

Dalton St Michael's Church of England Primary School



SEND SCHOOL INFORMATION REPORT May 2025

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| SCHOOL NAME AND ADDRESS | Dalton St Michael's CE Primary School Higher Lane, Wigan Lancashire WN8 7RP | TELEPHONE NUMBER | 01257 462082 |
| | | WEBSITE ADDRESS | https://www.dalton-stmichaels.co.uk |
| DOES THE SCHOOL SPECIALISE IN MEETING THE NEEDS OF CHILDREN WITH A PARTICULAR TYPE OF SEN? | Dalton St Michael's does not specialise in meeting the needs of children with a particular type of SEND. | | |
| WHAT AGE RANGE OF PUPILS DOES THE SCHOOL CATER FOR? | 3 TO 11 YEARS | | |
| NAME AND CONTACT DETAILS OF SCHOOL SENCO | Mr Iain Attkins (SENDCo) head@dalton-st-michaels.lancs.sch.uk | | |

The kinds of SEND we provided for.

At Dalton St Michael's, we are committed to meeting the special educational needs of pupils and ensuring that they make progress. We seek to provide a high-quality education for all pupils according to their needs, and to develop attitudes of mutual respect and responsibility.

Every child and family in our community is valued and diversity is celebrated. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to belong, believe and achieve. All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Every teacher at Dalton St Michael's is a teacher of every pupil, including those with special educational needs.

Currently the school provides provision to meet the needs of a variety of special educational needs in the following areas:

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

How does the school know if children/young people need extra help?

The school looks to identify children with special educational needs as early as possible.

After clear analysis of the pupil's needs using teacher assessment knowledge of the pupil, the class teacher identifies (in conjunction with the SENCO/headteacher) those pupils who require additional support through a provision map.

Progress is measured for all students with SEN termly (individual teacher assessment, phonics, reading, writing and maths assessments). These are recorded on termly trackers by the SENCO to ensure SEN pupils are meeting expected targets.

A range of data is used to identify pupils with SEN including phonics screening, reading, writing, maths assessment results and SATs (statutory and optional).

Screening materials are used by the SENCO where appropriate to provide additional information.

The views of parents, pupils and, when appropriate, outside agencies are also considered when assessing additional needs.

Where outside agencies from health or social services are involved with the child, school will use this information to make assessments. When support from outside agencies is needed, the SENCO will discuss this with parents and organise appropriate support. Where there is a multi-agency approach, an Early Help is usually opened and TAF meetings are organised for agencies to identify needs and plan a co-ordinated response to support the family.

What should I do if I think my child/young person has special educational needs?

- We have an open door policy and welcome parents to discuss any concerns about their children.
- In the first instance, contact your child's class teacher.
- If you still have concerns, you can contact the SENCO - Mr Iain Attkins.
- We pride ourselves on building positive relationships with parents. We are open and honest with parents/carers and hope that they are able to do the same with us.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

- Children's needs would be discussed informally with the child, with staff that they are familiar with, and in a nurturing environment. Maintaining children's self-esteem and confidence is paramount.
- Children contribute their views on attainment and progress, aspirations and goals to Pupil Support Plans (PSPs) when they are reviewed each half term or when needed.
- Children are informed of progress daily as part of our feedback policy. Staff decide on the most effective method of feedback that delivers the optimum amount of progress. Progress is then discussed formally at pupil progress meetings and at PSP review meetings.
- Children's views are gathered through class discussions, assemblies and meetings. Children with EHCPs contribute to their annual review meetings.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in - their child's/young people's education?

- The School operates an open door policy and has two parent evenings a year to provide opportunities for parents to discuss the progress of their child. Signposting and meetings with outside agencies and parents are arranged by school to support the family when required.
- An annual written report is sent home at the end of the summer term with an invitation to discuss with the teacher.
- Open Days are offered in October for new parents to the school and appointments can be made by prospective parents to view the school individually.
- Personal Support Plans are shared with parents and a signed copy is kept on file. Parents are encouraged to work on targets at home with their child and provided with resources and strategies to do this.
- Parents contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to contribute to the review and the outside agencies are invited to contribute and attend the meeting.
- The SENCO is available at the start of and end of each day, as well as upon requested appointments and can be contacted by email.

What is the school's approach to teaching pupils with special educational needs?

- Quality first teaching for all children is key for all pupils with or without special educational needs.
- All teachers at Dalton St Michael are teachers of SEN and are responsible for the pupils in their class.
- All teachers and teaching assistants maintain high expectations of children with special educational needs.
- Children who have an additional special educational need may have a PSP or Education and Health Care Plan. These children will be on the school's Special Needs Register.
- Children with SEN will be supported by, their class teacher, SENCo, teaching assistants and other professionals depending on their child's needs. These could include the School Nurse, Health Visitor, Speech and Language Therapists, Occupational Therapist, Educational Psychologist and Physiotherapist.
- Children with SEN may follow an intervention programme and / or a personalised timetable according to their needs as set out in their PSP or EHCP.
- All children with SEN are educated in the classroom with the rest of their peers. They may be withdrawn for small group activities or 1:1 support depending on their needs.

How will the curriculum be matched to my child/young person's needs?

- Class teachers carefully plan lessons and activities to meet the varying needs of the children in their class.
- A variety of adaptations support the children to access the curriculum based on their individual needs. This may be done through the use of alternative resources, pre-teaching, additional support.
- The use of additional adults, supporting children, is planned, and consistently monitored and reviewed.
- Sometimes, it is appropriate for small groups or individual children to be withdrawn from class to complete some learning activities and intervention programs. This is always based on an assessment of need and all children are still fully included in a wide range of class-based learning activities.
- Tasks are broken down into smaller, manageable steps for some children as well as their learning being tracked and planned for.
- School will always consider the advice from specialist external agencies (such as speech and language therapy, Educational Psychology, physiotherapy, Outreach Support) when planning the curriculum.
- Additional resources may need to be put in place for certain children to help them to reach their full potential. For example, sloping writing desks, pencil grips, Dictaphones, talking tins, coloured overlays, sensory equipment.

How accessible is the school environment?

A new junior building was added to the school and there was refurbishment of the old school building in 2006. The single level school is fully wheelchair accessible from all entrances and all doorways are wide enough to accommodate wheelchairs. Doorways are painted in contrasting colours to aid visually impaired members of the community. Pathways have been resurfaced to ensure safe access for all pupils. There is a large, flat car park available for disabled persons in the car park and a disabled toilet is available for wheelchair users if the need should arise. Some toilets are fitted with handrails to support children.

Information is available on the school website, Facebook page and monthly newsletters. School policies can be viewed on our website and paper copies are available upon request. Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. The school has a range of ICT programmes for pupils with SEN in addition to laptops, headphones and interactive whiteboards installed in every classroom. Visual timetables are used, along with individual work stations in classrooms, and resources are clearly labelled with text and pictures. Early years classes offer a PECS (Picture Exchange Communication System) to quickly introduce a system of functional communication along with sign language.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

At Dalton St Michael's, we have an 'open door' policy and parents are always welcome to speak to teachers at a mutually convenient time. This may mean that parents need to make an appointment or for a relatively quick enquiry, teachers may be available immediately.

- We hold two parents' evenings per year and every class teacher will write a detailed report in the summer term about your child's attainment, progress and achievements.
- We inform parents about age-related expectations for their child.
- Class teachers, the SENDCo and if appropriate, professionals from external agencies, will advise parents on how best to support their learning and development at home.
- If your child is receiving School Support and therefore has a Pupil Support Plan in place,

then class teachers will discuss your child's targets and the provision provided each half term. During this discussion, teachers will discuss your child's targets and the provision provided with you. You are invited to share your views and opinions and support is offered as to how you can help your child at home.

- Children with specific needs have resources allocated to them where appropriate. Angled boards, pencil grips, talking tins, wobble cushions, weighted blankets are all deployed where necessary and where advised.
- Following pupil progress meetings with SLT and teaching and support staff, resources are allocated to classes and groups where the need is greatest. These meetings take into account children's attainment levels, rates of progress and social and emotional needs.
- Children with specific needs have resources allocated to them where appropriate. Angled boards, pencil grips, privacy boards, talking tins, wobble cushions, weighted blankets are all deployed where necessary and where advised.
- Through 'assess, do, plan, review' process children's needs are identified so that the resources can be allocated to where the need is greatest and to ensure support is appropriate and accurately matched to all children's needs.
- Children with SEND are supported on a daily basis. The SENCo works closely with the team of teachers and support staff to ensure this provision is delivered effectively.
- Parents/carers can contribute views and ideas to provision at PSP and parent's meetings.
- When sitting examinations children with SEN can be supported 1 to 1 (School Action +/- EHC), have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration (as appropriate for the needs of the child).
- The decision type and quantity of support is often made following the advice of outside agencies such as an Educational Psychologist or a Specialist Teacher.
- The school's standard assessment data as well as specific SEND assessments e.g. PIVATS, are used to inform the decision about the type and quantity of support SEND children receive.
- The School Development Plan and provision map takes a strategic approach to meeting SEN in the context of the total resources available including identified groups such as pupil premium.
- Resources are prioritised according the School Development Plan. The SENCO consults teaching staff and support staff to determine which resources are needed and submits a budget bid to the SLT.
- SEN is funded through the national SEN budget - this is used to provide high quality, appropriate support for SEN pupils.
- Where additional funding is required, review of provision is made, including application for Statutory
- Assessment by the SENCO and subsequent acquisition of an Education and Health Care Plan (EHCP)/ application for Funding; The local authority is responsible for providing additional funding where the cost of the SEN provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

What are the arrangements for assessing and reviewing the progress and attainment of pupils with special educational needs?

- After clear analysis of the pupil's needs using teacher assessment knowledge of the pupil, the class teacher identifies (in conjunction with the SENCO/headteacher) those pupils who require additional support.

- Progress is measured for all students with SEN termly (individual teacher assessment, phonics, reading, writing and maths assessments). These are recorded on termly trackers by the SENCO to ensure SEN pupils are meeting expected targets.
- A range of data is used to identify pupils with SEN including phonics screening, reading, writing, maths assessment results and SATs (statutory and optional).
- Screening materials are used by the SENCO where appropriate to provide additional information i.e. Nessy.
- The views of parents, pupils and, when appropriate, outside agencies are also taken into account when assessing additional needs.
- Where outside agencies from health or social services are involved with the child, school will use this information to make assessments. When support from outside agencies is needed, the SENCO will discuss this with parents and organise appropriate support. Where there is a multi-agency approach, a CAF is usually opened and TAF meetings are organised for agencies to identify needs and plan a co-ordinated response to support the family.

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

- The SENCO has delivered training for strategies to use for children with dyslexia.
 - Each term a range of SEND training is offered to the SENDCO and Teaching Assistants via SHARES.
 - In the case of children with HI, VI or medical needs, a care-plan, specialist support equipment and training is provided by SEND, NHS (Diabetes Nurse etc).
 - Staff have received, specific SEND training and First Aid.
 - Staff have also received training from Compass Bloom on mental health.
 - The SENCO attends regular LCC and local SENCO cluster groups.
 - Teaching assistant CPD occurs through SHARES training days, INSET in school or TAs attending County led courses. Colleagues attending any courses are expected to disseminate and share relevant knowledge with other staff within the school.
 - The SENCO may identify the SEN training needs of staff through the appraisal process in conjunction with the Headteacher and all staff undertake training and development, for example through INSET. The SENCO often leads INSET for all staff.
 - Newly appointed teaching, support staff, and NQTs undertake an induction programme, which includes a meeting with the SENCO to explain systems and structures in place around the School's SEN provision and practice and to discuss the needs of individual students.
- The SENCO regularly attends the Local Authorities termly SENCO cluster meetings and half termly local SHARES SENCO forum meetings in order to keep up to date with local and national developments in SEN.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

- Primary Liaison days take place for year 5 pupils to visit all local high schools during the year.
- Each year 6 pupil visits their forthcoming Secondary School for transition days and Secondary Teachers from the Local Schools visit and discuss the needs of pupils to help ease the transition from Year 6 to Year 7. Some children are identified as needing extra support are targeted by high school for attending nurture groups.
- An early annual review is held in the autumn term for any Year 6 children with an EHCP so that support is advised and provided to prepare for secondary education.
- Additional visits are organised for Year 6 SEND pupils when appropriate and summer school sessions can be offered to all children (depending on the high school). The school SENCO liaises with SENCOs from local high school to discuss the transition of SEND pupils.
- High school open evening dates are notified to the parents.
- A variety of curriculum-based clubs are offered at local high schools to year 5 and 6 pupils throughout the year.
- SEND children work on a 'passport' to take across to high school.
- Class teachers and teaching assistants prepare children for high school through PSHE sessions and social stories with opportunities to discuss questions the children may have.

How will my child/young person be included in activities outside the classroom, including school trips?

- School offers breakfast and after school club to all pupils in term time.
- We have a range of after school clubs available.
- Holiday care can be provided by SHARES (consortium of local primary schools) or West Lancashire Sports Partnership.
- Where necessary, additional adult support can be arranged so that pupils with additional needs can access extra-curricular activities.
- Play equipment is available for pupils to use during break times and music is sometimes played to encourage movement.

What support will there be for my child/young person's overall wellbeing?

- Parents complete medical forms stating name of medication, details of dosage and frequency and sign to grant authorisation to the school to administer to medicine to their child. All medicine administration is recorded in the medicine file.
- Care plans are discussed with the school nurse and passed on to the relevant Class Teacher, breakfast and after school clubs. A copy is kept in the office and the master copy is kept with the SEN records.
- Children with medical needs have their photograph displayed and the need described in the class register and in the staff room so that all stakeholders are notified.
- All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency.
- In the case of a medical emergency 999 would be called (details of condition would be given- available in the office) and at the same time first aid administered and parents contacted.
- School has good links with the physiotherapy, occupational and speech therapy service and will refer pupils to these agencies when appropriate with parental permission. Sessions sometimes take place at school and teaching assistants will observe and continue to implement support programmes throughout the week.
- Where appropriate, school can also refer pupils with parental consent for counselling and can signpost parents to courses and support groups. Teaching Assistants are utilised to provide pupils with emotional support and will deliver a sensory diet to those pupils requiring it.
- Where appropriate and with parental consent, school can also refer pupils to the family and well-being service and CAMHS (children's and adolescents mental health services) for assessment and support.
- School work closely with Compass Bloom who deliver Parent Led CBT for Anxiety and/or Conduct and come into school to work with certain individuals.
- School has robust safeguarding procedures and all staff are aware of policies and the procedures to follow if they have any concerns regarding a pupil. School has three designated safeguarding leads who regularly check our safeguard software and carefully monitor concerns.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

- School regularly and carefully monitors and evaluates the quality of provision offered to all pupils.
- This is done through regular book scrutinies, class observations, audits, sampling of parent views, pupils' views and staff views.
- School have a designated SEN governor who meets with the SENCO.
- The SENCO produces and delivers an annual report for governors which uses information from ASP, LSIP, data dashboard and internal data to show the progress of SEN pupils and highlight areas for development.
- SEN progress reports are delivered to governors termly through the Standards and Effectiveness Committee meeting.
- Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.
- Targeted plans/ IEPs are monitored weekly against targets which are reviewed and changed as appropriate. Targeted plans are formally reviewed and shared with parents each half term.
- Pupils' progress is monitored and tracked throughout the school and pupils with SEN and pupil premium pupils are monitored on the Provision Map.
- The quality of the provision delivered through different interventions is monitored regularly

through observations, walk-throughs and monitoring of PSP files.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

- Dalton St Michael's Primary School is in the Local Authority (LA) of Lancashire. Every LA has a local offer to their residents for SEND. You can view Lancashire's LAs local offer at www.lancashire.gov.uk/childreducation-families/special-educational-needs-and-disabilities.aspx We seek advice and expertise from various outside agencies including:
- Education - SEND
- SENDO
- Health - nurse, doctor, Occupational Therapist, Speech and Language Therapist, Physiotherapist, Psychiatrist
- CAMHS
- Occupational Therapy
- Pupil attendance team
- Children's Social Care
- SENDIASS
- Early intervention team (SENDIASS)
- The SENCO, teaching and support staff are released to attend meetings with outside agencies.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

- If parents/carers wish to discuss something about their child, they should first contact the class teacher. This can be through the school office or through the form on the class page of the website.
- If required parents/carers can then contact the SENCo either through the school office or via email on the school website.
- If required parent/carers can then contact the headteacher either through the school office or by completing the Contact Us form on the school website.
- Meetings held with parents/carers are recorded on Safeguarding Software and an agreed action taken and added to the initial concern. An agreed method of communication will be made between school and parents/carers regarding follow up of the issue.
- Should all other methods be exhausted, the formal complaints policy can be followed.