

## What interventions might my child benefit from?

The school has several interventions that your child may benefit from. These include;

*Targeted intervention groups (TIGs) for English and Maths;*  
*Essential Letters and Sounds intervention;*  
*Speech and Language Link;*  
*Self Esteem Groups;*  
*Lego Therapy;*  
*Zones of Regulation;*  
*Precision Monitoring;*  
*Word Wasp;*  
*Plus 1;*  
*Gross/fine motor skills;*  
*Hamish and Mylo SEMH intervention;*  
*IDL;*  
*Counselling*

This list is not exhaustive and is continually evolving according to the specific needs of learners within our school.

Careful consideration is always given before taking a child out of a curriculum area and this is rotated whenever possible.

## Where can parents find more information?

On the school website; Look for the SEN Information Report

### Useful Websites

Bucks Local Offer

<https://familyinfo.buckinghamshire.gov.uk/send/>

SENDIAS

Buckinghamshire Independent SEN Advisory Service

<https://www.buckscc.gov.uk/services/education/bucks-sendias-service/bucks-sendias/>

### School Contact Details

**Primary SEND Lead**

Mrs Suzanne Faiers

**Primary Intervention Lead**

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## Special Educational Needs and Disabilities (SEND) Parent Information Leaflet



### Primary Phase

At St Michael's we aspire to be a fully inclusive school and strive hard to ensure that all pupils achieve their potential in all areas of the curriculum. Support is provided for any student who requires additional or different provision to help them achieve success. We recognise that for pupils with SEND they may need additional support in any of the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and / or physical needs

## How does the school identify SEND?

At St Michael's we are committed to the early identification and assessment of SEND. This ensures that all learners have access to learning opportunities, and for those who are at risk of not making progress, we will always intervene.

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

- Discussion with parents/carers or the child. Parents are the people who know their child best. So what they have to say is really important.
- Information from previous nurseries or schools that the child has attended.
- Feedback and concerns from the class teacher
- Learning walks
- EYFS baseline assessments, including the screening of speech and language needs through the 'Language Link' programme.
- Statutory and termly assessment data.

Initially children will be supported through high quality teaching and our ordinarily available provision. Some short-term interventions will take place.

## How will the school support my child once needs have been identified?

If your child, after a period of monitoring, isn't making progress, or isn't making enough progress, an individual support plan will be created. This plan details the targets and interventions that are different from or additional to , that which is ordinarily available to pupils of the same age. Your child will be added to the school SEND register.

The SENDCo may advise either seeking advice or referring your child to external professionals such as CAMHS, speech and language therapists, occupational therapists or educational psychologist. Sometimes we involve health or social care, if we think it would be helpful.

SEND support will take the form of a four-part cycle where actions are revisited, refined and revised with a growing understanding of your child's needs. This is known as the graduated approach and consists of a four-part cycle of; Assess-Plan-Do-Review.

## How much support will my child receive?

The extra help a child receives will be matched to their level of need. The work your child receives will be adapted or personalised so that they are able to access learning. At the end of every term, teachers will review progress towards targets and analyse the impact of interventions.

## How will I be involved in the support of my child?

Three times a year, parents are invited to discuss their child's support plan and input into the termly review. These meetings are held with the class teacher and are in addition to the usual parent consultation evenings. Parents are able to access support plans at any time via the Edukey platform. You will receive a unique login for this.

