



St Michaels' SEND Information Report 2025 -2026



Special Educational Needs Co-ordinator – Sue Smith
Deputy Special Educational Needs Co-ordinator – Grace Nuttall

At St Michael's Church of England Primary School, we are committed to providing an inclusive, nurturing, and aspirational environment where every child is valued and supported to achieve their full potential. We recognise that children learn and develop in different ways and we are dedicated to identifying and meeting the needs of all pupils, including those with Special Educational Needs and/or Disabilities (SEND).

Trafford's Local Offer helps families to understand the range of support available for children and young people with SEND. In line with Trafford Local Authority expectations, St Michael's works closely with pupils, parents, carers, and external professionals to ensure that children with SEND are identified early and supported effectively. Wherever possible, we meet children's needs within a mainstream setting, in partnership with families, so that pupils can learn alongside their peers and make the best possible progress.

Our approach follows Trafford's Graduated Approach, ensuring that high-quality teaching, targeted support, and appropriate interventions are in place using the school's resources. We believe that inclusion is central to our Christian values, and we strive to remove barriers to learning so that every child feels safe, confident, and able to flourish.

As required, we publish and review our SEND Information Report annually. The following questions, developed in partnership with parents, are designed to help you understand how St Michael's supports children with SEND and how we work together to meet individual needs.

1. What kinds of special educational needs does the school provide for?
2. How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?
3. How will both you and I know how my child/young person is doing?
4. How will the curriculum be matched to my child/young person's needs?
5. How will school staff support my child/young person?
6. How is the decision made about what type and how much support my child/young person will receive?
7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

St Michaels' SEND Information Report 2025 -2026

8. What support will there be for my child/young person's overall wellbeing?
9. What specialist services and expertise are available at or accessed by the school?
10. What training have the staff supporting children/young people with SEND had?
11. How accessible is the school environment?
12. How are parents and young people themselves involved in the school?
13. Who can I contact for further information?
14. 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?

Question	Information
<p>What kinds of special educational needs does the school provide for?</p>	<p>As a single-storey building, the school is well placed to support pupils with physical disabilities. We have disabled access throughout the school and onto the school field, as well as a Clos-O-Mat toilet to promote dignity and independent toileting.</p> <p>We have established strong links with Trafford's Hearing and Visually Impaired Services and have experience supporting children with vision impairment, hearing loss, including those with cochlear implants, ensuring appropriate adjustments and specialist guidance are in place.</p> <p>The school has experience in supporting pupils with a range of learning and communication needs.</p> <p>St Michael's also has significant experience in supporting children with additional needs linked to their personal circumstances. We work closely with families and external agencies to provide trauma-informed, nurturing support tailored to each child's needs.</p> <p>Support is tailored to the individual child and delivered through Trafford's Graduated Approach, ensuring pupils are supported to make the best possible progress.</p>
<p>How does the school know if children/young people need extra help and what should I do if I think</p>	<p>We follow Trafford's Graduated Approach, beginning with high-quality first teaching for all pupils. Class teachers continually monitor children's progress through observation, assessment, and ongoing review of learning, behaviour, and wellbeing. If a child is not making expected progress or is experiencing difficulties, the class teacher completes a concern form in collaboration with</p>

St Michaels' SEND Information Report
2025 -2026

<p>my child/young person may have special educational needs?</p>	<p>parents/carers and the SENDCo. This process helps us to gain a clear understanding of the child's strengths, needs, and any barriers to learning. Together, we identify what reasonable adjustments or additional support may be required over and above quality first teaching.</p> <p>We have an open-door policy and encourage parents and carers to share any concerns as early as possible. The first point of contact is always the class teacher, who will listen to your concerns and discuss next steps. If appropriate, the SENDCo will become involved to help plan support, monitor progress, and, where necessary, advise on further assessment or external agency involvement. Parents and carers are involved at every stage of this process and are key partners in supporting their child.</p>
<p>How will both you and I know how my child/young person is doing?</p>	<p>At St Michael's Church of England Primary School, we believe that open communication and strong partnerships with parents and carers are key to supporting children's progress and wellbeing.</p> <p>In addition to the school's normal reporting arrangements, parents receive a termly written report outlining their child's attendance, effort, and the progress being made. These reports help keep families fully informed about how their child is developing both academically and pastorally.</p> <p>We operate an open-door policy, and parents are encouraged to discuss any concerns or questions about their child's progress with the class teacher in the first instance. Where appropriate, the class teacher will involve the SENDCo, who can offer additional meetings and support according to the child's identified individual needs.</p> <p>We use Trafford's Graduated Approach to identify clear, incremental steps to support and monitor individual progress. For children in the Early Years Foundation Stage (EYFS), initial screening is carried out through the Wellcomm Pack, which helps to identify any early barriers to speech and language development.</p> <p>Provision and progress are discussed and evaluated during parents' evenings, which take place twice a year and parents of children on the SEND register are invited in for meetings with the SENDCo. The SENDCo facilitates liaison with any outside agencies involved in your child's education, ensuring a</p>

St Michaels' SEND Information Report
2025 -2026

	<p>coordinated approach. The school also works closely with a Speech and Language Therapy specialist from Speechwise where appropriate.</p> <p>Parents are always encouraged to share information about any additional changes or circumstances at home, so that appropriate pastoral and emotional support can be offered alongside academic provision.</p>
<p>How will the curriculum be matched to my child/young person's needs?</p>	<p>At St Michael's Church of England Primary School, we are committed to providing high-quality teaching that is inclusive and ambitious for all learners. We have adopted a mastery approach across the curriculum, and staff are trained in adaptive teaching strategies to minimise barriers to learning and ensure that lessons are accessible to all children. Teaching is carefully adapted to meet individual needs while maintaining high expectations.</p> <p>We have a clear and structured intervention programme in place to address and close any identified learning gaps. Concerns are identified through ongoing teacher assessment, alongside the use of nationally accredited NFER assessments in Key Stage 1 & 2, which are administered three times a year to measure progress and help identify specific learning needs.</p> <p>Within our mainstream provision, we have experience supporting pupils with a range of needs, including dyslexia, dyspraxia, Autism Spectrum Disorder (ASD), speech, language and communication needs (SALT), and Attention Deficit Hyperactivity Disorder (ADHD). Support is carefully matched to the child's needs and reviewed regularly to ensure it is effective.</p> <p>At St Michael's, we are a welcoming and inclusive community where everyone is inspired to grow as resilient, empathetic, and courageous individuals. Rooted in our Christian faith, our vision is to empower all to thrive academically, personally, professionally, and spiritually. Together, we nurture compassionate agents of change who positively impact the world around them.</p> <p>Our values of empathy, resilience, courage, aspiration, collaboration, and kindness underpin everything we do. Our school ethos is firmly grounded in our Christian foundation and our strong</p>

St Michaels' SEND Information Report
2025 -2026

	<p>commitment to inclusion, ensuring that every member of our community feels valued, respected, and supported.</p> <p>Every child is recognised as a unique individual. Staff work diligently to understand each child's starting point for learning and adapt provision accordingly, so that all children are enabled to flourish and achieve their full potential.</p>
<p>How will school staff support my child/young person?</p>	<p>Your child's support is planned and delivered through a team approach, with the class teacher at the centre. The class teacher oversees the pupil's education, and monitors any necessary interventions. Adaptive teaching strategies for individual pupil's or small group work may be carried out by the teacher or a teaching assistant. Where an outside agency is involved, the SENDCo will support the class teacher.</p> <p>We use a variety of methods and teaching strategies appropriate to need. Every class has a TA to support learning. TA support can be prompting, re phrasing the task or scaffolding the task. School uses options such as visual timetables, headphones, and sloped desks, Clicker, precision teaching</p>
<p>How is the decision made about what type and how much support my child/young person will receive?</p>	<p>Decisions about support are made through a graduated, evidence-based approach, in close partnership with parents and carers.</p> <p>The graduated approach is used to identify needs and whether additional support is required. This is available for parents on the Trafford website. Most SEN needs are met through quality first teaching using adaptive teaching strategies which are planned individually to minimise barriers to learning. Where further support is needed, the class teacher and SENDCo work together to review the child's progress, strengths, and areas of need. Decisions are informed by teacher assessments, observations, and discussions with parents. The SENDCo supports families through any processes that may involve assessment or advice from outside agencies, ensuring parents are fully informed and involved at every stage.</p> <p>We place a strong emphasis on open communication and partnership with families. Parents are encouraged to raise any concerns early, and we work proactively to resolve issues collaboratively to achieve the best possible outcomes for each child.</p>
<p>How will my child/young person be included in activities outside the</p>	<p>We endeavour to assist every child or young person to be able to access all of the activities of the school and where there might be a barrier school would expect to liaise with parents and fellow</p>

St Michaels' SEND Information Report
2025 -2026

<p>classroom including physical activities and school trips?</p>	<p>professionals. Where a potential barrier to participation is identified, the school works closely with parents/carers and, where appropriate, with external professionals to plan and put in place reasonable adjustments or additional support. This may include adapting activities, providing additional adult support, or using specialist equipment so that all pupils can participate safely and confidently. Risk assessments are carried out for school trips and activities, and these take into account the individual needs of pupils with SEND. Our inclusive approach ensures that pupils are not excluded due to additional needs and are able to take part alongside their peers wherever possible. Our aim is to promote independence, confidence, and inclusion, ensuring every child feels valued and supported in all areas of school life.</p>
<p>What support will there be for my child/young person's overall wellbeing?</p>	<p>We are committed to supporting the pastoral, social, and emotional wellbeing of all pupils. When a child is identified as needing additional pastoral support, this is coordinated by the class teacher and Senior Leadership Team (SLT). Our Teaching Assistants provide targeted support for identified pupils, offering guidance, encouragement, and structured interventions to help children manage social, emotional, or behavioural challenges. Support needs are reviewed each term to ensure it remains effective and appropriate.</p> <p>The school also has robust policies and procedures in place to safeguard wellbeing:</p> <p>An Administration of Medicines Policy, with staff managing medical needs safely</p> <p>Staff trained in intimate care for pupils who require personal support</p> <p>A Positive Behaviour Policy, under which individual programmes are implemented to support children with specific behavioural needs or learning difficulties</p> <p>Our approach ensures that every child receives the pastoral care and emotional support they need to feel safe, included, and able to thrive in school</p>

St Michaels' SEND Information Report
2025 -2026

<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>At St Michael's Church of England Primary School, we have a range of specialist skills and external support services to ensure that children with additional needs receive the help they require. Our Teaching Assistants (TAs) have experience supporting pupils with dyslexia and delivering speech and language programmes. Where a child has a specific need, the Headteacher and SENDCo seek out targeted training for staff to develop expertise and ensure the best possible support. Staff also liaise closely with appropriate external agencies to implement strategies recommended by specialists. The school has access to a range of specialist services, including:</p> <ul style="list-style-type: none"> * Local Authority support services for SEND * School nurse for health needs * Speech and language therapy- both NHS and a provide provider Speechwise * MARAT (Multi-Agency Resource Assessment Team) <p>We also have links with Delemere Special School to enhance provision for individual children when appropriate. In addition, we can refer families to the Trafford Team Together partnership, which provides early support for both children and families to address social, emotional, or developmental needs.</p> <p>Through this combination of trained staff, targeted interventions, and specialist services, we ensure that children receive personalised support to help them thrive academically, socially, and emotionally.</p>
<p>What training have the staff supporting children/young people with SEND had?</p>	<p>At St Michael's Church of England Primary School, we are committed to ensuring that all staff are well-trained to meet the needs of children with SEND. All staff who work with children with specific needs take part in planning and preparation meetings to ensure procedures are clear, consistent, and passed on during staff changes. Staff have received training in adaptive teaching strategies to make learning accessible and minimise barriers for all pupils. Specific training has been provided to support children with Neurodiversity. Through this training, combined with ongoing professional development, staff are equipped to support pupils' academic, social, and emotional needs effectively.</p>
<p>How accessible is the school environment?</p>	<p>St Michael's is a one-storey building and is fully wheelchair accessible. As a result, we are in a good position to offer provision for physically disabled pupils.</p>

St Michaels' SEND Information Report
2025 -2026

	<p>We have disabled access to the school and field and a Clos-O-Mat toilet to support independent toileting.</p> <p>School has developed close links with the hearing and visual impaired service to support children with hearing difficulties and cochlea implants. We have experience of using microphone systems and our carpeted classrooms offer a reasonable acoustic environment.</p> <p>The school website and school DoJo communication can be translated into other languages.</p>
<p>How are parents and young people themselves involved in the school?</p>	<p>We value partnership with parents, carers, and pupils and involve them in all aspects of school life. All staff use ClassDojo to communicate with parents and carers, either individually or as a group. This app allows parents to contact staff at any time, helping to ensure regular and timely communication. We encourage parents and carers to share concerns and information through our open-door policy, ensuring a child-centred approach to addressing needs.</p> <p>Where appropriate, we consult with children and young people with SEND, involving them in decisions about their education and how support is provided.</p> <p>We provide additional opportunities for parents to be involved and informed, including an inclusive school newsletter, termly workshops, and sessions led by external agencies and the SENDCo. These help parents understand provision, strategies, and support available for their child.</p>
<p>Who can I contact for further information?</p>	<p>The Head teacher is available to discuss school provision when a parent is considering applying to the school with a child with SEN.</p> <p>Once a child is enrolled at the school, the first point of contact, if a parent wants to discuss something about any child/young person would be the class teacher. If the child already has an EHC plan it would be the SENDco. Mrs Smith 0161 748 3669 ssmith@smpsflinton.co.uk</p> <p>The SENDco can also be contacted by arranging a meeting via the school office and she will be available to provide parents with information and advice which may include details of EPS, Parent Partnership Service, SENAS, Sensory Impairment Service.</p>
<p>How will the school prepare and support my child/young person to join the school, transfer to a new</p>	<p>Before a child either joins or moves on to another school a multiagency meeting, which includes parents/cares, will be arranged to gather all information and identify what support individual children need to make any transition smooth and efficient.</p>

St Michaels' SEND Information Report
2025 -2026

school or the next stage of education and life?	
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Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory www.trafford.gov.uk/localoffer or by contacting the Family Information Service:

Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm

Email: fis@trafford.gov.uk

Twitter: [@traffordfis](https://twitter.com/traffordfis)

Facebook: www.facebook.com/traffordfis