



ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

Special Educational Needs (SEN) Information Report

Date of ratification :	Autumn 2026
Review date :	Autumn 2027

The following details the school's individual Local Offer (SEN Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer set out in Calderdale's Local Offer
<https://www.calderdalechildcare.org.uk/kb5/calderdale/fsd/localoffer.page?localofferchannel=0> which details the provision available in all Calderdale schools and academies.

School name	St Michael & All Angels CE (Foundation) Primary and Pre- School
Headteacher	Mrs Claire Berry
SEN coordinator	Miss Sophie Lawless
Governor with responsibility for Inclusion	Mrs Juliette Craven
Contact details	Meadow Close Greenacres Shelf Halifax HX3 7QU
Email (admin)	admin@st-michaelangels.calderdale.sch.uk
Email (SENCO)	sophie.lawless@st-michaelangels.calderdale.sch.uk
Telephone	01274 676246
Age Range	3 -11
Funding	Community Primary

We are committed to providing clear and accessible information about our Special Educational Needs (SEN) provision. We hope this report answers your questions. For a more personal discussion about your child's needs and how we can support them, please do not hesitate to contact our dedicated and experienced staff. We are always happy to talk with you.

How do we make sure all children reach their potential?	• Access to a broad and balanced curriculum which is adapted • Quality of teaching and learning thoroughly monitored by school leaders • Individual targets for English • Rigorous children tracking system which ensures all children are monitored. • Termly progress meetings with SLT • Professional dialogue about every child in school every term ensures any difficulties are identified early and suitable provision put in place • Where children continue to make less than expected progress, despite quality first teaching and targeted support, the class teacher, in collaboration with the SENCo, will assess for additional needs. If SEN is identified, a meeting will be held with parents/carers to discuss the required support and create a SEND support plan.
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	- Weekly dedicated leadership time for the SENCO. - Detailed programme of reviews with parents and professionals. Pupil consultation meetings, for parents and carers, , drop ins, termly reviews for all children on the SEND Register and comprehensive annual reviews for children with Education Health Care Plans (EHCPs). Parents' views are very important to us. - All children on the SEN register have a pupil passport outlining their strengths, areas for development, support strategies, and their aspirations for the year and long-term. We highly value all childrens' views, actively seeking them through our school council and annual questionnaires, ensuring their voices are heard and respected. - A team of highly skilled class teachers and teaching assistants to meet individual needs - Long established, acknowledged and celebrated ethos of inclusion and equality
How do we identify children with SEN and assess their needs? (policies)	- Through discussions, observations, assessments and data analysis the SENCo, class teachers and support staff will identify any children who appear to have a SEND. - Children with a SEND may also be identified by external agencies and organisations. - Parents and carers may also inform the SENCo or teaching staff of any concerns and possible special educational needs. - Drop in sessions for parents/ carers are planned throughout the year which provides opportunities to to discuss any concerns for their children. - Progress meetings are held termly and progress of all children is discussed. The needs of any child who appears 'not on track' are discussed in detail. - The needs of children are regularly reviewed. Parents are invited to a termly meeting to discuss their child's needs and progress. - Where a child is identified as having SEN, a graduated approach of Assess, Plan, Do, and Review will be implemented.
How do we cater for more able children?	- Quality first teaching ensures all children are challenged. - We adapt the learning to challenge all. - We participate in competitions which celebrate successes of children with talents e.g. cross country, , football, music - Achievements of children are celebrated in Friday's Reward Assembly and on the newsletter
How do we help children with physical needs ?	- Adaptations made to the school building - Accessible toilet in school entrance - Ramped access at the school entrance - Children have access to equipment which supports the mechanics of writing: sloping boards, stand up desks, a variety of pencil grips, thera-putty, fine motor control games a variety of pens and other writing apparatus and ICT equipment 'Speed-up', a transcription programme

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	- Lap mats and move 'n' sit wobble cushions in school - Occupational Therapy intervention resources
How do we help children with speech and language needs ?	- Delivery of programmes devised by speech and language therapist - Staff experienced in the use of resources such as 'Colourful Semantics', 'Language for Thinking', 'Let's Talk', 'Socially speaking', 'Time to talk' and 'Word Wizard' and resources in school
How do we help children with sensory awareness ?	- We would seek advice and resources if a child had hearing or visual impairment - Access to the hearing and visual impairment service through the Specialist Inclusion Team
How do we help children who have social and emotional difficulties ?	- Highly skilled staff who have an extensive range of skills and experience in supporting children with a wide range of difficulties - High percentage of staff have mental health training - Pastoral meetings are held weekly and these include the Learning Mentor, Head Teacher and SENCo . - Staff are Autism aware and have received training from the Calderdale Autism team. They implement appropriate strategies to support pupils in class and during break times, promoting positive social interactions - Buddy system for children with SEN to develop their confidence and to build relationships. - Every class has a calming corner that children can access when needed - Well- structured PHSE curriculum - Access to specialist support for children with ASD and their families - Access to specialist counselling – e.g. Noah's Ark - School work closely with Calderdale's MHST (Mental Health Support Team) - MHST offer workshops around Mental Health and Well being - Access to The Den, a sensory room and The Nurture Room - Schools follow The Zones of Regulation in class which support children to understand their emotions and use strategies to manage them effectively. - Well planned transitions between settings and classes.
How do we help children who need support with English (Phonics, spellings, reading and writing)?	- Extra 1:1 reading to provide children with strategies - Teachers scaffold children's learning and differentiate tasks or outcomes during lessons. Teachers often over teach essential writing skills to ensure they are embedded. - Teaching assistants trained for Better Reading and resources in school - Phonics/spelling groups - A highly skilled teaching assistant and the SENCo have been trained in Dyslexia and can screen children to formulate an 'at risk' score

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	• Dyslexia aware staff throughout the school who use Dyslexia friendly teaching strategies • 'Toe by Toe' and 'Beat Dyslexia' resources in school • Staff trained in 'precision teaching' • Staff trained to deliver Little Wandle phonics sessions • Pre teaching
How do we help children who need support with Mathematics ?	• Teaching assistants deliver individualised programmes • '1 Plus 1', 'Power of 2', 'Numicon' 'First class at number' and 'Max's Marvellous Maths' resources in school • Targeted ICT programmes 'Rock Stars' • Staff trained in 'precision teaching'
How do we support children who have medical needs ?	• Individualised medical needs plans created • Team of first aiders • Staff are informed of children's medical needs that they work with • Staff receive training appropriate to the needs of the children within their care • Work with the school nurse • Seek specialist medical advice when appropriate
How do we help children who have English as an additional language (EAL) ?	• We would seek advice and resources if a child was to attend with EAL
How do we support children with complex and multiple needs ?	• Close liaison with local primary special schools, including split placements • Risk assessments conducted by a local special primary school • Staff experienced (several children been through school with complex needs) • Multi agency approach used so clear understanding of the range of needs
Which specialist services do we access beyond the school?	As our school is on the Calderdale/Bradford border some specialist services change depending on where you live. If you live in Calderdale below are the following services who give us support and advice. • Specialist Inclusion Team – including visual and hearing impairment team • Educational Psychologists • Speech and Language Therapy • Occupational Therapy • Physiotherapy • Noah's Ark • Autism Team • CAMHS • School nursing service • We are also part of the North and East Halifax Cluster and the East Calderdale Learning Community where expertise is shared between schools If you live in Bradford then referrals through school can often be made to Calderdale specialist services, however if referrals are made through your GP or health visitor, you will access Bradford specialist services.

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How will we include children in activities outside the classroom?	- Children with SEN are encouraged and supported to participate in out of school clubs - The curriculum is designed to be inclusive and all trips and activities are planned to ensure that all children can attend and take part. - Support staff will go on school trips and residential to meet the requirements of our risk assessments - Parent/carers will be consulted prior to trips for advice and guidance
How do we prepare and support a child for joining school and transferring to secondary school?	- All children new to school receive a home visit - Parent/carers of Reception children are invited to an information evening - Reception class teachers meet with parent/carers for a consultation meeting - Visits to pre-school placements by SENCo or class teacher - Children have transition visits in the Summer Term - Transition plans – additional visits to Secondary School with primary school staff - Staff can implement Independent Travel Training - Close liaison with all other settings involved in transition – good exchange of information
How will we meet a child's personal care needs?	- Care plans are created with parents and agencies if required 1 accessible toilet, ensures space and sensitivity for some aspects of personal care - A shower is available in school if required - Children are given as much responsibility for personal care as is possible with staff interventions only coming into force when necessary and following strict procedures
How will we develop social skills throughout the school day, especially break times?	- Playtimes/lunchtimes seen as an important part of the day and included in time for support for children if appropriate - Lunch clubs are planned to develop social skills - Buddy system for children transitioning through key stages - Every member of staff displays The Zones of Regulation - Staff are aware of the children's needs within their care and set up activities and games to develop their social skills. Small group activities are carefully planned to include all children - Staff have focus children over lunchtime to develop social skills if required/appropriate - Reward positive behaviours at lunchtimes - Social and emotional drop in session runs at dinner time. - Children can work with the Learning mentor to build their self-esteem and confidence.
How do we allocate resources?	- Support provided based on need as specified in a child's ANP or EHCP (Educational Health Care plan) - Teaching assistants -time with these assistants deployed on a needs basis - Our school employs teaching assistants who work with individuals and small groups.

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	• Termly monitoring and review take place and provision is matched to needs
How do we ensure all staff are well trained?	• Well planned programme of Continuous professional development (CPD) accessing both external agencies and in school support
How do we raise awareness of special educational needs for parents and the wider community?	• We participate in competitions which celebrate successes of children with SEN e.g. sports festival • Achievements of children with SEN are celebrated in Friday's Reward Assembly and on the newsletter • Termly drop-in sessions are held before and after school for parents to attend. Families can discuss their child's needs or any concerns they may have
How do we evaluate the effectiveness of the provision made children with SEN?	• Rigorous monitoring of the quality and effectiveness of learning is continuously evaluated throughout the year, and considers children's starting points • We research effective interventions and use evidence based strategies to support learning, for example EEF. • The SENCo completes book scrutinies, learning walks and children voice to evaluate the quality and effectiveness of the provision. • SLT meet three times a year to discuss progress of children with SEN and impact of the additional support provided to the children. • Termly children progress meetings critically discuss the impact of interventions • Teachers meet with parents three times a year to discuss their child's progress and their new targets.
How do we engage with parents/carers of children with SEND?	• Parents will be invited to meet with the class teacher each term to review their child's plan. • The pastoral team hold drop-ins throughout the year • We hold open mornings throughout the year where parents are invited in to join their children in class • Parent/ carer questionnaires are sent home to collect feedback
How do parents raise concerns/complaints about the provision made for children with SEN?	• The school has a complaints procedure and this will be followed for any SEND complaints. • If you have a query or complaint regarding your child and their special educational need please initially talk to the class teacher. This query will then be discussed and resolved or passed on to the SENCo. If you feel this issue has not been dealt with sufficiently or you still need further advice please inform the Head teacher or governing body.

This report complies with the SEND Code of Practice (2015) and Regulation 51 of the SEND Regulations 2014.

Thank you for taking the time to find out about our Local Offer at St Michael & All Angels – please do not hesitate to contact us for any further details.

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