



SEN provision for Children and Young People at St. Michael's Catholic Primary School

November 2023

As part of the Children and Families Act 2013, Local Authorities are required to publish a '**Local Offer**' which sets out support that is available for children and young people with SEND in the local area.

Newham's Local Offer is available on the [Newham Website](#) and tells parents how to access services in their area and what to expect from these services.

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEND.

This is the Local Offer for St. Michael's Primary school. It describes the arrangements we make that are 'additional and 'different 'for pupils with SEND. This information has been produced together with parents, carers and our children and young people and will be reviewed annually.

The diagram on the next page illustrates the schools graduated response to children's needs. It shows the standard offer of teaching, learning and care for ALL pupils, the additional provision which may be needed by some pupils and the specialist provision available to the few children with significant or complex needs.



St Michael's Catholic Primary School's Offer of SEND provision

A **few** pupils with complex or significant needs will access:

- A personalised timetable
- Access to evidence based specialist programmes
- Access to specialist services and therapists
- High levels of adult support and working in small groups

Some pupils with additional SEND needs will access:

- Targeted interventions and support matched to need
- Individualised target setting
- Personalised progress tracking and assessment of need
- Access to flexible working groups
- Access to additional adult support

All pupils will access:

- High quality teaching and learning
- An adapted curriculum
- Reasonable adjustments to the environment and equipment for pupils with disabilities
- Assessment for learning
- Personalised target setting
- After school clubs and educational visits



Additional Information about St Michael's Catholic Primary School's

Offer of SEND provision

How we identify individual Special Educational Learning Needs

- When children have identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEND needs will be in our school setting.
- If you tell us you think your child has SEND we will discuss this with you and investigate it further - we will share with you what we find and agree with you what we will do next and what you can do to help your child.
- If our staff think that your child has SEND this may be because they are not making the same progress as other children; they may not be able to follow instructions or answer questions for example. We will observe them; we will assess their understanding of what we are doing in school and use tests to pinpoint what is causing difficulty.

How we involve pupil and their parent/carers in identifying SEND and planning to meet them

- Regular meetings are held to discuss your child's needs; we plan and work together so that we are all helping your child in the same way to aid their progress.
- Where appropriate we will write and review SEND targets with children and parents/carers
- Where needed we discuss with parents where it may be necessary to consult with outside agencies to receive their more specialised expertise.

How we adapt the curriculum so that we meet SEND

- All our staff are trained to make learning materials and resources appropriate, ensuring every child is able to learn at their ability.
- We use additional schemes/materials so that we have something at the right level for children with SEND. For example we use Maths No Problem to develop Maths skills; RWI tutorials to develop reading; Box Clever, Tales Toolkit and Language for Thinking groups to develop language and communications skills; social skills or nurture groups to support personal, social and health education.

How we modify teaching approaches

- Staff are trained in a variety of approaches which means we are able to adapt to a range of SEND: Specific Learning Difficulties (SpLD including Dyslexia); Autistic Spectrum Disorder; Speech, Language and Communication needs and Social, Emotional and Mental Health needs
- We use a number of approaches to teaching that support all children and their learning styles. This is evident in the teachers' planning and the delivery of lessons and may take the form of whole class, group or individual teaching.

- Teachers and support staff have received specific training in relation to the use of resources, programmes and strategies to support our children e.g. RWI, Maths No Problem, Reading Eggs, Eedi and speech therapy programmes.
- Other agencies support and advice is also used to compliment the planning and delivery of quality first teaching

How we assess pupil progress towards the outcomes we have targeted for pupils. How we review our approach to ensure that students consistently make good progress while engaging both pupils and their parents/carers.

- We use the school's attainment data to assess progress. The SENDCo will meet regularly with teaching assistants and teachers to monitor record keeping and target setting for these children.
- We check how well a child understands and makes progress in each lesson. This is done through plenary sessions at the end of lessons; through the school's marking system and ongoing assessments
- Student progress meetings with teachers enable the SLT to check the progress of all children each term. These meetings help identify children who are not making expected progress and identify strategies/interventions to help
- Send review meetings with teachers enable the SENDCo to check progress of all children each term. These meetings help identify children who are not making expected progress and identify strategies/interventions to help.
- Teachers further discuss progress with parents every term or more often if we believe this will help
- Subject Leaders monitor pupil outcomes and support staff with planning and provision.

The school's arrangements for the admission of disabled children

- We do not currently have pupils with severe physical needs in school. Before a pupil with these needs are admitted to our school we would do the following:
- Meet with the SENDCo and staff of the last school and discuss strategies, needs and level of support required
- Meet with the parents to discuss needs and strategies at home
- Information will be sought from the relevant professionals and agencies
- Carry out a risk assessment of the environment to ensure safety for all
- Liaise with the school nurse to devise an appropriate care plan
- Staff will be informed of the impending admission
- We may need to arrange for a gradual integration over a week or two, depending on the needs of the student

What equipment or resources we use to give extra support

- We use workstations; visual timetables; support for communication; countdown timers
- We use a variety of iPads apps for children with communication difficulties
- Individualised timetables for High Needs Funded Pupils and those who need specific targeted support.
- Further information can also be found in the Accessibility Plan

What extra support we bring in to help us meet SEND:- services; expertise How we work together collaboratively

We have access to the following services in and out of school:

- Language Communication Interaction Service
- Sensory Service - Visual Impairment Team
- Education Psychology Service
- Speech Therapy
- Occupational Therapy

- Child and Family Consultation Service
- Behaviour Support Services
- The Children with Autism in Newham Diagnosis Service

All of these services offer training for staff in school, and they provide advice, strategies and programmes.

Our school also offers:

- Support from the Brentwood Catholic Children's Society - a counsellor visits one morning a week to support SEMH pupils.
- Together we review the child's progress, set next steps and review these with outside agencies and parents.

How do we support a pupil's overall well-being?

- The school prioritizes the safe-guarding of all pupils.
- We strive to meet the emotional needs of the pupils through our PSHE curriculum, in school counselling (one afternoon per week from the Brentwood Catholic Children's Society) and the Rainbows Bereavement counselling.
- We have staff who target anger management, self-esteem, emotional well-being and nurturing issues.
- We follow the school's Behaviour and Anti-Bullying policies to ensure good relationships and reduce incidents of bullying.
- Three members of staff currently oversee Looked After Children (LAC) pupils in our school and liaise with parents/carers and teachers accordingly.

For more information about the SEND provision at our school please go to our website:

- Information about how the school is compliant with its duties under the Equalities Act 2010
- Details of the school's pupil premium allocation and plans to spend it in the current year; and, for the previous year, a statement of how the money was spent and the impact that it had on educational attainment of those pupils at the school in respect of whom grant funding was allocated
- Details of the school's policies on behaviour and inclusion provision
- If you need to speak to someone about your child's special educational needs, please contact Ms M Alexander the school's SENDCo.
- If you have a complaint about the SEND provision, please follow the school's complaints procedures, at copy of which can be obtained from the school office.
- This Local offer was shared with parents and the SEND Governor in November 2025

Date of Review: November 2025