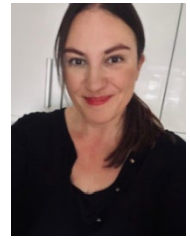


How does the school know if pupils need extra help?

At St Michael's, we offer high quality teaching in every classroom, which is adapted according to the needs of the child. Within each class, teachers monitor children's progress through observation, discussion, analysis of their work and regular assessment. Regular Pupil Progress meetings are held with teachers and the Senior Leadership team to review progress of all children; any children who are underachieving are identified and ways of getting them back on track are discussed. If we have other concerns, for example, if a child is exhibiting behaviours that require intervention, or if a child continues not meeting their full potential, the teacher will arrange to meet with parents and the Inclusion Team so that together we can decide how best we can provide support to enable them to make progress.



In identifying a child as needing SEN support, the class teacher, working with the Inclusion Team, will establish a clear analysis of the pupil's needs. This draws on the teacher's assessment and experience of the pupil, information on the child's progress, attainment and behaviour. In addition, the teacher will look at the child's development in comparison to their peers and meet with parents to establish their views and experience.

What should I do if I think my child has SEN?

Speak to your child's teacher about your concerns and together you can agree on (informal) short-term measurable targets with a review date.

Some children's SEN will have been identified before they start school. If this is the case, you should contact the SENCO as soon as your child's place at St Michael's has been confirmed.

How will you support my child's Special Educational Needs?

The class teacher is responsible for all children in their class and provides high quality teaching, adapted according to need.

The Assess-Plan-Do-Review (APDR) Cycle:

Throughout their time at our school, children may receive varying levels of support within the classroom, according to their changing needs and circumstances. We aim to identify and provide for children who need support as early as possible to enable them to make good progress.

If a child is not making expected progress, work may be further adapted for individual pupils and more support given to help get them back on track. This may be through a short intervention focusing on their area of need which is often enough to enable the child to catch up. However, if the child does not make the expected progress, the teacher will arrange a meeting with parents and the Inclusion Team to discuss next steps.

This may involve observation of the child in class and at play and/or some school-based assessments, resulting in recommendations for how to help them further. Where this is the case, the type of additional support that is required will be discussed and agreed with parents.

Targets will be set and termly meetings arranged with parents to review them. If difficulties persist, we *may* call on outside experts for advice, such as the Educational Psychologist, Speech and Language Therapist or Occupational Therapist.

Once a potential special need is identified, four types of action will be taken to put effective support in place: Assess – Plan – Do – Review – this is the graduated approach called SEN support.

Here is a summarised version:

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The graduated approach

Assess

Use of screening tools, observations and informal or formal assessments to identify strengths and needs which lay the foundation for forward planning. This may involve external agencies. These assessments may form the baseline for measuring progress and outcomes.

Plan

With the child or young person, their parents or carers and key members of staff, plan interventions and/or strategies that can be used to address needs identified at the assessment stage. Identify expected outcomes.

Do

Implement interventions and/or strategies as agreed at the planning stage. Regular monitoring and record keeping should be in place.

Review

With the child or young person, their parents or carers and key members of staff, celebrate any success(es) and plan next steps where outcomes have not been met. Refer to baseline assessments to highlight progress made.

School support for children and young people with SEND

Following school assessments, your child or young person may have additional interventions. In most cases, this will be provided by the school from the funding they receive to support children with SEND.

To find information on what specific schools do to support pupils with SEND, visit your school's website and look for their SEND information report. This will explain how each school identifies and meets the needs of children with SEND, and how they identify, assess and support your child to make progress.

Examples of support may include:

- language and social skills groups
- nurture groups to support emotional development
- counselling and mentoring support
- Tiger Teams to help children with their motor skills
- literacy and maths interventions

Here are links to the local offer information process flowchart for the APDR Cycle:

https://www.enfield.gov.uk/_data/assets/pdf_file/0023/61826/The-graduated-approach-Local-offer.pdf

https://www.enfield.gov.uk/_data/assets/pdf_file/0020/6473/local-offer-information-process-flowchart.pdf

The school has a range of additional interventions that can be implemented to support each child's needs. The effectiveness and impact of an intervention's outcomes is monitored regularly. If, after continued action, difficulties persist, schools can make an application to the Local Authority for a statutory assessment of Special Review date : Autumn 2026

Needs, which may or may not lead to an Education, Health and Care Plan (EHCP). This replaced the Statement of Special Educational Needs from September 2014.

Once a statutory assessment has been agreed, advice is sought from the child's parents/carers, the school and all professionals involved. There is a clear timeline of twenty weeks for this process, from request for statutory assessment to the issue of an EHCP.

How will the curriculum be matched to meet my child's needs?

In every class in each subject, work is adapted and scaffolded to enable all children to access the curriculum. Support may include writing frames with sentence starters, pre-teaching subject specific vocabulary, additional time to complete tasks and alternative methods of recording such as word processing, diagrams or access to a scribe. Our aim is for each child to achieve their absolute best, regardless of need.

Access Arrangements:

When a child takes the KS2 National Curriculum Assessments, we can apply for additional time, rest breaks, enlarged print or other special arrangements if these are usual adjustments made within the classroom.

How will I know how my child is doing and how will you help me to support my child's learning?

Progress of each child is discussed at our Parents' Evenings in the Autumn and Spring terms and through the end of year reports to parents in the summer term – parents are welcome also to discuss this with teachers.

We will endeavour to stay in close contact with you about your child, their learning needs and their progress. If your child has been identified as having SEN, we will invite you to meet with us at least termly and work with you and your child to set clear targets, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the school. At any time of the year, you can arrange to meet with your child's teacher or SENCO to review progress against targets set, or if you have other concerns.

If your child has an Education, Health and Care Plan, there is a formal annual review, where progress against targets set is reviewed and, where appropriate, new targets are agreed. Parents, the child and all involved professionals are invited to attend this meeting.

In addition, if your child is following a specific programme, we will discuss with you how best you can provide support at home. We can also suggest links to websites that may help your child. If you ever need more advice, always speak to your child's teacher or the Inclusion Team.

What support will there be to support my child's overall health and well-being?

If a child has a specific medical condition or allergy, you should let the school know before they start with us. We have an appointed member of staff to administer medicines and to support parents in drawing up care plans to support the child's medical needs in school. With parental permission, information is shared with relevant staff. Care plans are reviewed and updated at least annually.

At St Michael's every child's wellbeing is at the heart of all we do and children are taught early on to care for each other. All staff are responsible for ensuring that children stay safe and, where appropriate, are supported in the playground.

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PSHE is part of the curriculum, covering (age appropriate) issues such as friendship, staying safe, developing resilience, internet safety and drugs.

Mental Health and Wellbeing

Good mental health is every bit as important as good physical health and we offer support to all children through our 'Time to Talk' initiative and, in certain cases, access to 'Drawing for Talking' Therapy.

Lisa Cordaro, our School Counsellor works with children who may have emotional or social difficulties, as well as running 'Chill and Chat' sessions. Further details of these interventions and links to outside support to promote good mental health can be found in our Mental Health policy.

We understand that, whilst some children have recognised special needs, others may – at times - be experiencing specific difficulties, such as bereavement or high levels of anxiety. Whatever the reason, the aim is to provide early support for every child as the need arises.

Our Parent Support Advisor works with parents in a variety of ways to help support the children including parenting skills, advising on behaviour management and establishing routines. We work closely with parents to support their child's good attendance and punctuality in a variety of ways, dependent on individual.

Emotional Literacy Support Assistant (ELSA):

We have a trained Emotional Literacy Support Assistant (ELSA) who specialises in supporting individuals or groups of children who are going through something that is affecting their emotional wellbeing. An ELSA (Emotional Literacy Support Assistant) in school supports children with social and emotional needs, helping them develop skills for managing feelings, low self-esteem, anxiety, and friendship issues through tailored, often one-on-one, sessions using games, arts, and role-play, supervised by [educational psychologists](#) to ensure children feel emotionally safe and can cope better in school.

Teachers complete an ELSA referral form which is sent to the school's SENCo after speaking with parents to agree this intervention.

Support typically lasts for 6-8 weeks but if we feel that the child requires more ongoing support, we may make an external referral to CAMHs, for example, for more specialist advice and support.

Art Therapy

We are very lucky to have a qualified art therapist in school, Mr Uribarri.

An art therapist in a primary school uses creative activities—such as drawing, painting, and sculpting—to help children express feelings they may not yet have the words for. Through these guided art sessions, the therapist provides a safe, calm space where pupils can explore emotions, build confidence, and develop healthier ways to cope with challenges like anxiety, friendship issues, or changes at home. The art therapist also observes how children engage with materials and themes, using these insights to support their emotional development and, when appropriate, to collaborate with teachers and parents. Ultimately, the therapist helps children strengthen their well-being, communication skills, and sense of self through the power of creative expression. Again, there is a referral pathway for teachers to refer children to this intervention after discussions with parents.

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

For those children with Educational, Health and Care Plans, teaching programmes recommended by the Local Authority's Speech and Language Therapist are delivered by Teaching Assistants.

Members of the Inclusion Team have undertaken training in understanding and supporting good mental health. In addition, a member of staff is trained in 'Drawing for Talking'.

We have access to the Educational Psychology Service (EPS), Child and Adolescent Mental Health Service (CAMHS), Speech and Language Service, Occupational Therapist, Behaviour Support Service, Advisory Teacher of the Deaf, and School Nurse. Referrals may be made to one or more of these services after consultation with parents. We hold multi-agency meetings if several agencies are involved, to which parents are always invited. My Young Minds Enfield (MYME), also support individuals

In Enfield and neighbouring boroughs, there are some specialist schools that have outreach services, such as the Enfield Advisory Service for Autism, which offers advice for teachers of children with autism and the Flourish Service for the Visually Impaired.

What training have staff supporting children with SEND had or are receiving?

All our teachers are considered teachers of children with SEND, and training is an on-going and integral part of our CPD (Continuing Professional Development) programme for all staff. We regularly share good practice within the school but we also draw on expertise from other professionals. In addition, if your child has a specific condition, we ensure that the adults in that class receive training so that they are well equipped to provide the right support.

Training needs are reviewed regularly with all staff.

How will my child be included in activities outside of the classroom?

For all activities outside of the classroom and school trips, we will work with you and carry out a full risk assessment to ensure your child's needs can be accommodated for their own wellbeing and safety. We liaise with the venue to make them aware of any adjustments that are needed and may provide additional adults to accompany the group.

How accessible is the school environment?

The school is fully accessible to wheelchairs. There are two lifts, one of which is specifically designed to accommodate wheelchairs. We have disabled toilet facilities and ramps to the main entrance. Classrooms and corridors are well lit and kept clear to ensure children with visual difficulties are catered for. There is a hearing induction loop in both halls and acoustic baffle boards in newer classrooms to minimise echo. The school is secure and points of entry monitored by CCTV. There are two disabled parking bays in the car park. When a child with SEN joins the school, we work with parents to ensure their needs are carefully assessed and where necessary, additional equipment is provided.

How will the school support my child in starting school and moving on?

Before children start in Reception, we make home visits to meet with parents and children and to discuss any concerns. We have good links with nurseries in the area and if a child's special needs have already been identified, there will be a transition meeting with parents, the nursery and any professionals involved. Any adjustments to the environment, special equipment, additional support and approaches that have worked well will be discussed and agreed.

At the end of each school year, current and new teachers meet to discuss each child's progress, their needs and the impact of interventions and support given. From that, a plan is formed to ensure they can quickly settle into their new class.

In the summer term of Year 6, we liaise with all secondary schools so that they have a good understanding of every child's needs and work with the children to prepare them for their transition. If your child has an Education, Health and Care Plan, where possible, additional visits are arranged with the receiving school so that children are familiar with the new environment and staff, and are able to meet other children new to the school.

How are the school's resources allocated and matched to pupils' SEN?

We have teaching assistants in all year groups who are able to give additional support to groups of children within class and take intervention groups regularly throughout the week. Progress is assessed regularly to ensure that the support given is effective.

Resources are allocated based on need and reviewed regularly – usually every half-term. Where a child has not made expected progress, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the school, with parents, will consider requesting an assessment for an Education, Health and Care Plan. Where appropriate, additional staff are employed to provide the specific support needed, as laid out on the EHCP. Specialist equipment is purchased from the school's SEN budget according to need.

How will I be involved in discussions about the planning for my child's education?

Curriculum maps for each year group can be found on our website and progress is discussed at the Autumn and Spring parents' evenings and again through the end of year report.

Parents of children with SEN are invited each term to review progress against specific targets with the Inclusion Team. In the Autumn and Spring terms, these meetings usually coincide with Parents' Evenings, with additional daytime appointments available. Together, we decide how best to continue to meet the child's needs. Parents of children with Education, Health and Care Plans are invited to an annual review of progress against the objectives set, along with the child and professionals involved. At all times, we listen carefully to the child's views and work closely with parents/carers to ensure that the child's needs are met. An interpreter can be provided where necessary for meetings with professionals.

Our PSA holds coffee mornings for parents of children entering Nursery and Reception and there are many parent information sessions relating to the curriculum and how parents can support their child. Any concerns can be raised with the class teacher and / or Inclusion Team at any time through the year. For children with an EHCP, regular feedback is provided at the end of the school day or via a home/school book.

Who can parents contact for further information?

The first point of contact for anything relating to your child's education is the class teacher. However, the Inclusion Team is responsible for co-ordinating the support in school.

Our SENCO is Mrs Karen Ayres. She can be contacted on 0208 363 2724 or by email:

Mrs Ayres: senco@st-michaels.enfield.sch.uk

Other staff within the school who may work with parents and children of SEN are:

Mrs Ahmed: Medical Assistant

Mrs Cordaro: Parent Support Advisor / School Counsellor

Schools work closely with Enfield's SEN Service and regularly attend training and conferences to ensure consistency and to share information and best practice. The local SEND offer is published on Enfield Council's website:

<https://www.enfield.gov.uk/services/children-and-education/local-offer>

Glossary of terms

CAMHS	Child and Adolescent Mental Health Services
CPD	Continuing Professional Development
EHCP	Education, Health and Care Plan
EPS	Educational Psychology Service
OFSTED	Office for Standards in Education
PSA	Parent Support Advisor
PSHE	Personal, Social and Health Education
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disability
SIAMS	Statutory Inspection of Anglican and Methodist Schools
TAC	Team Around the Child

Parent or teacher is concerned about an aspect of a child's learning or development.

Parent or teacher makes an appointment to meet with each other to discuss the child.

Parent and class teacher agree short term support (informally) and agree to meet next half-term.

Parent and class teacher discuss concerns. Child is making progress and work is at age related expectations. Agree to monitor.

Child is not making progress despite additional support being given by the class teacher.

Class teacher refers concerns about the child to Inclusion Team for advice and support.

Inclusion Team and class teacher may arrange internal support for child, e.g. work with a TA or begin an intervention.

Inclusion Team may carry out school based assessments and set up termly meetings with parents to set and review targets.

Child is making progress and work is at age related expectations. Agree to monitor.

Difficulties persist despite putting in additional support.

Inclusion Team refer to an outside agency for advice and support

School implements advice from the outside agency.

* Parents may request an assessment for an Education, Health and Care Plan at any point.

If difficulties persist, the school may make an application for a statutory assessment leading to an Education, Health and Care Plan. *