

Michaelchurch Escley Primary and Pre School SEN Information Report

September 2025

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Contact: (01981) 510208 or admin@michaelchurch-escley.hereford.sch.uk

To be read in conjunction with Michaelchurch Escley SEN Policy

Michaelchurch Escley Primary and Pre School is a small, caring school where all children can feel safe, confident and enjoy learning. The school aims to provide excellent education for all children so that they can be confident and fulfilled learners, prepared for adult life.

Due to our small size, every child is seen as an individual and their experience of education will be tailored to suit their unique needs, regardless of whether or not they have Additional Educational Needs. Small classes and consistent longer-term relationships with teachers (due to multi-age classes) allow teachers at Michaelchurch Escley Primary and Pre School to have a clear appreciation of individual children's needs and mean that staff are well placed to respond swiftly to any changes that may occur. We have an inclusive ethos where children's individual strengths, interests and prior experiences are valued and when possible are given influence over the direction taken of our project-based learning.

As a school community, we are able to offer a range of provision to support children within the following four broad areas of need:

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

Our aim is to ensure that learners achieve individual success and fulfil their potential within a mainstream context and all support should be seen in this context.

In order to ensure that families can access the information they need about Special Educational Needs and Disability (SEND) support, we have arranged our SEN

Information Report as a series of key questions about what we can provide for children and families.

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1. Who can I contact to discuss my child's needs?

If you have any information or concerns about your child's needs or access to learning, your first point of contact should be the Deputy SEN Co-ordinator, Kate Humberstone or the SEN Co-ordinator, Ruth Green. They are responsible for co-ordinating and monitoring provision for students with SEND and can be contacted via the school telephone, 01981 510208, and email, admin@michaelchurch-escley.hereford.sch.uk

You can also contact the SEN Governor who is responsible for supporting the school to evaluate and develop the quality and impact of provision for students with SEND across the school. They can also be contacted through the school office using the above details.

2. How does the school know if children need extra help?

Understanding of a child's needs will grow with time and be aided by:

- input from the children themselves about what they find easy or difficult;
- information from families about their child's strengths, weaknesses, interests and existing support mechanisms;
- regular classroom assessments (for example, through observation or daily activities in the classroom);
- reviewing progress towards expected age-related outcomes;
- regular meetings between class teachers and SEN Co-ordinator to discuss how to support children whose progress or well-being is beginning to be of concern;
- early assessment and diagnostic tools, which are available within school to make accurate assessments of SEND.

If a teacher has concerns that a child may have SEND, then parents will always be informed directly and invited to discuss the support that should be put in place.

3. What should I do if I think my child may have special educational needs?

If you or your child have concerns about their progress then please contact the class teacher or Head teacher in the first instance. We aim to be approachable for contact by email, telephone, or in person for informal updates about progress and concerns. Children in Squirrels and Acorn class also have a Contact Book which can act as a daily communication opportunity.

4. How is the decision made about the type and how much support my child will receive?

Any decisions about additional support which may be offered to your child will be made collectively by the children themselves (where relevant), their parents, school staff and any other relevant professionals or services (for example, Educational Psychologists, GPs, Paediatricians, or Behavioural Support Services). Your child's individual needs and various ways to support them will be discussed so that the most effective combination of support can be agreed upon.

The support package agreed may include additional resources (for example, visual aids like coloured overlays), extra adult support in class, small group or one to one intervention programmes to target specific skills, or the involvement of other agencies. The combination of support strategies and whether they are used across

all activities or just to support certain subjects, activities, or times of day which your child is finding challenging will be discussed and agreed before being put into place.

5. How do children and families contribute?

We believe that children and parents must be actively involved in decision making with regards to wishes, support and goals. The views of children and their parents are also important when judging whether any individual support is having the desired effect and how it can be improved.

As part of the Special Educational Needs and Disability Code of Practice, children's wishes and parents' views regarding the care and support they should receive are central to the introduction and review of any support programmes or resources. Children and parents will be invited to contribute to any meetings about the support offered by the school or outside agencies, this includes discussions held prior to support being put in place as well as regular reviews of children's progress. Parents will be made aware of their child's Individual Education Plan (IEP) and contribute as necessary.

6. What type of support is available at school for children with Special Educational Needs and Disabilities?

The basis of all support must always be good quality teaching in the classroom. This is known as 'Quality First Teaching'. Daily planning takes into account individual students' needs and requirements. Altering the lesson content, supports used, or outcomes expected, known as differentiation, is approached in a range of ways to support access to the curriculum and ensure that all students experience both challenge and success in their learning.

Special Educational Needs and Disabilities (SEND) will first be addressed through Quality First Teaching in the mainstream classroom and then, if necessary, through a further range of support and interventions tailored to individual needs, as assessed by internal staff and external agencies.

We strongly believe that children with SEND should be included in the daily teaching and life of the school. Multi-age classes and project-based learning facilitate learning with peers of different ages and adapting individual needs to a broad project. This ideally suits our aims to ensure children with SEND are valued for the contributions they can make to our school. At times it may be necessary for a child with SEND to access additional intervention programmes to support specific areas of their learning, either as part of a group or 1:1.

If such additional support is required, then this will be facilitated in conjunction with the SEN Co-ordinator. This may also involve alternative teaching approaches, additional adult support with certain tasks, different equipment or resources, and pastoral input to support children with SEND who may be experiencing emotional difficulties or anxiety. Michaelchurch Escley Primary and Pre School prides itself on

caring and respectful relationships with and between all the children who form our school community.

The school allocates money from its budget every year towards the provision of support for SEN. These funds are used to provide support, resources and training for staff and well as to provide the facilities, resources and adult support that enhances access to the school curriculum and physical learning environments for all children.

Children with high levels of need and where the support ordinarily available within the school is not enabling them to make sufficient progress, may need to have an application made for additional funding through Top Up Funding or an Education, Health and Care plan. The purpose of an Education, Health and Care Plan is to specify how services from different providers both inside and outside of school are co-ordinated effectively. Every Education, Health and Care Plan must be produced as part of a collaboration between the children themselves, their parents, school representatives, health professionals, and other relevant external agencies in order to facilitate integrated care planning. The needs, views and wishes of the child are the most important factor in this process.

Special Educational Needs provision across the school will be co-ordinated and monitored by the SENCo in conjunction with class teachers, teaching assistants and the Headteacher. Please see the school SEND policy for further details. This document, the SEN Information Report, will be updated annually to record how the school is making provision for children with SEN and what supports are available.

7. How will my child be included in activities outside the school classroom including school trips?

In keeping with our belief that children with Special Educational Needs and Disabilities (SEND) should be included in the daily life of the school, all activities outside the classroom are open to every child, just the same as activities within the classroom.

As a result of our emphasis on a play-based curriculum and using the outdoor environment to facilitate learning, the children of Michaelchurch Escley Primary and Pre School spend considerable time learning outside the classroom. Just as we do in the classroom, staff will provide extra support, resources and individual outcomes as appropriate to your child's needs during activities outside the classroom.

We recognise that the support your child needs during activities outside the classroom may differ from the support they find helpful during in-class activities. For some children, activities outside the classroom enable them to show their strengths and share their interests in ways that class-based activities may not. For others, activities outside the classroom may pose extra barriers to learning, particularly in terms of physical access to the school site. As part of assessing your child's needs and the support needed to enable them to learn and succeed, Michaelchurch Escley Primary and Pre School considers the many activities we take part in outside the classroom and whether individual children will need additional, alternative, or reduced support in order to be appropriately challenged and supported during these activities.

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

The staff within school have undertaken training in a variety of different areas in order to help them better understand and meet the needs of different children. This training includes supporting children with:

- Team Teach (de-escalation and positive handling);
- Attachment difficulties;
- Autistic Spectrum Conditions;
- Attention Deficit Hyperactivity Disorder;
- General Dyslexia;
- Speech, Language and Communication Disorders (including Makaton users); BSL (Level 2), Makaton and sign along. A qualified trainer in the use of AAC (including providing training in AAC communication systems to NHS SALTs), Extensive training in working with children who have profound communication difficulties including children who are non-verbal.
- Tourette's Syndrome;
- Emotional and Social difficulties;
- Processing and memory difficulties.

Staff members are also trained to offer targeted intervention programmes including:

- Read, Write, Inc. 1:1;
- Read, Write, Inc. Fresh Start;

Sometimes further support is necessary involving Local Authority, Health or Social Care associations. Parents and children will always be involved in this process. Referrals may be made to a variety of agencies, including:

- Advisory teaching services for the hearing impaired, visually impaired, or physically disabled;
- Educational Psychologist;
- Paediatricians;
- Speech and Language Therapy;
- Occupational Therapy;
- Physiotherapy;
- Local Authority Special School Outreach support, including behavioural support;
- Child and Adolescent Mental Health Services;
- Child Development Centre;
- Early Help;
- Young Carers;
- Virtual School;
- Special Educational Needs and Disability Independent Parental Supporters Service.

9. How will progress be monitored?

Teachers complete regular assessments and keep up to date monitoring records in order to identify whether child are making appropriate progress and any gaps in their attainment. Tri-annually pupil progress meetings take place, these monitor individual progress and identify any concerns. Whole school progress is monitored by the Headteacher, including comparison with national data. This contributes to the identification of children who are not making the expected progress, as well as widening gaps in attainment between peers.

For students with high needs, Individual Education Plans (IEPs) with long term and short-term targets will be set up which prioritise key areas to be addressed and by which progress can be measured. These will be developed with input from students and parents. In cases where external agencies are involved, their advice and recommendations will be included in IEPs.

10. How can I find out how my child is doing?

If your child is already receiving support with an identified area of SEND:

Progress will be reported and discussed with parents, at least once per term, for example at parent-teacher meetings. These meetings will be held more often if it is deemed appropriate for monitoring how a child's individual needs are being met.

Formal review meetings are held for students with Education, Health and Care Plans. Parents, students and relevant external agencies will be invited to these reviews. At these meetings, the impact of support offered is considered along with progress towards targets set. Support arrangements will be revised and updated accordingly. The outcomes of these meetings are formally recorded and sent to SEND Casework Officers at Herefordshire County Council.

If you are concerned about your child's progress but they do not currently receive support with an identified area of SEND:

We aim to be approachable for contact by email, telephone, or in person for informal updates about progress and concerns. Staff also hold regular parent-teacher meetings at least once per term. These meetings can serve as an opportunity for both parents and staff to raise concerns about a child's progress and to discuss what support they may need.

However, we also recognise that progress is most effectively supported if concerns are addressed swiftly. If you have concerns about your child's progress, please contact their class teacher or the Headteacher as soon as possible so that we can arrange a time to meet and discuss your child's progress.

11. How will the school help me to support my child's learning?

Michaelchurch Escley Primary and Pre School is committed to working in close partnership with all parents. Curriculum information is sent home at least once a term for all parents to find out about each class topic for that half term/term, the key skills that teachers will be focusing on through this topic and how these skills can be supported at home. This also provides an opportunity for parents to find out about any other changes and new activities which will be happening in the coming weeks as well as a chance to ask questions about their child's education, either as part of the meeting or in separate discussions with individual staff members.

For children who are receiving additional support in class or who are taking part in intervention programmes, when parents are invited to discuss these strategies, any opportunities to further support your child's progress at home will be shared. When staff and parents meet to review a child's progress and the support offered or facilitated by the school, assistance offered at home will also be reviewed and any changes or additional ways you could aid your child's learning will be discussed.

12. How will the school prepare and support my child to join the school, transfer to a new setting, or to the next stage of education and life?

If your child will be joining our school in Reception:

When children are preparing to begin their Reception year, the Infants class teacher will work closely with their Nurseries and Pre-schools to ensure that relevant information about the children and their needs is shared effectively. We aim to provide continuity of provision between Nursery and School so that children are experience the same levels of support in school as they have in their Pre-school setting.

All children are invited to three transition afternoons as an opportunity to become familiar with the staff, children and classroom that they will be joining. For some children, extra transition days will be offered if this is appropriate to their needs. Additionally, prior to starting in Reception, we are committed to offering every family the option of a home visit. This offers an opportunity for the class teacher and another member of staff to visit you and your child at home to confidentially discuss your child's individual needs in a setting where both you and your child would feel more comfortable. This also offers a further opportunity for your child to familiarise themselves with school staff and begin to build a trusting relationship.

Within each child's first few weeks at school, staff are committed to speak with new parents either in person or over the telephone to discuss how their child is settling in.

If your child is joining in any year other than Reception:

We recognise that children who join our school other than in their Reception year will also need support with their transition into school. As with children entering Reception, trial days will be offered to help the children become familiar with their new teachers, class mates and classroom. If the child had an identified Special Educational Need or a Disability at their previous school, prior to joining our school, contact will be established between the Special Educational Needs Co-ordinator and staff at your child's previous school to discuss any additional support which has been put in place and ensure that there is continuity of provision between the two schools. Opportunities will also be arranged for staff to meet with new parents to discuss their child's individual needs, interests and support they have previously received. Following their child's first few weeks at school, staff are committed to speak with new parents either in person or over the telephone to discuss how their child is settling in.

If your child is preparing for transition to secondary school:

Michaelchurch Escley Primary and Pre School also work closely with the Special Educational Needs Co-ordinators at the local feeder high schools. SENCos is invited to all meetings regarding children with Special Educational Needs in Years 5 and 6 to ensure she is aware both of their current needs at the time of transition into secondary school and the history of support which has been put in place. As with entry into Reception, all children in Year 6 will attend transition days to familiarise themselves with the staff and classes at High schools and, where necessary, additional transition visits can be offered. Additionally, key members of the Learning Support team at feeder schools are invited to visit Michaelchurch Escley Primary and Pre School in the summer term to meet with children in Year 6 who have Special Educational Needs and listen to their wishes for their ongoing support in Secondary School.

13. Who should I speak to if I have any concerns about the way my child has been supported?

Michaelchurch Escley Primary and Pre School has a Complaints Policy which details who to contact if you are unhappy with the support offered to yourself or your child. Please telephone the school office (01981 510208) or email admin@michaelchurch-escley.hereford.sch.uk to request a copy.

If you would prefer to raise a concern directly with Herefordshire Local Authority or you feel that your concerns have not been addressed or resolved satisfactorily by the school, you can find more details about the options available to you here:

https://www.herefordshire.gov.uk/info/200144/schools_and_education/841/children_with_special_educational_needs_and_disability

14. Where can I go for extra support?

Herefordshire County Council: Services and advice offered by Herefordshire County Council are listed as part of the Local Offer, found here:

https://www.herefordshire.gov.uk/info/200207/family_support/831/local_offer_-_send

Contact a Family: Contact a Family is a UK-wide charity providing advice, information and support to the parents of disabled children, no matter what their disability or health condition. They offer support and advice on a wide range of topics including benefits, staying out of debt, rights of families, education, research, as well as providing a service to put families in touch with others having similar experiences. They have a free helpline: 0808 808 3555.

Herefordshire Carers Support: Herefordshire Carers Support is a registered charity providing practical support and advice to the carer community in Herefordshire. A carer is a person of any age, adult or child, who provides unpaid support to a partner, child, relative or friend who couldn't manage to live independently or whose health or wellbeing would deteriorate without this help. They provide a wide range of help, advice and support specifically targeted to meet the needs of parent carers. They can be contacted through <http://www.herefordshirecarerssupport.org/>

SEND Information, Advice and Support service (SENDIAS) formerly Parent Partnership: The SENDIAS service provides free information, advice and guidance to parents and carers of children and to young people, in education or training up to the age of 25, who have a disability and/or special educational needs. They can help you/your son or daughter play an active role in their education or training and can advise you on what you should expect from statutory agencies and at key transition stages in your/your son or daughter's life. Contact them at: 01432 260955 Website: https://www.herefordshire.gov.uk/info/200207/family_support/826/sendias Email: sendias@herefordshire.gov.uk