

SEND Report

2026 - 27



SEND Information Report 2026-27

This is the new information report about Special Educational Needs and Disabilities (SEND). It is written in line with the SEND Code of Practice 2014 and links to other relevant policies can be found in our SEND section of the website.

Broad Areas of Need

At St Michael's, we aim to provide an inclusive environment where all pupils feel that they are welcome, accepted, able to achieve and loved. We are happy to welcome pupils with any kind of SEND and work hard to make reasonable adjustments to include pupils and parents in school.

Under the SEND Code of Practice 2014, a child has a special education need if they have provision in place that is 'additional to or different from that made generally for others of the same age'. This means provision that goes beyond differentiation, adaptive teaching and learning arrangements that are normally provided as part of our high quality teaching offer to all (universal and universal+).

Special education needs, according to the Code of Practice can be consider as falling under one of four broad categories of need.

- **Communication and Interaction** - this includes where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately.
- **Cognition and Learning** - this includes where children and young people learn at a slower pace than others of their age, have difficulty understanding parts of the curriculum, have difficulties with organization and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as English or Maths.

- **Social, Emotional and Mental Health (SEMH)** – this includes where children and young people have difficulty managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing.
- **Sensory or Physical Impairment** – this includes where children and young people may have a visual and/or hearing impairment or a physical need that means that must have additional on-going support and equipment.

It is important to recognise that some children may have more than one broad area of need. For children and young people where this is the case, a primary need (the need that is the most prevalent) is order and classified as the most important need with a secondary need (additional need contributing to/separate from the primary need) is identified.

It is important to recognise that St Michael's takes a needs based approach to SEN and that where children are demonstrating difficulties in one or more of the four areas of needs, children will receive necessary and appropriate support within school that is tailored to each individual.

We currently provide support in school for children with a range of different needs including, but not limited to: autism, dyslexia, dyscalculia, dyspraxia, motor difficulties, speech and language difficulties, ADHD/focus and concentration.

It is also important that our SEND information makes reference to the 'Local Offer' within Doncaster. The 'Local Offer' is a comprehensive guide for parents that details all the support and services that are available for children and young people within the area with special educational needs.

Here is a link to the Local Offer for Doncaster:

<https://www.doncaster.gov.uk/services/schools/local-offer-sen-support>

Levels of Support & The Graduated Approach

Within school, we recognise that there are a range of children who require differing levels of support with some children requiring more than others. We identify support for children by different levels;

- **Universal and Universal +** - this is what we offer to all children in school regardless of whether or not a child has special educational needs or not. No or an informal support plan in place. Limited intervention and support put in place that is time bound and not long term.
Targeted - at this stage children will receive additional to and different from provision. This might include some 1:1 time with an adult or time with the learning mentor as examples. A formal SEN Support Plan will be in place and children will be placed on the SEN Register.
- **Targeted +** - at this stage children are receiving a higher level of support than targeted and may include more interventions, additional time with an adult or a group being facilitated. Support and provision will be documented in a formal SEN Support Plan. Advice from external agencies and professionals will probably be sought.
- **Specialist** - at this stage more advice and external professionals will be involved. Outreach teams from specialist provisions may have been contacted to contribute to advice. This support will be documented in a formal SEN Support Plan and an Education, Health Care Plan (EHCP) **may** have been sought or be considered. It **may** be necessary to consider a specialist placement where needs are very complex.

The Graduated Approach uses assessment over time and gives us a clear and structured approach for providing help at every level for children and young people. It creates an expectation that all settings adopt a comprehensive and consistent approach to meeting the needs of children and young people. **The Graduated Approach** ensures that high quality teach, differentiated for individuals is the first step in responding to pupils who may have special educational needs.

At St Michael's we recognise that what is '*essential for some, is good for all*' and offer this out as part of our universal provision. This comes as part of our work with the wider network of schools working under DSAT. We have pledged

our commitment to 'The Vulnerable Children's Charter' which identifies some of the ways that our universal and universal + level of provision can be adjusted and altered so that children facing difficulties feel included.

Regular observations of class teaching by senior leaders, drop-ins on interventions by the SENDCo as well as working with children in classrooms throughout the week ensure that provision is in place and is quality assured and effective. Teachers regularly self-evaluate their teaching and strategies put in place for children.

Communicating with Parents

SEN Support Plans

According to the SEND Code of Practice 2014, parents, of children with special educational needs should meet at least three times a year. During these reviews, class teachers, and where appropriate, the SENDCo and parents/carers will sit together to review the targets for the term and discuss the next steps for them. At these reviews, it is a good opportunity to sign post families to support, discuss referrals that might be appropriate and agencies that school could draw on advice from.

Support Network

This year we have launched our coffee sessions for parents. These sessions will always aim to provide an opportunity for parents and carers to network with each other but also provide information on a variety of different topics such as sleep and other aspects that parents and carers tell us that they are struggling with. At the sessions we try and ensure that we have representation from Doncaster Parents Voice. Alongside this, we publish a half termly SEND Newsletter with information and support.

Who are our partners?

St Michael's is incredibly proud to work alongside external agencies to provide support and advice for pupils, staff and parents. Partners that we work with on a regular basis include:

- Educational Psychology
- ASCETs (Specialist Autism Teachers)
- Children and Adult Mental Health Services (CAMHS)
- Specialist Inclusion Team (SIT)
- Alternative Providers (Journey and Big Picture)
- Early Help
- Community Paediatrics Pathway
- Neuro-developmental Pathway
- NHS including School Nurse
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy (SALT)
- Doncaster Parents' Voice (DPV)
- Doncaster Autism Service (DAS)
- Partnership for the inclusion of Neurodiversity in School (PiNS)
- DSAT SENDCo Hub & other primary schools within the locality
- Outreach from Specialist Schools
- Behaviour Outreach Support Service (BOSS)
- With Me In Mind

Contacting the SENDCo

If you would like to contact the SENDCo, Matt Walker, at Rossington St Michael's he can be contacted on 01302 868284 or via the school's email address:

enquiries@smp.dsat.education

Complaints

If you have any complaints about SEND at St Michael's, please see the complaints policy on the school website.

<https://www.rsmprimary.co.uk/key-information/policies/>