



Local Offer Submission 2024/2025 (all schools)

Please submit your responses to localoffer@reading.gov.uk

This form has been designed to bring together the local authority's requirement for all settings/schools as well as give individual settings autonomy on how they deliver these expectations.

School Name: St. Michael's Primary School

Address: Dee Road

Telephone: 0118 9015550

Email: admin@stmichaels.reading.sch

Website: www.stmicheals.reading.sch.ul

Ofsted link:

Head teacher: Aimee Crofts

SENCo:

Name: Amy Knight

Contact: senco@stmichaels.reading.sch.uk

Date of latest Accessibility Plan: September 2024

Date completed: September 2024

By whom:

Name: Amy Knight

Role: Inclusion Leader



Government Legislation requires all schools to publish the SEN Information Report / Local Offer (clause 65 of the Children's Act). This report is co-produced by the Headteacher, Governor's and parents. It is a lengthy document and its aim is to outline the provision that the school provides for children with SEND.

***School to provide a general statement about what the school provides in box below**

At St Michael's Primary School, inclusion is at the core of all that we do and we strive to remove barriers to learning and participation for our pupils with Special Educational Needs and Disabilities (SEND).

We do this by:

- providing a positive environment where pupils feel they belong and valued and where they enjoy and achieve.
- building positive relationships with pupils and their families and working collaboratively with them.
- being proactive and identifying needs early and putting in place effective support and provision to meet individual needs.

St Michael's believes:

- that every teacher is a teacher of special needs.
- that high quality teaching is an entitlement for all pupils, particularly pupils with SEND who have the greatest need for this. All teachers and teaching assistants are trained in Autism Awareness, Phonics (Read Write Inc (RWInc) and Fresh Start), Guided Reading, Pre-teach, Number Sense, therapeutic approach to teaching, Pupil Conferencing and feedback.

St Michael's Inclusion Team consists of:

- an experienced Inclusion Leader / SENDCo
- SEND teacher
- a trained and experienced Emotional Literacy Support Assistant (ELSA)
- a HTLA, specialising in speech and language, and
- a team of trained teaching assistants in areas of speech and language needs, Autism, managing hyperactivity and sensory needs, Attention Autism, Intensive Interactions, Nuffield Early Language Intervention, RWInc and Fresh Start Phonics

St Michael's is a trauma-informed school:

- all staff are trained in the Therapeutic Approach to Behaviour
- The ELSA works with pupils across the school to support their emotional literacy skills and development
- that has access to a range of therapeutic services and provision e.g. the Primary Mental Health Support Team, Play Therapy, Sensory Circuits, Massage Therapy, Sand play, Drawing and Talking therapy

St Michael's has:

- an Early Years (EY) based Nurture group, called Tadpoles, for pupils with an EHCP or have significant identified needs who need specialised continuous provision based learning. All learning is personalised based on each child's targets. Intensive Interactions is completed at several points during the day to support social communication difficulties
- a Key stage 1 (KS1) based Nurture Group called Bunnies, for pupils with an EHCP or have significant identified needs who need a specialised provision to support fundamental numeracy, writing and social communication skills.
- two Key Stage 2 (KS2) based Nurture groups, called Badgers (SEMH) and Frogs (MLD), for pupils with an EHCP or significant identified needs. This groups supports the children so they can access their English and Maths curriculum on a daily basis in a small group setting with additional movement breaks and a personalised curriculum based on their need and next steps.
- a quiet place for pupils who may find break and lunchtimes too busy from time to time. Chillax is available for KS2 pupils during lunchtimes
- Small Garden provision for pupils who may need to complete their work in a quiet space from time to time.

Regulations		School Response
1	The kinds of special educational needs for which provision is made at the	Do you have children with SEND in your school? Special Educational Needs & Disability (SEND) • The proportion of pupils on the school's SEND register on School Support is 18.7% which is above the national average for primary schools in 2023-2024 (13.5%). • The proportion of pupils on the school's SEND register on Education, Health and Care Plans (EHCP) is 3.3% which is above the national average for primary schools in 2023-2024 (2.5%). What kinds of SEND

	school	do those children have?	The range of needs we cater for, as outlined in the SEND Code of Practice is: 1. Communication and Interaction (e.g. Autistic Spectrum Condition, difficulties with social interaction, speech and language delay) 2. Cognition and Learning (moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia). 3. Social, Emotional and Mental Health (e.g. attention deficit hyperactivity disorder, withdrawn or isolated, attachment disorder) 4. Sensory, Medical and Physical (e.g. sensory processing difficulties, visual, hearing impairment, physical difficulties)
2	Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEND	How do you know if a pupil has SEN? How will I know if my child is receiving SEN support?	The school has rigorous assessment and monitoring in place that tracks the progress all pupils make across the curriculum and identifies next steps. We use this data and other forms of assessments and observations to celebrate achievement and identify additional needs. Assessment data is tracked termly and pupils who are not making expected progress are raised as a concern in pupil progress meetings. Teachers review the SEND register for their class within their teams. They identify any pupils they feel may need to be further assessed or monitored or considered to be removed from the register in consultation with the SENDCO and parents/carers. Parents/carers are encouraged to speak to the class teacher about any concerns they have. We work in close partnership with parents/carers, pupils and external professionals. We identify and take steps to support pupils' needs through regular review meetings, and pupil conferencing for pupils who have complex needs.
3.	Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans	Where can I find information about the school SEN Policy?	The Special Educational Needs & Disability Policy can be found on our school website www.stmichaels.reading.sch.uk
3a.	How the school evaluates the effectiveness	How do you make sure that the SEN provision is helping pupils make better progress?	Teachers are encouraged to follow 'the graduated approach' - Assess, Plan, Do and Review. Pupils may be placed in a small focus e.g. pre teaching,

	of its provision for such schools	How do you check other outcomes for children with SEND, such as independence and well-being?	handwriting or on an intervention programme for a short period of time. These groups are regularly reviewed. Pupils are assessed pre and post interventions. This data along with the regular pupil conferencing in sessions is used to monitor the effectiveness of provisions. The school uses well-researched intervention programmes to support pupils to make accelerated progress from their starting points in literacy, numeracy, handwriting and social skills programmes. Observations and checklists completed by both staff and parents /carers also provide valuable feedback in terms of independence, social and emotional well-being.
3b.	The school's arrangements for assessing and reviewing the progress of pupils with special educational needs	How do you check and review the progress made by pupils with SEN? How will I find out about the progress my child is making? How will I be involved in those reviews? Who else will be there?	Termly assessment data for reading, writing and mathematics and, where relevant, data collected before and after interventions, is used alongside other forms of assessment and observation to identify the small steps of progress made by pupils with SEND. The school has a number of opportunities where parents/carers can meet with staff, including the SENDCO, to discuss their child's progress. Their feedback and support is valued. Two Parents/Carers' evenings take place in the school year (October and February) to discuss progress and next steps with the class teacher and SENDCO, if requested. A school report is provided in July clearly outlining the pupil's progress and the next steps they need to take. Parents/carers can request to meet with the teacher and SENDCO to discuss this report. If pupils have an Individual Education Plan (IEP) these are updated with the teacher and parents/carers twice yearly or, if needed, at least termly. These reviews can take place face to face, by telephone or video link (TEAMS). Pupils with an EHCP will have yearly formal meetings. For pupils under 5 years in YR, a 6 monthly review is undertaken. At these meetings parents/carers, teacher and SENDCO are present. External professionals already involved with the pupil provide written reports for the review. Parents/carers' consent is sought prior to external professionals involvement and a dialogue between them and parents and carers is encouraged. From time to time, it may be necessary to invite other professionals e.g. secondary school SENDCO for pupils transitioning to Reception, Year 7 or a SEND Case Officer. This will be discussed with parents/carers prior to the meeting.

3c	The school's approach to teaching pupils with SEND	How do your teachers help pupils with learning difficulties or disabilities to learn? How can I find out more about what my child is learning at the moment?	At St Michael's Primary School, inclusive, quality first teaching for all underpins our approach to teaching and the first step in responding to pupils with SEND. This means teachers plan lessons carefully so that their pupils, particularly those with SEND, are able to participate and access the key learning at their own level. They do this by scaffolding learning, modelling, making clear what is to be learned, how this fits with what they already know and what the next steps in their learning will be. Where needed, additional interventions are outlined in the Class Provision and Individual Education Plans (IEPs) to support individual pupils. This may include small group work, individual class support and specific learning programmes and resources. Teachers have access to copies of reports and assessments by external professionals for pupils who have external professional involvement. The school website shows the learning plans for each term. This includes topic plans, knowledge organisers for each subject, homework and useful resources and links. For pupils who have an IEP specific outcomes and learning will be outlined in the plan.
3d	How the school adapts the curriculum and learning environment for pupils with SEND	How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities? How will the curriculum be matched to my child's needs?	The school has a new build and existing classrooms have all been re-furnished into modern classrooms. The classrooms are on two levels and the ground floor rooms are allocated to classes with known disabilities. All classrooms have: • blinds to reduce brightness • carpets to reduce noise • interactive whiteboards to make teaching and learning visual • access to a sink for water for drinking and art activities • modern furniture and storage for resources • access to a group room for small group or 1:1 work The school also has: • wide corridors which are kept clear to allow easy access for wheel chairs and walking frames. • disabled toilet facilities on the ground floor in both the new build and the refurbished building (one has shower facilities) • large hall for PE, assembly and dining hall • spacious playgrounds for each key stage and field • sensory area/quiet space/small garden provision for pupils who need to be into a calm environment from time to time • nurture group provision for pupils who have EHCPs who need additional support to access their learning All pupils with SEND have either a Pupil Passport (one page pupil profile) or an Individual Education Plan (IEP). These are discussed with parents/carers and teachers. They are monitored at least

			twice yearly by the SENDCO to ensure targets are set according to the pupil's area of need. Teachers will consider how to adapt teaching and learning to match the pupil's needs and help them make progress A Class Provision Map (a plan identifying additional support given to pupils) is drawn up by the teacher and the SENDCO to ensure that each pupil is receiving the support they need Pupils will be supported in a range of different ways, depending on what their needs are, e.g. taking part in an intervention programme, extra support from an adult in class, additional learning resources and scaffolding, being taught in Nurture Group, teacher presenting information in different ways, etc.
3e	Additional support for learning that is available to pupils with SEND	Is there additional support available to help pupils with SEND with their learning?	IEPs outline the additional support or provision that is available for pupils with SEND.
		How are the school's resources allocated and matched to children's special educational needs?	The assessments made for pupils with SEND outline how the resources are allocated and used to support their learning. Appropriate specialist equipment may be provided to pupils e.g. specialist pencil grips, pencils or pens, looped scissors, writing slopes, concentration cushions and sensory circuits.
		How will I know if my child is getting extra support?	Parents are informed of their child's needs and their learning plan through discussions and individual education plans (IEPs).
		How is the decision made about how much/what support my child will receive?	In the case of pupils with an EHCP, the provision is outlined within the plan following discussions during the initial assessment stage, or at the annual review, to help achieve these outcomes. The school's resources and additional funding are directed to match the pupil's SEND according to the plan.
3f	Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum	What social and extra-curricular activities are available for students with SEND?	All the school's extra-curricular activities and after school activities are available to all our pupils, including pupils with SEND. Information about the activities is sent electronically via WEDUC. These include: • sports e.g. netball, fencing and football. • music e.g. guitar, choir and ukulele. • art /craft e.g. painting, drawing and clay modelling, sewing • gardening / forest School activities • sensory circuits • Lego Club
		How can my child and I find out about these activities?	School trips, including residential are provided. The SENDCO, teacher and parent/carer complete a risk assessment for pupil's particular needs e.g. emotional, behaviour and physical needs to enable them to be included on trips. At times additional support is needed.
		How will my child be included in activities outside the classroom,	Parents/carers may be asked to drop and pick up or included to accompany children on trips where needed.

		including school trips?	
3g	Support that is available for improving the emotional and social development of pupils with SEND	What support will there be for my child's overall well-being?	Teachers, SENDCO and Senior Managers are all readily available for pupils who wish to discuss issues or concerns. Members of the Senior Management meet and greet pupils on arrival. The Inclusion Team are available to support any pupils who need additional support to help them settle into class. The Admin Team telephones parents/carers of any pupils who are absent without a reason provided on the first morning of absence to check their welfare. The school has adopted the Therapeutic Approach to behaviour and works hard to enable all pupils to develop emotional resilience and social skills. This is delivered through direct teaching e.g. PSHE, class routines, and indirectly through the conversations adults have with pupils throughout the day. In addition the school provides the following therapeutic activities for pupils with SEND: • Emotional Literacy support. The school has an experienced Emotional Literacy Skills Assistant (ELSA) • The school is linked with West Reading's Mental Health Support Team (MHST) and holds termly surgeries with a Primary Mental Health worker and an Educational Psychologist to discuss any mental health concerns with pupils. The school will seek consent from parents/carers to discuss pupils by name. • An Education Mental Health Practitioner or a Wellbeing Outreach Worker may work with targeted pupils following discussions, and parent /carer consent to refer a pupil to the MHST • The school may ask the Educational Psychologist to assess a pupil's social and emotional needs and give advice to further support the pupil's needs • If needed, the school makes referrals to the CAMHS team with the consent of parents/carers • The school makes referrals to Early Help for Family Worker support with parents/carers consent to further support the family, when needed • The school works closely with the RISE team, at BfFC, to improve the emotional and social development of individual pupils with SEND and our wave one provision in class. Other Therapeutic support for targeted pupils includes: • Sensory Circuits before school as well as access to the equipment throughout the day, as required • Lego Therapy – a social skills programme • sensory and massage therapy to help manage sensory needs • mindfulness and movement to help develop ways to self calm • Attention Autism • Play Therapy

4.	In relation to mainstream schools, the name and contact details of the SEN Co-ordinator	Who should I contact if I want to find out more about how the school supports students with SEND? What should I do if I think my child may have a special educational need or disability?	In the first instance speak to your child's class teacher about how the school supports pupils with SEND. If further information is needed contact the SENDCO: Miss Amy Knight senco@stmichaels.reading.sch.uk
5.	Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured	What training have the teachers and other staff who support children and young people with SEND had?	The SENDCO has experience of leading and managing provision for pupils who have SEND. The school ensures that training in special educational needs is built into the strategic training programme to continuously improve its inclusive quality first teaching for all and particularly for pupils with SEND. Training includes: • Child Protection • First Aid • Phonics, Fresh Start • Speech and Language Colourful Semantics, PECs, Lego Therapy • Scaffolding • Knowing More and Remembering more • Number Sense • Intensive Interactions • Massage therapy • Maths • Zones of Regulation • Therapeutic Approach • Precision Teaching • Attention Autism • English as an Additional Language (EAL) • Occupational Therapy strategies for writing • Sensory Needs • Good working relationships relationships with external agencies The Senior Management Team reviews the impact of the training through the school monitoring procedures. Staff are encouraged to share good practice in staff meetings.
6.	Information about how equipment and facilities to support children with SEND will be	What happens if my child needs specialist equipment or other facilities?	The school has a notional SEND Budget which could be used to purchase or hire specialist equipment, as appropriate. In addition to this, additional funding can be requested from the LA if it can be shown that the equipment is necessary to support the outcomes outlined on a pupil's EHCP.

	secured		
7.	The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child	How will I be involved in discussions about and planning for my child's education? How will you help me to support my child's learning?	The school works in partnership with parents/carers and keeps them informed of areas of strength and concern and to seek their views and support. The school holds two Parents/Carers' Evenings to discuss progress and next steps with the class teacher and SENDCO, if requested. They take place in October and February. A third meeting is offered to parents/carers who request this following a written school report which clearly details the progress the pupil has made and the next steps that need to be taken. Pupils with an EHCP will have yearly formal meetings to discuss progress and written reports will be included from the class teacher and SENDCO and any external professional working with the pupil on a regular basis. In addition, the school communicates with parents/carers through the : • School Website and WEDUC • Newsletters • Parent notice board • SEND Coffee mornings with invited speakers • Special events for parents eg phonics, multiplication check, key transitions, SEN come & learn
8.	The arrangements for consulting young people with SEN about, and involving them in their education	How will my child be involved in his/her own learning and decisions made about his/her education?	Pupils' voice is collected through providing comments for their school reports and when reviewing IEPs and Pupil Passports. Pupil who have EHCPs are supported to share their views with trusted staff. Their views are shared at their Annual Review.
9.	Any arrangements	Who can I contact for further information?	In the first instance, a complaint is dealt with by the class teacher.

	made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.	Who can I contact if I am not happy about the SEN provision made for my child?	If the matter remains unresolved the complaint is dealt with by the SENDCO or by a Senior Leader. The SENDCO meets the SEND Governor regularly to discuss any changes or updates.
10.	How the governing body involves other bodies including health and social care, LA support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils	Who else provides services in school for children with SEN or disabilities? How can my family get support from these services?	The school works closely with specialist practitioners including: • Educational Psychologist (EP) • Speech and Language Therapist (SALT) • Occupational Therapist (OT) • Physiotherapist • Child and Adolescent Mental Health Services (CAMHS) • Play Therapist • Outreach Behaviour Support Service • Hearing and Vision Impairment Advisory Teachers from Berkshire Sensory Consortium Services • Sensory and Massage Therapist • Primary Mental Health Workers (MHST) – with programmes such as Story Links and Worry Warriors • Berkshire Women's Aid • Daisy's Dream • Bounce Back4Kids • RISE at BfC Most of these can be referred to by the SENDCO with the parent/carer consent.
11.	The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32.	Who should I contact to find out about other support for parents and families of children with SEN or disabilities?	www.readingfamiliesforum.co.uk Reading families forum Reading Local Offer www.readingiass.org provide impartial support for parents of children with SEND IASS (Information Advice & Support Services) 01189 373 421 www.parentingspecialchildren.co.uk diagnosis support e.g. pre Autism and ADHD workshops, sleep clinic, and parenting programmes for parents of children diagnosed with Autism, ADHD and other special needs. 07876 275731 www.autismberkshire.org.uk supports anyone living with Autism and Asperger's Syndrome in Berkshire. Daily helpline 01189 594 594 www.autism.org.uk for the National Autistic Society, including their Parent to Parent Line 0800 9520 520

			www.rnib.org.uk The Royal National Institute for the blind supports everyone affected by sight loss. Their helpline operates Monday – Friday 8:45 -5:30 on 0303 123 9999 www.dyslexiaaction.org.uk/get-help have advice and information around dyslexia www.dyspraxiafoundation.org.uk for support and information about dyspraxia 01462 455016 www.iddtinternational.org The Independent Diabetes Trust offer great information for parents and schools regarding pupils with diabetes. 01604 622837
12.	The school's arrangements for supporting pupils with SEND in transferring between phases of education	How will you help my child make a successful move into the next class or secondary school or other move or transition?	We work hard to promote smooth transitions by: • Visiting feeder nurseries to observe new starters who have SEND, in their current setting. • Meeting with staff at the nursery/ secondary school to discuss individual children's needs and get appropriate training, if required • Staggered transition at the beginning of the year for Reception pupils. • Attending Annual Review meetings, where relevant and inviting secondary school SENCOs to Annual Review Meetings for Y6 pupils transitioning to secondary • Arranging additional transition visits • Pupils with an EHCP have phased transitions building up to full time. • SENCO's from Secondary Schools are invited to annual reviews prior to their transition, to set up a transition programme of support. • Arranging parent meetings with the SENCO at the secondary school, and accompanying them to the meeting if requested. • Visiting special schools for children needing an alternative placement when requested by parents/carers • School transitions: ○ Social stories or transition booklets with photographs of teacher, support staff, class, toilets, playground etc. ○ Teacher-to-teacher handover meetings for information sharing about pupils ○ Teacher meets the pupil with SEND needs a few times before the transition visits ○ Visits to the next classroom when it is empty are arranged before transition visits
13.	Information on where the LA's SEN Information Report / Local Offer is published ORDINARILY AVAILABLE	Where can I find out about other services that might be available for our family and my child?	Information is always passed onto parents/carers, including that from external professionals. There is a notice board by the Reception at the School Office Parents/carers will be directed to the Local Offer which can also be found on the school website.

	statement - Provision the local authority expects to be made available by schools, early years and post-16 providers)		
14.	Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review	What opportunities will we as parents and our child have to review our child's progress towards the agreed outcomes? How often will these reviews happen?	The school keeps a regular dialogue with parents/carers of pupils with SEND through Parent/Carer Evenings, discussions with SENDCO at least twice yearly and termly if needed. Review of Pupil Passport yearly Review of IEP at least twice yearly and termly if needed. Pupils with an EHCP have an Annual Review meeting. This is attended by the teacher, parents/carers and SENDCO, and where appropriate the pupil for part of the meeting. We use a person-centred model for these review meetings and everyone has the opportunity to contribute and ensure that the outcomes and provision featured in the plan are still valid. Contributions from all external professionals involved is provided through a report on the child's progress over the year.

15	Who can I contact for further information?	In the first instance, parents/carers are encouraged to talk to their child's class teacher. If the matter remains unresolved the complaint is dealt with by the SENDCO or by a Senior Leader.
	What is the complaints procedure?	Please see School website.

Our external partners are	
Educational Psychologist	
Speech & Language Therapist	
Primary Mental Health Support Team	
ASC Specialist Teacher	
ASC Parent Adviser	
Sensory and Massage Therapist	
Play Therapist	
Occupational Therapist	
Outreach Behaviour Support Team	
Early Help Family Workers	
Daisy's Dream bereavement support	
School Nurse	

Social Care	
Education Welfare Officer	
Sensory Consortium	

In the space below, include any additional provision/resources developed in the year (e.g. physical/environmental/training for staff etc.)

Is there any additional provision you have developed during the year?	Additional Nurture resource
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Has the school added a link to the SEN Information Report /Local Offer on the Reading Services Guide and a link to the SEN Information Report on the School's own website?	Yes
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