

## SEN/Disability School Offer and Information Report - September 2025



### **St Michael and St Martin Catholic Primary School**

#### Mission Statement

St Michael and St Martin school follows the teaching of the Catholic Church in its daily life through the celebration of the liturgy and through following the values taught in the Gospel of Jesus by:

LEARNING OUR FAITH

LIVING OUR FAITH

LOVING OUR FAITH

The School recognises the dignity of every human person because s/he is a child of God and fosters an awareness of the world's poor. Equality of opportunity for every person is paramount and precludes all forms of discrimination on grounds of colour, gender, race, social class or ability. The School's aim is to nurture the spiritual, intellectual and physical growth of each pupil through a holistic approach which takes due note of the needs of every child while, at the same time, striving for excellence in all aspects of education in a secure environment.

In supporting our Mission Statement, we, at St Michael and St Martin Catholic Primary School believe that all pupils should be respected and valued, encouraged and accepted whatever their individual needs. As such, we are an inclusive school, which ensures 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, physical ability or educational needs.

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils in order that they can reach their full potential. Children are identified as having SEND when their progress has slowed or stopped and there is a need for 'additional to and different from' support and adjustments to overcome barriers to learning (SEND Code of Practice 2015). We aim for early identification of needs to ensure that children receive the support they need in order to make progress and we follow a graduated approach of Assess, Plan, Do and Review (SEND Code of Practice 2015), which allows us to carefully monitor, assess and review support. We put the child and parents at the centre of the process because we believe that 'parents are the first teachers of their children' ([www.catholic.org](http://www.catholic.org)). We ensure effective communication with parents and carers,

in order to work collaboratively and secure the best possible outcomes for all our children. Children's views are also critical in this process, to make sure that they have ownership of their own learning to develop independence and self-esteem. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning. We have good relationships with outside agencies (including those that we buy in additionally, such as Speech and Language and Educational Psychology), who assess children and advise parents and school. We work closely with the Local authority of Ealing, who offer a Local Offer of SEND support. The intention of the Local Offer is to improve choice and transparency for families:

[www.hounslow.gov.uk/send-local-offer](http://www.hounslow.gov.uk/send-local-offer)

At St Michael and St Martin's we have developed our practice in conjunction with the Hounslow Local Offer and produced a report to show the provision for children with SEN/Disabilities at our school. In this way, we triangulate support for children with SEND by drawing on resources and knowledge at both Local, School and parental level.

### **What kinds of needs can be supported at our school?**

Children with every type of need are supported at our school and we make our best efforts to ensure that every child in our school makes good progress, is well prepared for secondary school and for good long-term outcomes in adulthood. We support pupils whose needs can be described within the four broad areas of need as set out in the Special Educational Needs and Disability Code of Practice 2015.

Our pupils have a wide range of needs including:

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

These four broad areas give an overview of the range of needs that are present and planned for. The purpose of identification is to work out what action we need to take, not to 'fit' a pupil into a category. In practice, individual children often have needs that fall within more than one of these areas and their needs may change over time. For example, children with Autism Spectrum Disorder [ASD] may have needs across all areas, including specific sensory requirements.

### **Who can I talk to about my child's needs?**

Any of the below can be contacted via the school office by calling 020 8572 9658 or emailing

[office@stmichaelrc.hounslow.sch.uk](mailto:office@stmichaelrc.hounslow.sch.uk)

- Class teacher
- Mrs Emma Goulding (SENDCos)
- Mrs Nicola Duggan (Head Teacher)
- Mrs Sabina Bell (Deputy Head Teacher)

The class teacher is the first person to speak to. They are responsible for planning the curriculum and differentiation if required, assessing your child's progress and personal social development and health education (PSHE).

**Teachers in charge of SEND, the Special Educational Needs Coordinator (SENDCo) –Mrs Emma Goulding**

The SENDCo is responsible for co-ordinating all the support and intervention in the school, keeping parents informed and liaising with all agencies involved in your child.

**Head teacher – Mrs Duggan**

The Head teacher is responsible for the day-to-day aspects of the school and all the arrangements for children with SEND. The Head teacher has to report to the Governing Body on all aspects of SEND in the school.

**SEND Governor – Shane Burns**

The SEND Governor is responsible for making sure the necessary support is made for every child with SEND who attends the school.

**How are children's needs identified?**

All children are different so at St Michael & St Martin we spend time getting to know and identifying the needs of all children, whether they have a special educational need or not, both before they enter school and regularly throughout their school life.

**How are children's needs identified before they start at our school?**

We believe in early identification of our pupils' needs. As soon as we know that a child will definitely be attending our school we start finding out more about each child so we can plan for their needs and ensure that they settle into our school happily and make good progress in lessons.

We offer:

- Parent information meetings

- Questionnaires to parents and children
- Communication with previous schools or educational settings
- School visits before child begins school
- Home visits/ stay and play sessions (For children going into the Early Years Foundation Stage)

**How are children's needs identified whilst children are at our school?**

Most pupils with SEND can have their needs met through Quality First Teaching. We believe in early identification of our pupils needs through the monitoring cycle, the graduated approach of Assess, Plan, Do and Review, observational assessment and the use of diagnostic assessment where necessary.

We continually monitor pupil progress in a number of ways:

- Pupil Voice

- Talking and sharing with adults
- Circle time
- Worry boxes -where children can place notes to the teacher with their concerns
- Feedback in books.
- By informally talking to the teacher
- Parents consultation evenings – 2 consultations per year plus an optional third consultation on request
- Parent workshops

Teacher assessments:

- Marking in every lesson
- Half-termly assessments

Pupil progress meetings - children not making expected progress are identified

Termly review meetings with Class Teacher/SENDCo/child and parents.

SENDCo is available for appointments on request.

Other information that may be used to identify pupil needs:

analysis of behaviour logs

analysis of welfare logs

### **How do we work in partnership with parents of children with SEN/Disability?**

We try and work closely with all our parents to ensure that all pupils are happy and make progress. Working in partnership with parents of children with SEN/Disability is even more important, so we endeavour to do the following:

Communicate regularly and informally through home school link books, phone calls, letters and quick informal chats at the beginning or end of the school day.

Have an open door policy so that parents can make appointments to see the class teachers and SENDCo when they are concerned and would like a longer discussion.

Appointments with SENDCo made available during Parent Evenings.

Termly parents meetings to include the progress a child with SEN/Disability has made towards their desired outcomes in their annual report.

Provide parents with a copy of the desired outcomes agreed for their child and the strategies and interventions set up in school to help them achieve them.

Hold an Annual Review for any child with an EHCP (Education, Health and Care plan) which includes the child's and the parents' views on how they would like to be supported.

### **How do we enable children with SEN/Disability to make decisions about their education?**

We encourage all children, including those with SEN/Disability, to make decisions about their education. We also encourage deeper, wider learning experiences. All children are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through:

Asking questions in lessons

Asking questions in books

- Encouraging children to ask questions and think about how they learn best (meta cognition)
- Providing a wide range of creative learning experiences
- Children setting personal targets.
- School Council Children with SEN/Disability Support

In addition, children with SEN/Disability Support have a plan that outlines the help and guidance needed to achieve additional agreed outcomes to help them develop their learning, confidence and be better prepared for adulthood. The outcomes and the additional support needed to help the children achieve them are recorded termly as a SEN Support plan. They will also be recorded on our school provision map.

The SENDCo and Class teacher will share with parents and children a copy of the SEN Support Plan inclusive of the provision map to show where support is being given. A date for reviewing the success of these plans will be set and will happen termly. Please ensure you come to the meeting, as this is the best way we can work together with you. Children with an Education, Health & Care Plan (EHCP) or Statement of Special Educational Needs In addition to termly review meetings we also hold an Annual Review meeting. We work with the parents and pupils to invite all the people needed in order to review the progress made against the outcomes in the EHCP or Statement. We aim to include the children's views in this meeting in as appropriate a way as possible. Staff work with pupils and parents to develop an up to date one page profile that is presented to the meeting at the beginning of any discussion. This will include any information that the child wishes to share with the adults involved and important information about their happiness and aims in life. Children can attend the whole of the Annual Review meeting if they wish or have their views recorded to share with everyone involved.

#### **How do we help children when they move to our school?**

Before any child moves to our school, we try to find out as much about them as possible to help them settle in quickly. All our new children have the opportunity to come, visit the school, and spend a short time in their new class so they know what to expect. Once we know that a child has SEN/Disability we will meet with parents to decide on the desired outcomes we are all working towards and develop a plan to support each child to achieve these aims. A copy of this plan will be shared with parents as soon as possible after the meeting. If needed some plans may detail a "transition plan" to help a child settle into school easily and happily. This transition should only take a short amount of time and will be decided upon during the initial meeting. If appropriate, a one-page profile can be drawn up to communicate to staff exactly how to help your child and explain what we are all working on.

#### **How do we help children when they move to another school?**

Whenever any child moves to another school we always pass on school records to the new school. If a child has SEN/Disability we also:

- Share SEN/Disability records to the new school including SEN/Disability support plans or EHC plans.  Liaise with the SENDCo/ year group leader of the new school to clarify any information necessary.

If needed we can include ways to support a child to have a settled move to a new school through their SEN/Disability support plan or EHCP. For example, we may organise some extra visits to the school or do some work to help prepare them for the transition – e.g. taking photos, creating a passport with key information, drawing maps of the new school and/or working on a new one page profile for the new school.

If possible, we invite the new school to the last annual review of a child with an EHCP and a transition plan can be set up as part of this meeting. How do we help children when they move between classes and /or phases of education?

**When moving classes in school:**

Information will be passed on to the new class teacher in advance and a transition-planning meeting will take place with the new teacher. All plans and relevant information will be shared with the new teacher.

If your child would be helped by a transition book/social story to support them understand moving on, then it will be made with them and shared with you.

**How are reasonable adjustments made to the school to help children with SEN/Disability?**

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met via Quality First Teaching including differentiation with the aim of providing challenge to all pupils

Specific resources and strategies will be used to support your child individually and in groups such as: - visual timetables/resources - writing frames - ICT or other forms of multi-media recording - positive behaviour reward system - symbol based communication programmes 8 - multi-sensory approaches - personalised planning

Planning and teaching will be adapted if needed to meet your child's SEN/Disability needs.

When appropriate, reasonable adaptations are made to the learning environment.

When appropriate, specific classrooms are chosen to meet the needs of a child with SEN/Disability.

We commit substantial resources to extending the training of both teaching and support staff in topics, which include: awareness of disability; managing difficult behaviour; equality; supporting individual needs in all subjects and dealing with specific health issues (epilepsy, asthma, allergies etc). All areas of our ground floor building and toilets, playgrounds and woodland area have wheelchair access. We also have a lift to access the first floor of the building. If necessary, specific classrooms are chosen to meet the needs of a child with SEN/Disability. (See Equality Act 2010) Some children will need access to time bound interventions, which are researched based and monitored for effectiveness by the SENDCO Pupils receive support to achieve any identified needs by Speech and Language Therapists, Occupational Therapists or needs identified by the Educational Psychologist.

Does the school work with other agencies/services?

The school works with lots of different agencies and professionals to support children's needs. These are some we have worked with this year:

- Speech and language therapy service
- Occupational therapy service
- School nursing service
- Educational psychology service
- Social services
- Outreach from special schools such as Oaklands.
- Hearing Impairment Service
- Visual Impairment Service
- Behavioural Consultant
- CAMHs
- Specific charities to gain advice on specific conditions for example acquired brain injury, cerebral palsy and spina bifida.

At St Michael and St Martin School finances are currently being used to commission additional Speech and Language and Educational Psychology support for our pupils.

***What are the different types of support that may be available for children at this school?***

| <b><i>Area of Need</i></b>                  | <b><i>Universal</i></b>                                     | <b><i>Targeted</i></b>   | <b><i>Specialist</i></b>                               |
|---|---|--|--|
| <b><i>Communication and Interaction</i></b> | Quality First Teaching - Communication Friendly Environment | Reception children assessed upon entry, identified children targeted support | Speech and Language Therapist (for children with EHCP) |

|                                      |   |   |  |
|--------------------------------------|---|---|--|
|                                      | <ul style="list-style-type: none"> <li>-Staff trained to meet the diversity of communication language skills</li> <li>- Differentiated curriculum (planning, delivery, outcomes and activities)</li> <li>- Use of a range of visuals to support understanding</li> <li>- Modelling of language</li> <li>- Pre-teaching of vocabulary</li> <li>- Opportunities for talk (think, pair, square, share)</li> <li>- 'Show and Tell'</li> </ul>   | <p>and assessed at end of EYFS. (Infant Language Link)</p> <p>Specific trained learning support staff - Language for Thinking/Box</p> <p>Clever/Colourful Semantics</p>   | <ul style="list-style-type: none"> <li>- Box Clever - Colourful Semantics</li> <li>- Language for Thinking</li> <li>- Social stories</li> <li>- Individual visual timetable / checklists</li> <li>- Picture Exchange Communication System (PECS)</li> <li>- Alternative communication methods (symbols)</li> <li>- Autism outreach service</li> <li>- School commissioned SLT for identified pupils</li> <li>- Educational Psychologist advice and strategies</li> <li>- School commissioned EP support</li> </ul> |
| <b><i>Cognition and learning</i></b> | <ul style="list-style-type: none"> <li>- Quality First Teaching - TA support in class for literacy and</li> <li>- Highly adapted curriculum to 10</li> <li>- Differentiated curriculum (planning, delivery, outcomes and activities)</li> <li>- Use of visual aids and modelling of strategies</li> <li>- Use of practical resources and support materials</li> <li>- Writing frames</li> <li>- Pre-teaching of key vocabulary and key skills</li> <li>- Daily synthetic phonics programme, pupils taught in phonics phases (Reception - Year 2)</li> </ul> | <p>TA support in class for literacy and mathematics.</p> <ul style="list-style-type: none"> <li>- Numicon</li> <li>- Headstart programme</li> <li>- Daily reading support with TA</li> <li>- Literacy support groups led by a Teacher</li> <li>- Additional classes in line with identified children in Pupil Progress meetings</li> <li>- Maths support groups led by a TA</li> <li>- Maths support groups led by a Teacher</li> <li>- SENDCo interventions</li> </ul> <p>Researched based</p> | <ul style="list-style-type: none"> <li>- Highly adapted curriculum to meet specific needs (personalised planning as needed)</li> <li>- Educational Psychologist</li> <li>- Speech &amp; Language Therapist</li> <li>- Autism outreach service</li> <li>- Social stories</li> </ul>   |

|   |  |   |  |
|---|--|---|--|
|   | -Read, Write Inc Years ReceptionYear2<br>- pre-teaching/ post teaching   | interventions such as Precision Teaching.   |  |
| <b><u>Social, emotional and mental health</u></b> | -Quality First Teaching - PSHE - Whole school behaviour policy focused on positive behaviour - School/class rules created by pupils - Class/school reward systems - House points and merit assemblies - Circle time - Use of puppets to discuss issues and to promote positive behaviour - Golden time - Independent learning opportunities - Prayer garden for contemplation  | Individual reward system<br>- Individual positive behaviour book (linked to a motivating reward system)<br>- Social skills group<br>- SEMH programmes of study eg. Anger Management Monitoring and support in unstructured time eg. breaks/ lunch Circle of Friends<br>- Rainbows Bereavement Programme | - Behaviour contract – Social Stories<br>- ‘Calm down’ posters and strategies<br>- ‘Calm down’ area<br>- Sensory room<br>- Child and Adolescent Mental Health service (CAMHS)<br>- Hounslow Young carers<br>- Primary behaviour Service<br>- Educational Psychology service. |
| <b><u>Sensory and/or Physical needs</u></b>       | -Quality First Teaching - School designed and built to fulfil the accessibility requirements of the Equality Act 2010. Provision includes:<br>- lift with low level control<br>- disabled toilets<br>- hand rails on stairs<br>- child height handles on doors<br>- wide doorways<br>- clear signage<br>- fully accessible outdoor/indoor space/<br>- flexible teaching arrangements and differentiated curriculum where necessary | - Fine motor skills group<br>- Targeted handwriting<br>- Gross motor<br>- sit and move cushions<br>- Multi sensory teaching methods -writing slopes<br>- pencil grips/ scissors/putty therapy -weighted jackets<br>- ear defenders<br>- sensory dens<br>- fidget toys                                   | - Occupational Therapy programme<br>- Sensory room<br>- Talk and draw programme.<br>- Physiotherapy programme - Sensory and Language Impairment Team (SLIT) to support children with visual and hearing impairments  |

**What Skills and training do our staff have?**

| <b>Staff</b>               | <b>Training</b>  |
|----------------------------|--|
| <b>All staff</b>           | All staff are trained in the requirements of: The SEN code of practice 2015 & The Equality Act 2010 All general school policies on teaching and learning and behaviour management include information on how to include children with SEND Using an Epi-pen Safeguarding   |
| <b>Teaching Assistants</b> | Our TA's have a variety of skills depending on their role. Different staff have had training in the following areas: ASD Specific Learning Difficulties Language and Communication SLT programmes (Colourful Semantics, Welcom) OT programmes, Reading support (Nessy, Accelerated reading) , Phonic Training (Read, Write Inc.) Writing support ( Colourful Semantics) Maths support (Numicon), |
| <b>Teaching Staff</b>      | All teachers are qualified teachers with QTS.<br>Different staff have had training in the following areas: ASD, Circle Time, Colourful Semantics Dyslexia, Maths support (Numicon) OT programmes SLT programmes, Social Skills Groups.   |

**How do we support the emotional and social development of all of our children?**

The schools "Behaviour management" policy can be found on the school website. Our Policy on Bullying makes it clear that bullying of any sort is unacceptable, that it is a serious matter and that we always take firm action against it. We take clear, consistent, prompt action to deal with any such incidents. We also teach children strategies to help them socially and emotionally in the following:

- RE lessons
- PSHE lessons
- Circle time
- Assemblies
- Small group Interventions such as Social skills
- ELSA

Nurture Groups

*If necessary, we also support children's social and emotional development in individual support plans that teach social skills and coping strategies. We work closely with BEST 4 learning, a company offering a bespoke approach to children's emotional, social and mental wellbeing.*

***What support is there for my child's overall wellbeing?***

*To ensure every child is looked after within our school community we endeavour to:*

*Listen to your child through class/small group discussions, worry boxes and questionnaires.*

*Offer pastoral or nurturing support when deemed appropriate.*

*Ensure all children have the correct uniform, appropriate lunch and are able to attend school trips. We offer financial support when it is needed.*

*Monitor attendance and punctuality and involve the Education Welfare Officer when attendance becomes a cause for concern. Good attendance and punctuality is rewarded.*

*Reward good behaviour in line with our positive behaviour policy through special privilege trips, stickers, stampers and certificates. Children are rewarded during Head teacher's assembly with individual 'Living like Jesus' certificates.*

*Take all measures to improve unacceptable behaviour and avoid exclusion, including parental involvement (see behaviour policy on school website).*

*Use risk assessments to ensure staff are aware of any Health and Safety concerns involved in activities they are leading.*

*If your child has a medical need, a Medical Health Care Plan is drawn up with the School Nurse and any other relevant professionals to ensure they are given the care they need. When appropriate, staff are given specific training related to the care of your child.*

***How will my child be included in activities outside the school classroom?***

*Each term, class teachers are responsible for arranging creative deeper learning experiences, some of which include workshops, visits outside of the classroom and residential. When arranging these visits the teachers consider the needs of the children in their class/year group and ensure that all children are able to participate.*

*At St Michael and St Martin's we also offer a wide range of clubs run outside of school hours. Last year we offered the following:*

*Homework club*

- Football club
- Morning fitness club
- Multi-sports
- Art club
- Judo

Clubs are updated regularly; check the school website to see our current offering. Children with SEN/Disability are encouraged to join extra-curricular groups and take on responsibilities such as School Council, The Green team, Pupil Chaplains, science ambassadors, Reading leaders and Sports leaders. Parents have a duty to advise any Extra-Curricular Club provider of any additional needs their child may have.

**How effective is our SEN/Disability provision?**

The diagram below identified accurately, good quality support is put in place and that all support is monitored and reviewed to make sure the agreed outcomes are achieved.



### **What do I do if I am concerned about the quality or effectiveness of support my child is getting?**

All schools check the quality of the support for each child and report the effectiveness of provision to the school governors. Minutes of these meetings and reports from the SEN/Disability governor can be accessible if necessary. If you are concerned at any time, please contact the relevant person at school:

1. Class teacher
2. Mrs Emma Goulding (SENDCos)
3. Mrs Nicola Duggan (Head Teacher)
4. Mrs Margaret Olson-Kerrigan (Inclusion and SEND Governor)

Parents have the following rights of redress, should the school, Governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is a discriminatory practice:

- \* The school or LA complaints procedure (The school Complaints Policy is on the Website)
- \* An appeal to The SEN and Disability Tribunal (LA decision)
- \* A claim against the responsible body (Chair of Governors or LA) for disability
- \* To the SEN and Disability Tribunal for discrimination
- \* A complaint to the LA Ombudsman (Schools and LA's)

Contact details of support services

The Department for Education's explanation of the new Code of Practice can be found here:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/301837/SEND\\_reforms\\_-\\_letter\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/301837/SEND_reforms_-_letter_for_parents.pdf)

### **Glossary of Terms frequently used**

ADD - Attention Deficit Disorder

ADHD - Attention Deficit Hyperactivity Disorder

AEN - Additional Educational Need

ASD - Autism Spectrum Disorder

*CAMHS - Child and Adolescent Mental Health Service*

*CP - Child Protection*

*COP - Code of Practice*

*EAL - English as an Additional Language*

*EHCP - Education, Health & Care Plan*

*EP - Educational Psychologist*

*FSM - Free School Meals*

*LA - Local Authority*

*LAC - Looked After Child*

*LSA - Learning Support Assistant*

*MLD - Moderate Learning Difficulty*

*HI - Hearing Impairment*

*OT - Occupational Therapist*

*PSP - Pastoral Support Programme*

*SEMH - Social, Emotional and Mental health*

*SEN - Special Educational Needs*

*SEND - Special Educational Needs and Disability*

*SENDSCO - Special Educational Needs Coordinator*

*SLD - Severe Learning Difficulty*

*SLT - Speech and Language Therapist*

*SpLD - Specific Learning Difficulty*

*TA - Teaching Assistant*

*VI - Vision Impairment*