

St. Michael's Woolmer Green School



SEN INFORMATION REPORT 2025-26

This is our SEN information report which has been developed in consultation with parents/carers, governors and staff. It is based on key questions asked by parents of children with SEND in Hertfordshire. It complies with the SEN code of Practice (Clause 65 of the new SEN Act).

St Michael's is an inclusive school where we strive to ensure that every child reaches their full potential – academically and personally. Children who have Special Educational Needs (SEN) and/or disabilities may need additional support in order to achieve this. If your child has a disability, a specific SEN or any additional needs, this information report sets out what St Michael's School will do to help support him or her. The Code of Practice outlines "4 Broad Areas of Need". We will provide for children who have needs in any of these areas – as outlined in our Provision Map.

1. How does the school know if children/ young people need extra help and what should I do if I think my child may have special educational needs?

- If, as a parent, you have concerns you should meet with your child's class teacher where appropriate. Concerns may be referred to the SENCo, Mrs Sudan and Mrs Holden (SENCo Assistant). They can be contacted via senco@woolmergreen.herts.sch.uk
- Class teachers continually assess children through observation, recorded work and with regular pupil progress meetings.
- If progress and attainment are significantly below age related expectations, or show a marked change, this *could* indicate SEN.
- Concerns may be raised by parents or carers, teachers, external professionals or the children themselves.

2. How will school staff support my child?

- Quality First Teaching, differentiated as necessary, in all classes.
- In school interventions, where needed, are planned by the class teacher. They may be delivered by the teacher or a teaching assistant in a small focus group or occasionally on a 1:1 basis. The impact of these will be measured and reviewed regularly.
- Monitoring of behaviours or academic performance in pupil notes
- Referral by the SENCo to specific external agencies.
- Appropriate specialist equipment, e.g writing slopes, pencil grips, wobble cushions.
- Targeted/Specialist interventions following specialist advice, including:
 - Speech and Language Therapists
 - Educational Psychologists
 - Play/Music Therapy
 - Autism Specialists
 - Family Support Workers
 - Occupational Therapists
 - School Nursing Team
 - Early Years Specialists
 - Behaviour Outreach
- Additional information about the specific provision we can offer is available in our Provision Map.

- Support with self-regulation using 'The Zones of Regulation'
- Emotional Literacy Support Assistant (ELSA)

3. How will I know how my child is doing?

- Your child's teacher is your first 'port-of-call'. They can be spoken to on the door or through the admin email, admin@woolmergreen.herts.sch.uk
- Parent Consultations Years 1-6 (October and March).
- Personalised Provision Maps will be written and reviewed with the views of parents and children (where possible) when new targets are set.
- Annual report in the Summer Term detailing attainment across the curriculum
- Liaison and meetings with outside agencies.
- The use of 'ask me about ...' stickers to promote discussion about achievements.

4. How will the learning and development provision be matched to my child's needs?

- Quality First Teaching, differentiated as necessary, in all classes.
- Careful planning to meet the needs of all children, including a range of strategies to support individual needs. Further details can be found in the Provision Map.
- Small group or 1:1 intervention with focused children led by both teacher and/or class TA.
- Regular assessment (at least termly) through school tracking systems and pupil progress meetings.

5. What support will there be for my child's overall wellbeing?

- Class teacher/ Teaching Assistant support in lessons.
- Nurture Lunchtime Provision for those children who need it
- Trained learning mentors to oversee small groups or individuals who need some extra social/emotional support.
- Trained Mental Health 1st aider and Mental Health Lead (Mrs Holden) and Deputy (Mrs Greenwood)
- Whole school approach, using the 'The Zones of Regulation'
- Daily mindful activities in class
- Christian ethos- Values every month addressing issues such as "honesty" and "respect".
- Positive relationships with parents, school and children.
- Support with social and emotional development through the curriculum and extra-curricular activities.
- Personal, Social and Health Education (PSHE) – curriculum based on the Jigsaw programme Approach - is integral to the curriculum and taught explicitly on a regular basis.
- The school's Pupil Behaviour Policy includes guidance on high expectations, rewards and sanctions- understood and in place by all staff.
- Relevant staff are trained to support medical needs and in some cases all staff receive training, e.g epi-pen, asthma, first aid.
- Pupil views are expressed through the school council and during lessons, e.g worry boxes, Zones of Regulation chart
- Additional support from specialist staff is arranged as needed for individual pupils both in and out of the classroom.
- Links with external professionals including; School Family Worker (SFW), NESSIE, Child and Adolescent Mental Health Service (CAMHS).
- School annually updates the safeguarding checklist (see also our Child Protection policy).
- Emotional Literacy Support Assistant (ELSA)
- In exceptional circumstances the use of discrete fidget items can be used to help with the child's focus and concentration, through discussion with the SEN team, for example, those with ADHD or Autism.

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

The school works closely with other professionals from the local authority, the voluntary sector and from health and social care. Outside Agencies involved with school include (but are not limited to):

- Educational Psychologist (EP)
- Outreach Support for specific needs including Autism, Social Emotional and Mental Health (SEMH) difficulties, Attention Deficit Hyperactivity Disorder (ADHD).
- Speech and Language Therapy (SLT)
- Occupational Therapy (OT)
- Child and Adolescent Mental Health Service (CAMHS).
- ISL SEND specialist advice and support
- Delivering Special Provision Locally (DSPL 5)
- We have strong links with our School Family Worker, Oyin Kalejaiye who is based at Stanborough School.
- Children must meet the criteria to be referred to such services. After discussions with the Class Teacher and parents, children may be referred to external professionals.
- Parents may also access some services through their GP, for example, the ADHD clinic or a referral to the paediatrician.

7. What training have the staff, supporting children and young people with SEN, had or are having?

- The school provides both in school and external training and support to enable all staff to best support and improve the teaching and learning of all children including those with SEN. This includes whole school training on SEN issues. All teachers hold qualified teacher status.
- Our SENCo, Mrs Sudan, is a qualified, experienced teacher with a wealth of SEN specialisms and qualifications. Mrs Holden, our SENCo Assistant and Mental Health Lead, attends ongoing SEN training in specific areas and is responsible for keeping class teachers and teaching assistants fully informed of latest training and developments.
- Our SENCo team attends regular SEN briefings & updates.
- All staff have been trained in Therapeutic Thinking, previously known as STEPs. (The Hertfordshire behaviour strategy for de-escalation).
- All staff have been trained in how to use 'The Zones of Regulation' and this is embedded within the school curriculum.
- All staff have been trained in supporting autistic children and ADHD.
- Staff can access additional training on the National College.
- All staff have had safeguarding training and receive regular updates. The designated leads (DSL) are: Mrs Martin, Mrs Pulham, Mrs Woods and Mr Lawson.
- Regular training from DSPL 5 (Delivering Special Provision Locally – Welwyn/Hatfield). <https://www.dspl5.co.uk/>

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

- You will be regularly provided with school information about how to help your child at home.
- Transition Meetings at the start of term.
- Termly overview from the class teacher detailing the learning of each year group. These, and other useful information, are available on the school website.
- Regular Parents' consultation evenings and reports
- Personalised Provision Maps for every child on our SEND register.
- Parent Workshops on topics such as maths, phonics, e-safety, 'Zones of Regulation', neurodiversity.
- Coffee morning with Family Support Worker.
- Parenting courses can be accessed through the SFWs and DSPL 5. <https://www.dspl5.co.uk/>
- A home - school link book may be used to support communication with you when this has been agreed to be useful.

9. How will I be involved in discussions and planning for my child's education?

- Parents and the children themselves are involved at every stage.
- The class teacher can be available to discuss your child's progress, preferably by prior arrangement. You can share what is working well at home and at school, so that consistent strategies are employed.
- The SENCo, Mrs Sudan and SENCo Assistant, Mrs Holden, are available to meet with you to discuss your child's progress or any concerns/worries you may have.
- You can e-mail the SENCo or SENCo Assistant directly on: senco@woolmergreen.herts.sch.uk
- All information from external professionals will be discussed with the person involved directly or where this is not possible, in a report.
- Parents will be informed if their child needs to go on the SEND register and the support that will be put in place.
- The Personalised Provision Maps will be reviewed and new plans agreed when targets have been met.
- For some children and families with multiple needs, a Families First Assessment may be necessary to enable all services to work together efficiently and share information.
- For children with more complex needs, an Education, Health and Care plan may be written. This is a statutory document which ensures your child receives the provision they need and that parent wishes are taken into account.

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

- Our SEND policy promotes involvement of all learners in all aspects of the curriculum, including activities outside the classroom.
- School trips will always be discussed with individual parents where necessary.
- Risk assessments will be carried out with appropriate provision and reasonable adjustments will be made where necessary dependent on the child's needs.
- Medical support will be put in place where necessary (see Supporting Pupils with Medical Conditions policy).
- In some instances, parents/ carers may be asked to accompany their child on school trips.

11. How accessible is the school environment?

- All Hertfordshire schools comply with Equality Act 2010 and make reasonable adjustments to include all children. (See Accessibility Plan)
- Wherever feasible we will make reasonable adjustments to improve the accessibility of our environment to meet individual needs within the physical constraints of our school.
- Please refer to the school accessibility plan and equality scheme for more information.

12. Who can I contact for further information?

- The school's SEN Governor, Debbie May, is also available for advice and guidance as appropriate.
- At county level, there is a SEN Officer (Area Lead for Statutory SEND), who is available for further advice and to administer EHC plans. SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) is available for parents
- Should you have any complaint regarding the SEN provision for your child, please approach the class teacher in the first instance. Further support may be sought from the SENCo team and Head teacher. The school Complaints Procedure is available from the office or on our website.

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

- Our school works closely with all settings prior to and at the time of transition. We have meetings with parents before children enter the school system. Extra visits can be arranged for parents of children with SEN.

- Our Reception teacher (and, where necessary SENCo) visit nursery and pre-school settings to share relevant information.
- We also have strong links with our local secondary schools to ensure smooth transition and transfer of relevant information. We hold meetings with Year seven tutors to discuss individual children's needs.

14. How are the school's resources allocated and matched to children's special educational needs?

- The budget for SEN is decided by the Head teacher and Governing Body. Within the budgetary constraints, support is allocated according to the level of need. This includes provision targeted at specific groups such as Pupil Premium.
- In exceptional circumstances, additional funding can be applied for (Local High Needs Funding) or funding through an Education, Health and Care Plan (EHCP) for individual students.

15. How is the decision made about how much support my child will receive?

Discussions between the relevant staff members (for example class teachers, SENCo, parents, Head teacher) will take place to consider what provisions are available and appropriate for your child. Such provisions will be carefully monitored, and their impact measured.

16. How can I find information about the Local Authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Information on the Hertfordshire Local Education Authority offer can be found at:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>