuals who can care for themselves as well as empathise and care for others. We therefore try a variety of learning opportunities/support to assist pupils with social emotional mental health needs (SEMH) e.g. Self-esteem groups; Social Communication (Speech and Language Therapist prescribed); Zones of Regulation, Social Stories, Social Behaviour Mapping. Social Interaction groups; Transition Mentor; Peer buddy's; Approachable Safeguarding Officer and members of staff.

Staff are made aware of those students who experience a wide range of social and emotional difficulties and how these can manifest for each child. Staff receive regular Inset and updates via SEND or pastoral support lists to ensure they are equipped with the necessary strategies and approaches to accommodate or manage such needs.

The school employs a trained Counsellor who offers 1:1 sessions for children who are experiencing significant emotional and social difficulties. This is open to students in both primary and secondary.

If necessary appropriate referrals will be made to appropriate outside agencies e.g. Paediatrician, CAMHs, PRU or EP services.

6. How will teaching be adapted to support the child/young person with special educational needs?

All teachers are teachers of pupils with special educational needs. Special Educational Provision is underpinned by high quality teaching that is differentiated and personalised to meet individual needs.

Through **quality first teaching**, every student is supported at a level appropriate to their needs. Teachers are trained to adapt their teaching to meet the diverse range of needs in each class. In Primary, children are taught in mixed ability classes to ensure that a ceiling is

never placed on a child's learning and that everyone has the same access to an ambitious curriculum. In Secondary, children are taught in attainment sets in maths, science and English. This best enables teachers to adapt their approach based on the prior attainment of their class, without diminishing the curriculum.

According to the SEND Code of Practice, 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.' (2015)

Lesson planning provides opportunities to consider individual student strengths and barriers and plan for success accordingly. Adaptive teaching is approached in a range of ways to support and ensure that all students can experience success and challenge in their learning. Collectively these strategies form our 'Ordinarily Available Provision'.

For those students whose needs cannot be met via quality first teaching, further intervention programmes and strategies can and will be implemented accordingly. This may involve the assistance of outside agencies and professionals.

The school SENDCO and external agencies may provide advice and resources to support teachers in delivering high quality teaching that is differentiated and personalised to meet individual needs.

7. What different types of support can the child/young person receive in school?

All teachers have appropriate qualifications and are appropriately trained to have knowledge of teaching pupils with special educational needs. Special Educational Provision is underpinned by quality first teaching that is adapted to meet the needs of each individual pupils.

All teachers and support staff receive regular and appropriate training to ensure they are kept up to date with, and informed of new developments and research. Individual staff may receive specific training to meet the needs of a particular child or group of children.

Support for children may vary according to their individual learning or medical needs, and could include:

- Participation in intervention groups
- Timetables may be adapted to meet individual needs (for example changes of classrooms).
- In-class support
- 1:1 or small group work to address the targets in a child's EHC Plan or SEND support plan (primary).
- Provision of specialised IT Support

The school has several interventions which we use to support pupils, based on their needs. Careful consideration is given to the students' needs before taking a student out of a curriculum area and are rotated whenever possible. These interventions are not exhaustive as we continually looking to develop and modify our provision to meet the changing requirements for individual children.

These include:

Primary: Targeted intervention groups (TIGs) for English and Maths, Essential Letters and Sounds phonics intervention, Speech and Language Link, Lexia, Lego Therapy, Zones of Regulation, Precision Monitoring, Plus 1, Fine motor skills intervention, Sensory Circuits.

Secondary: Lego group, social skills groups, reading intervention, phonics interventions e.g. Read, Write, Ink, literacy intervention, numeracy interventions using Dyscalculia resources, study skills interventions, SALT linked interventions.

Additional intervention is available in the form of Youth for Christ mentoring, counselling and enhanced transition for SEND children in year 6. Our Chaplain also offers a quiet space and time for reflection and a number of support groups and clubs for students. All our sites have an Emotional Learning Support Assistant (ELSA) who can provide support for a child/young person's social emotional development.

8. How will the school support your child/young person in unstructured times such as lunchtimes and playtimes and enable her/him to have access to after school clubs, school trips and journeys?

Additional support is available to enable all children to access and enjoy unstructured times, such as lunchtimes and break time. Teaching Assistant support is also available before and after school by negotiation with the SENDCO.

Specific arrangements may be made for particular children to meet their individual needs during unstructured times in the School day (for example by leaving late/ arriving early to lessons and using or using the SEN Support Base (Secondary) or The Treehouse (Primary) during break and lunchtimes.

Some extra-curricular activities are particularly targeted at students with SEND.

Risk assessments for individual pupils and for particular activities are completed in conjunction with the SENDCO where relevant and necessary. Support is provided on school trips and visits as required.

Parents are consulted and are involved in the planning of all school trips and educational visits.

The School complies with the Disability Discrimination Act (2010) in making reasonable adjustments for students with SEND.

9. How does the School involve children/young people in decisions that affect them?

At St Michael's Catholic School, we believe that each student is created in the image of God and is unique. All students have specific educational needs and are entitled to the best possible teaching support. Every student with SEN and disabilities in this inclusive school is entitled to fulfill his/her optimum potential.

We aim to ensure that all learners express their views and are fully involved in decisions which affect their education as much as possible and as far as they are able.

This is achieved through the School Council, meetings with the pupil, subject teacher and parents on Subject Evenings (secondary), key worker meetings and participation in Annual Review meetings. The SENDCos host a termly Pupil Voice focusing on different children with SEND from across the age ranges.

The pastoral team is available to work with families and individual pupils to ensure that they fully understand and are supported in making decisions that affect their child's education.

10. How are the school's resources allocated to support children/young people with SEND?

The School allocates its' resources in accordance with the Trust's Budget and individual pupil's Education and Health Care Plan.

A proportion of the School's delegated budget is available to pupils with identified Special Educational Needs and / or Disabilities. This budget is allocated to staffing, physical and educational resources, and staff training.

SEND support across the School is mapped, reviewed and evaluated on an ongoing basis by the SENDCO and is allocated according to individual needs and advice from external professionals. The SENDCO provides a written report evaluating the effectiveness of the SEN provision to the Governing Body at least annually and meets with the SEN Link Governor on a regular basis.

11. What services external to the school can provide support to children with SEN?

As a School we draw upon the expertise of a wide range of external professionals to support students with SEND. They are used in School to provide observations, reports, advice for teachers and parents, and to attend professionals' meetings.

The external agencies include:

- Speech and Language Therapy Service
- Occupational Therapy Service
- Bucks ISEND Specialist Teachers. This includes the Visual and Hearing impairment, team, Disability, Cognition and Learning, ASD and Communication and Interaction
- Pupil Referral Unit Outreach Support (PRU)
- Child Adolescent and Mental Health Service (CAMHS)
- NHS Community Paediatrics/ School Nursing Team
- Social Care and the Family Resilience Team
- Bucks SEND IAS Service
- NHS Physiotherapist
- Paediatricians as appropriate
- Educational Psychology Service
- Play Therapy

The school will seek advice from a range of other specialist agencies as needed. Parents are consulted before referrals are made.

12. How are staff in the school supported to work with children/young people with special educational needs and what training do they have?

Teachers will encounter a wide range of pupils with special educational needs, some of whom will have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice.

All teachers are teachers of pupils with special educational needs. Special Educational Provision is underpinned by high quality teaching that is adapted and personalised to meet individual needs. All teachers receive regular and appropriate training in how to deliver high quality lessons that are differentiated and personalised to meet all students' individual needs. This training will be a mixture of "in house" and externally sourced specialist Continual Professional Development.

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class, including those with SEND. At St Michael's we place a strong emphasis on the ongoing development of teachers' practice. As such, we seek to develop the expertise of staff to support learners with SEND and provide regular training including access to the following:

- Whole staff in-service training sessions on SEND are delivered by the SENDCo to ensure all staff are aware of their responsibility in the area of SEND. Bespoke training sessions are offered, as appropriate, in response to particular needs within the school.
- Learning Walks led by the SENDCo and other Senior Leaders that Quality Assure SEND provision, and review teachers' use of SEND support/IEP strategies. Where this is felt to require improvement, coaching is provided to teachers.
- Regular Safeguarding training (for all staff)
- Regular updates on SEND students and SEND approaches and strategies are shared with staff via Inset sessions, PLB's (Professional Learning Briefings) and pastoral/SEND updates.
- Weekly teacher's and SLT meetings follow a CPD schedule which is designed to meet the objectives of the School Development Plan.
- Training on trauma, delivered by virtual school (Primary and Aylesbury)
- 'Norfolk Steps' training to provide de-escalation techniques and the safe and effective use of restrictive physical intervention. (High Wycombe Primary and Secondary)
- All SENDCo's have completed their NASENCo qualification

Where necessary, specialist training is accessed through the Specialist Teaching Service, CAMHS and Buckinghamshire NHS Trust for LSA/TAs and Teaching Staff. Individual staff have also had further or more specific training on how to support pupils with individual needs from specialist, through external training courses.

Newly appointed teaching and support staff meet the SENDCo to discuss SEND procedures. In some cases, new staff 'buddy up' with an experienced member of staff to train on delivering interventions.

13. How will the school support the child/young person in moving on to another school or college or to the next key stage in their education or life?

We have an effective transition programme for pupils with SEND transferring between other education providers or preparing for adulthood & independent living:

Transfer from Nursery to Reception

- SEND records are transferred following local authority procedures
- Foundation Leader, SENDCo and Nursery Staff in primary work together with parents/carers to obtain relevant information.
- Foundation Leader and /or SENDCo may conduct observation of prospective pupils if appropriate.
- Prospective pupils and their parents/carers are invited to an induction morning
- The nursery school children play on the infant playground and attend assemblies six weeks before the transfer to Primary School.

Transfer from Primary School to Secondary education

- For pupils with an EHCP, preparation for transition to secondary begins at the Annual Review of Year 5. This review always takes place during the summer term and parents are asked formally asked to name their preference for the next school. The local authority will then consult with this school and other schools that may be appropriate.
- SEND records are transferred following local authority procedures
- As a through school the children wishing to go to St Michael's School (Secondary) have the advantage of already knowing the school. There are opportunities for all pupils to visit their prospective Secondary School.
- The SENDCo of the receiving school is invited to attend the final annual review of Year 6 pupils with EHCPs for whom the school other than St Michael's has been named
- The secondary site has a Transition team who will work with all SEND pupils in the run up to transfer. Pupils with SEND are given additional visits, if required, so that they will become more confident in the new setting. Students with additional transition support needs are also given the opportunity of an additional separate visit by the Learning support department prior to induction day.
- Representatives from local secondary schools are available for consultation before the time for transfer.
- Parents are invited to meet the SENDCo and/or Learning Support staff at the Secondary Phase of the school, and additionally, representatives from the receiving school visit the primary school to meet pupils and parents, if appropriate, before transfer.

Transfer from Secondary to Post 16 education

- Students at School Support receive support from the SEND department to make college applications. These applications are communicated to parents.
- Independent career advice from a specialist school's Career advisor is available from year 7 with high focus on years 10 and 11.
- SEND records are transferred to the post 16 education provider of choice by the pupil.
- Pupils are encouraged to take part in post 16 taster and induction days.
- Liaison with post 16 establishments prior to transfer as required from the autumn term

The school will contact the parents/carers offering extra transition support. The school collaborates with a wide range of nurseries, secondary schools and specialist settings.

The School communicates the contact details for the support listed above to pupils with SEND and their families by:

- o The school's website
- o Review meetings including Parent Consultation
- o Direct contact with Headteacher or/and SENCo

14. How accessible is the school environment?

Accessible toilet facilities are available within the school. Advice from Physical Disabilities Specialist Teacher would be sought should our facilities need to be improved in order to meet the needs of a specific child.

The primary site has an interventions room. Both secondary sites have designated spaces for SEND students to receive interventions. Our SEND designated areas in secondary are referred to as the Don Bosco Centre (High Wycombe) and the Carlo Acutis Centre (Aylesbury).

Both of our Secondary Campuses have a Reflection Room which is used for students who are struggling to follow our Behaviour for Learning Policy and we have a further Re-Integration Room run by our Inclusion Manager, for students with persistent emotional and behaviour difficulties. Where reasonable adjustments are required, children with SEND may complete internal isolation in an alternate setting.

St Michael's is DDA compliant, and we have accessibility plans for both our campuses. The Wycombe site of our school was built in the 1960s and therefore there are steps which have handrails and are highlighted with yellow tape. Modifications are made to fixtures as appropriate. Our new Aylesbury campus is a modern build which has a lift and is wheelchair accessible

There are allocated disabled parking bays in both the nursery and the main primary school which can be used by parents who hold a disabled parking badge. The secondary sites also have disabled parking bays.

Advice and recommendations on maximising the inclusion of children with EHC plans may be obtained from Specialist Teaching Service and this advice is always followed. This currently includes the Visual Impairment Team, The Physical Disabilities Team, The Hearing Impairment Team, The Autistic Spectrum Disorders Team, and the Language Disorders Team from the Bucks Integrated SEND Team ('iSEND').

The school will always investigate the possibility of reasonable adjustments to facilitate inclusion and, when viable, implement this.

Please refer to the School's Disability, Access and Equality policy which is available on the School's Website.

15. Who can parents/carers contact for further information at the school?

Parents / carers who are concerned about the well-being or progress of their child should contact the child's form tutor in the first instance, who will liaise with the appropriate staff within the School to provide additional support / intervention.

Subject specific enquiries should be addressed to the child's subject teacher. If the subject teacher feels that a child has a specific difficulty and requires additional support they will liaise with the SENDCO.

General information on the School's policies and procedures, and communications with parents can be found on the School's website.

If your child has additional needs and you are considering applying to the School, please contact the SENDCO via the School office for an initial visit and details on how to apply. Applications for students with an Education and Health Care plan should be made in conjunction with the Special Educational Needs Assessment Team (SENAT) at the Local Authority.

Ms Caren Urbani – Aylesbury Secondary SENCO – SEND-AYL@stmichaelscs.org

Mrs Suzanne Faiers – Primary SENCO – primarysend@stmichaelscs.org

Dr Sam Edmondson – Wycombe Secondary SENCO – HWYSEN@stmichaelscs.org

The school's link to the Buckinghamshire Local Offer is available at www.bucksfamilyinfo.org/localoffer

The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire Council about the Local Offer please call 0845 688 4944 or email familyinfo@buckinghamshire.gov.uk