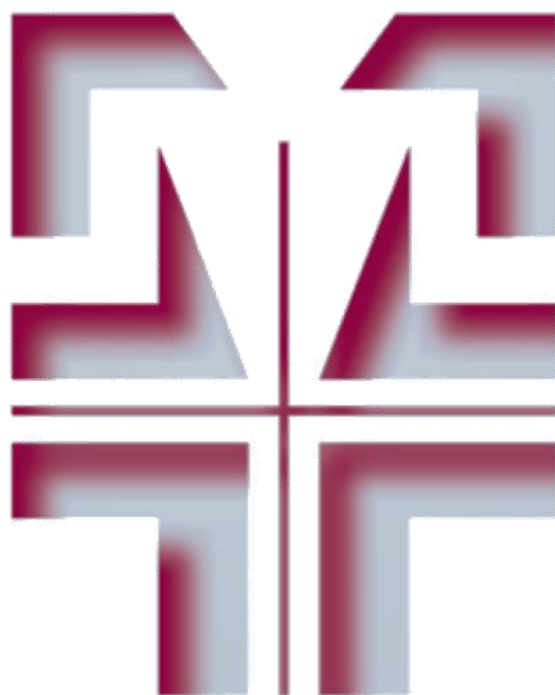


Saint Michael's CE High School

A Church of England Academy



Therefore, choose
SEND Information Report

Responsibility to present to Headteacher	Assistant Head
Approved	Learning Committee 14/01/2026
Next Review	Learning Committee 14/01/2027
Statutory	Yes
Required on school website	Yes

ST MICHAEL'S CHURCH OF ENGLAND HIGH SCHOOL

A BRIEF SUMMARY OF OUR CHRISTIAN VISION

Our motto is 'Therefore choose [life]' from Deuteronomy.



We understand this to mean growing in **body, mind and spirit**, so that all who learn and work here may flourish, experiencing the joy and hope of **'Life in all its fullness'**.

This is further explained in our Mission Statement,

*'As a vibrant learning community
we choose to serve God,
pursue excellence
and celebrate the uniqueness of each individual.'*

SEND Information Report November 2025

Vision for Special Educational Needs and Disabilities (SEND) at St Michael's:

At St Michael's we strive to provide every opportunity for all our pupils to flourish; to grow in body, mind and spirit and experience 'life in all its fullness.' We understand this to mean growing in independence, resilience and reflection, focused on being the best they can be in the classroom and beyond.

Pupils who have a Special Educational Need or a Disability are often considered to require provision which is different from or additional to that which their peers require, but at St Michael's we strive to minimise the 'dilemma of difference'.

Support is discreet wherever possible and focused largely on providing teachers with the information and expertise that they need to both assist and challenge pupils in their lessons. Our focus is very much on abilities and aspirations.

We want pupils to leave St Michael's as confident young adults who wonder at the majesty of God's Creation; who pursue excellence, appreciate the importance and uniqueness of every individual and strive, through their work, through their relationships with others and through their choices and actions, to leave the world a better place than they found it.

All teachers are committed to working together with all members of our school community and the report has, therefore, been developed with students, parents, carers, school governors and members of staff.

The information set out in this report is in accordance with the Special Educational Needs Regulations (Clause 65) and further guidance provided in section 6.75 of the Revised SEN Code of Practice 2014.

See also St Michael's SEND Policy.

The people involved in SEND at St Michael's

- Mrs Rachel Rongong – Headteacher
- Mr John Chadwick – Deputy Head Teacher with responsibility for Wellbeing
- Mr Jonathan Allcock – Assistant Head Teacher with responsibility for SEND
- Mrs Teresa Wilson – SENCO
- SEND Governor- Mrs H Dunbavin

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1. Defining Principles

St Michael's High School is a mixed sex, mainstream secondary school.

We strive to be an inclusive school, engendering a sense of community and belonging through our inclusive ethos, systems of early identification of barriers to learning and participation, and by having high expectations and challenging targets for all students.

As a Church of England Academy within the Diocese of Blackburn, our values are rooted and grounded in the Christian faith. We set aspirational targets for all St Michael's pupils and we provide an inspirational curriculum that supports the mission of the Church and recognises and responds to the diversity of pupils' needs.

*'As a vibrant learning community
we choose to serve God,
pursue excellence
and celebrate the uniqueness of each individual.'*

2. The identification and assessment of pupils with special educational needs

Pupils have special educational needs if they have a **learning difficulty and/or a disability**, which calls for special educational provision to be made for them - educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools.

At St Michael's High School, pupils are identified as having special educational needs in a variety of ways. This process begins with transition meetings which are held with our main feeder schools before students start in year 7. Information about new Year 7 students is collected and students may then, after discussion with parents, be included in the school's SEND register.

Information from feeder schools – Where a student has already been identified as having special educational needs, feeder schools are asked to complete SEN transfer documents and ensure that all diagnostic reports and assessment documents are forwarded to our SENCO. The SENCO can then use this information to shape the student's curriculum [including access to intervention sessions] and Wellbeing provision, in the first few months.

Below national average performance literacy and numeracy judged against level descriptors/peers. – Students who enter St Michael's with below average literacy and/or numeracy levels, may receive additional intervention during Year 7 in literacy and/or numeracy to help them bridge the gap with their peers. This can take the form of additional timetabled English lessons, in which case these pupils will study one foreign language, the periods normally allocated to the second foreign language being used instead for these additional English periods. Pupils may also be offered timetabled intervention lessons or individual programmes of support, dependent on need and in consultation with the SENCO and intervention team.

Standardised screening or assessment tools. – All students complete a series of assessments during the first half term of year 7. These tests include cognitive ability testing, reading comprehension and spelling. Students with low standardised scores will have access to support to help develop skills in that particular area.

Information from parents - Parents are encouraged to contact the school directly if they are concerned about any aspect of their child's education either by telephone, email or via the weekly "drop in clinic" on Tuesday afternoons from 3.30-5pm, no appointment necessary. Parents and Year 6 pupils who have been offered a place at the school are invited to attend an Introduction Evening before they join the school in September. This, together with the school's Annual Open Evening and Open Days provides an opportunity for prospective students and their parents to visit the Personalised Learning Centre area and meet the SENCO informally.

Evidence obtained by teacher observation/ assessment – teachers complete on-going classroom assessment, adapt teaching styles and differentiate resources within the classroom to meet individual needs. Where, over a limited period of time, this has not proved effective in advancing the learning of individuals, teachers will raise the issue with their Curriculum Leaders and Pupil Managers in order to draw on additional experience and identify strategies to support progress. They will also contact the SENCO to request additional support and guidance.

What to do if you think your child may have special educational needs -If you believe your child has, or may have, a special educational need, you should contact our SENCO to discuss your concerns. You may also wish to discuss initial concerns with your child's Tutor or Pupil Manager (Head of Year).

In addition, we also employ a Christian Youth Worker who is available to offer guidance and support and can help signpost avenues of additional support if needed

Assessment of Need:

If your child is failing to make progress, or we consider there may be a potential special educational need, we will complete further assessments as deemed necessary to help us consider whether a specific learning difficulty is a possible factor. These tests are also designed to measure a student's ability/attainment levels in the following areas:

- Word recognition
- Reading accuracy
- Reading rate
- Reading comprehension
- Spelling
- Maths
- Working memory
- Phonological processing
- Speed of writing
- Vocabulary/Language
- Social and Emotional Resilience

We do not undertake full dyslexia assessments. Assessment results may however indicate that a student with SEND has difficulties in accordance with a dyslexic style profile.

The current profile of SEND at St Michael's is shown in the table below:

Primary area of concern (Jan 2026)	Y7	Y8	Y9	Y10	Y11
Communication and Interaction	5	11	7	5	8
Cognition and Learning	8	15	10	8	8

Social, Emotional and Mental Health	7	2	4	1	1
Physical and/or Sensory	3	3	2	0	2
TOTAL	23	31	23	14	18

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

It may be necessary to access the expertise of members of our own staff and other professionals to help identify and support your child's particular needs.

- Within the SEND team, staff have a range of specialist skills.
- SEND training for all staff is provided throughout the year as part of the inset programme. SEND is a regular agenda item in the School Improvement meetings.

Both the SENCO (Mrs Wilson) and Mrs Clarkson (EAA Co-Ordinator) have Level 7 accreditation as Specialist Assessors in Assessing for Exam Access Arrangements and assess pupils for access arrangements in accordance with the examination board guidelines. Appropriate arrangements are put in place on an individual basis to meet the needs of the identified pupils.

- Specialist advice is sought as appropriate.
- Liaison with offsite agencies takes place as appropriate.
- We also liaise with external agencies where necessary to support individual needs within our school including, doctors, school nurse, clinical psychologists, paediatricians, speech & language therapists, occupational therapists and social services including Social Workers and Educational Psychologists.
- All medical and medication information is treated confidentially by all members of staff.

The administration of medicines is the overall responsibility of parents. The authorised person in school i.e. a First Aider in the school office, is responsible for ensuring children are supported with their medical needs whilst on site, and this may include managing medicines where appropriate and agreed with parents.

- Medication will not be accepted in school without complete written and signed instructions as stipulated in the Medication – Administration of in School Policy
- Medicines are kept in a locked cabinet in the front office.
- Medications are clearly labelled to identify the student they belong to. Names are checked carefully and instructions read before a record kept of any administration.
- All medication is checked regularly for expiry dates and it is parents' responsibility to provide current medication as appropriate.
- The School Nurse Team create and manage care plans.
- Staff are given information on pupils who have a Medical Care Plan.
- In the event of a medical emergency, the member of staff is instructed to make an initial assessment, contact a first aider, the first aider will make the decision regarding treatment on the spot, or whether to call for an ambulance. The Head Teacher is contacted immediately. In the event of a serious incident an ambulance is called immediately, along with the emergency contact adult.
- There are a number of trained First Aiders in school some of whom are trained in the use of epi-pens and defibrillators.
- There are 2 defibrillators in school.
- Additional training for staff and/ or first aiders is arranged as required.
- The school does not have any health professionals or therapists in residence. Where a student has individual needs, and parent/carer's permission, appointments can be made to visit during the school day in accordance with school safeguarding protocols.

3.a How do we evaluate the effectiveness of our provision for pupils with special educational needs?

The child's progress across the curriculum provides primary evidence for the success of any SEND provision. This is analysed carefully through:

- Consideration of each student's success in meeting targets
- Analysis of provision using a provision database that tracks progress against specific targets.
- Comparison of rate of progress with peers
- Regular consultation between Head of English, Head of Maths, SENCO and members of the Senior Leadership Team.
- Use of standardised tests to measure progress in specific areas
- Evidence generated from SEND review meetings
- Evidence from monitoring classroom practice by the school's Senior Leadership Team and SENCO.
- The monitoring of procedures and practice by the designated SEND Governor, including observations of intervention programmes, analysis of results and a review of procedures and outcomes.
- Feedback from parents and also students with special educational needs.
- Analysis of individual intervention programmes to determine effectiveness of the scheme.
- Evidence from OFSTED reports and our own internal performance management reviews.

3.b What are our arrangements for assessing and reviewing the progress of pupils with special educational needs?

- All EHCPs are reviewed on an annual basis in line with statutory guidance.
- Progress of other pupils with SEND support needs is monitored in line with school assessment procedures. Progress data is shared through two assessment reviews, a written report and parents' evening. Internal tracking systems are used to highlight progress of individuals as well as identified groups.
- The SENCO is available, by appointment, to discuss individual pupils at any point during the school day.
- The school is required to measure progress for all pupils using nationally agreed standards and criteria. The effectiveness of our provision is measured in the progress that individuals and groups of pupils make over time.
- All documentation appertaining to individual pupil's needs is maintained in the SENCO's office or in the agreed areas on the school computer network. Teaching Staff have access to individual pupil's passports and SEND information via the schools intranet and are updated on individual pupil's needs following diagnostic testing. The teacher can then ensure classroom practice is evaluated and details of strategies used are uploaded as part of the review process and to inform other subject teachers.
- Teaching staff and Pupil Managers, are encouraged to refer individual pupils to the SENCO if they have concerns regarding their learning, emotional well-being or physical needs. It is their responsibility to ensure pupils, known to be a 'cause of concern' in their subject area are referred for consideration.
- All students that need support different to, or in addition to usual classroom teaching and differentiation, have a Pupil Passport that highlights their needs and some strategies to support them. These are reviewed annually and you and your child will be involved in co-producing and updating pupil support profiles.

3.c What is our approach to teaching pupils with special educational needs – How will you know how we are supporting your child/young person?

- **In accordance with our Mission Statement, we value the abilities and achievements of all our students.** All subject teachers and tutors are responsible for identifying students with SEND and, in collaboration with the SENCO, will ensure that those students requiring different or

additional support are identified at an early stage as part of our graduated approach to intervention.

We are committed to providing the best possible environment for learning by:

- Ensuring that students identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Considerations will be given to the support /adaptations and possible health and safety requirements. Every effort is made to ensure that they have full access to a broad and balanced curriculum and are integrated into all aspects of the school.
- Providing a differentiated curriculum appropriate to the individual's needs and ability. Differentiation and Quality First Teaching strategies are central to our professional development programme and inset sessions are held to ensure staff are informed about current research and equipped with the skills to support good practice in the classroom.
- Ensuring that on-going observation and assessment provides feedback about students' achievements to inform future planning of the student's learning
- Where appropriate plan, deliver and monitor an intervention programme that supports and enhances basic skill development or social integration, using the facilities and resources available.
- The curriculum may be differentiated to meet the needs of your child/young person. Teaching styles and flexible groups will reflect this approach. Schemes of work reflect whole school approaches to teaching and learning and take account of special educational needs.
- Curriculum tasks and activities may be broken down into a series of small and achievable steps for students who have marked learning difficulties.
- We can offer your child/young person, social, emotional and spiritual support through our dedicated Wellbeing team and access to our Christian Youth Worker

3.d How is the curriculum and learning environment adapted for pupils with special educational needs?

We plan our curriculum with a blend of mixed ability teaching and some ability grouping depending on the year group and subject. This enables us to adapt the curriculum for students with different needs. We are able to provide differentiated resources within our mixed ability classes and also a variety of class sizes and intervention groups to ensure that curriculum content and the learning environment is matched to your child's needs. At Key Stage 4, we also offer a more flexible curriculum model with different entry and exit routes.

Details of the key stage 4 models are fully explained during our Year 9 Options Evening.

3.e What additional support for learning is available to pupils with special educational needs – How is the level of support decided?

In Class Support – Subject teachers make use of a range of teaching strategies to ensure students with SEN can access the curriculum. These include the use of pre-reading. Lesson materials are uploaded onto the school Synergy system and available for all pupils. These may be supplemented with key words, task sheets/learning maps, writing frames and differentiated resources. Through assessment for learning, teachers are continually assessing the progress of pupils and adapting their teaching accordingly.

Our SENCO allocates some TA support to classes on a needs led basis; pupils with an Education Health Care Plan that stipulates additional adult support are prioritised. A TA can provide additional clarification and opportunities for pre and post learning within the classroom. The TA will work under the direction of the class teacher to help individuals or small groups access the class resources.

The Personalised Learning Centre is a resourced provision for students requiring additional support over and above that provided by subject teachers. This includes structured intervention programmes as well as Study/Behaviour Support sessions focusing on intensive basic skill acquisition either on a one-to-

one basis or small group session. The intervention sessions are planned on a needs-led basis and those with a specific learning or social and emotional difficulty will access this form of intervention. Typical intervention programmes could focus on:

Reading Skills including phonic development
IDL and Spelling strategies
Maths concepts
Social Language and Friendship skills
Behaviour support and modification
Care and mentoring of vulnerable students

The on-call wellbeing response team are available throughout the school day to support any pupils with wellbeing needs. A class teacher can raise a wellbeing support request at any time and one of the on call wellbeing team will come to the required lesson and liaise with the pupil and class teacher about how to best further offer support.

Bespoke sessions may be provided to support students with the completion of pre and post learning as well as developing appropriate revision and exam technique. In addition, support is provided to help students, who may find studying in a mainstream classroom challenging in order that they make appropriate choices in the classroom and school environment.

In addition to the Personalised Learning Centre there are other areas which may be utilised where appropriate for pupil support.

Much of the work undertaken in these areas will be on an individual basis although some small group sessions will also be undertaken to help students identify and understand the impact of their behaviour on their own learning and the learning and safety of others.

Students are identified by reference to the behaviour management log, Time-out register or Pupil Manager/SLT referral as well as direct referral by the SENCO to support academic learning. The development of social skills including some mentoring and anger management strategies are also in place.

Enrichment Sessions – Programmes to support reading, spelling, study skills and numeracy. If your child has difficulties in any of these areas they may be invited to join the appropriate session during lesson 1.

Exam Management –Throughout the year the school offers a series of exam management courses. These cover techniques for answering questions, time management and revision techniques as well as how to cope with stress and manage anxieties.

Mentoring – Where appropriate a member of staff will be appointed to mentor an individual pupil. This mentoring programme is coordinated by our Pupil Managers (Heads of Year), and is a personalised mentoring programme designed to raise self-esteem and aspirations. The school also operates a peer mentor system where older pupils offer guidance, help and friendship to support younger pupils.

Access to Technology- If your child has a specific difficulty you will be invited to discuss possible alternative recording methods such as use of a laptop or tablet device. You will have an opportunity to discuss these options with our SENCO.

Exam Access Arrangements - In accordance with examination board guidelines and JCQ regulations your child may be eligible for exam access arrangements. All students with identified SEND will have their provision reviewed in year 9 and, where appropriate, will be assessed to determine the appropriateness of any arrangement. Examples of arrangements that may be provided are:

- Access to a Reader/Computer reader
- Access to IT to word process responses

- Rest breaks for those with physical, sensory or attention issues
- 25% additional time for those with specific processing difficulties
- Provision of a scribe.

These arrangements must reflect the pupil's normal way of working.

3.f What activities are available for pupils with special educational needs in addition to those available as part of the curriculum?

- All children and young people are invited to join in extra-curricular activities including enrichment activities off-site. In certain circumstances it may be necessary to complete a Risk Assessment prior to an event in order to assess any risk to the child or others involved. Some charges may be applicable e.g. transport costs. The activities include, sport, music and drama.
- Details of extra-curricular activities can be found on our website.
- Home learning support and access to after school intervention classes is available.
- Lunchtime clubs, free of charge and accessible by all pupils organised in line with Covid protocols.
- Parents are required to pay for individual music tuition.

3.g What support is available for improving the emotional and social development of pupils with special educational needs?

- For a small group of students, identified by the SENCO in consultation with primary schools, St Michaels operates a school visit before the main day visit for all prospective new students.
- The school also runs a Summer School for vulnerable Y6/7 transition pupils. Our summer school inducts pupils about school procedures and makes them familiar with key staff faces and names.
- The Summer School actively engages pupils in finding new friends and supporting new friendships helping them to develop self-confidence before the new school year.
- Our School Nurse provides guidance on any personal care that may be needed and training will be given to staff to ensure that reasonable personal care needs can be met within school.
- The school can call upon a wide range of skilled agencies to work with vulnerable pupils including the School Nurse and CAMHS.
- Our Attendance Officer reviews daily registers and will contact you to check on any attendance concerns. If your child's attendance drops below 90% additional contact will be made to help support you in increasing attendance.
- We operate a behaviour support programme involving our Wellbeing team to provide behaviour support both in the class and, when deemed necessary as part of a withdrawal programme. You will be kept informed of targets and progress made. Our trained team will work with your child to recognise triggers to their behaviour and help them make good choices. (see our Behaviour for Learning Policy)
- We also help minimise the need for an external exclusion by using internal sanctions and encouraging reintegration to class and reconciliation between parties.
- School council/pupil voice is encouraged at our school and students are able to contribute to questionnaires gathering their views on different aspects of the school. Students with SEND are encouraged to be part of this process.
- Pupils and parents complete a biennial survey distributed and analysed by an independent agency..
- Pupils with additional needs are able to make their views known in the student's feedback in Annual Reviews, as do parents.
- Parents have the opportunity to complete at least one questionnaire each year at Consultation Evening. The results are analysed and action taken in the light of this analysis.
- We operate a zero tolerance approach to bullying and actively encourage students to report all forms of bullying so action can be taken as appropriate. (see our Anti-Bullying policy)
- After consultation with pupils and parents the SENCO may invite some pupils to work with specialist teachers, psychotherapists or the educational psychologist.

4. Who is responsible for Special Educational Provision?

Special Educational
Needs Co-ordinator
(SENCO)

Ms Teresa Wilson– 01257 224767
twilson@saint-michaels.lancs.sch.uk

In accordance with the Code of Practice guidelines, a member of the Governing Body has special responsibilities for SEN.

The SEN Governor is Mrs Dunbavin.

The current Chair of Governors is Mr Metcalfe.

5a. What specialist services and expertise are available at or accessed by the school?

The school welcomes the involvement of external support services and agencies who can provide additional specialist assessments to inform planning and give advice on the use of new or specialist strategies or materials.

School employs independent Consultants who are specialists in their field to offer guidance and support for those pupils with identified needs and/or EHCPs. Support may be offered for difficulties such as Autistic Spectrum Conditions, Visual and Hearing Impairment, Physical Difficulties, Reading Difficulties and Social Emotional and Mental Health Difficulties. Services such as Speech and Language, Occupational Therapy, Physiotherapy and CAMHS also provide advice and support for SEND pupils.

The school also liaises with our SEND officer and may choose to access specialist teacher support via LCC. The school has a service agreement with Applied Psychologies to provide educational psychologist advice and support.

5b. What training have the staff supporting Special educational needs had or have access to?

The SENCO has completed the National Award for SEN Coordination at Edge Hill University and regularly attends LCC and Chorley Secondary SENCO cluster meetings. Six further members of staff are currently enrolled on the NPQ SEND. Teaching Assistants have completed the 'Maximising the Practice of Teaching Assistants' programme.

Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching strategies for use with SEND students. At the beginning of each academic year, the SENCO provides a comprehensive briefing on current SEND issues. SEND updates are a regular agenda item in School Improvement meetings.

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND students as well as safeguarding vulnerable children.

All members of the Learning Support Department are encouraged to complete training courses which meet the criteria of the school and Department Development Plans which reflect the needs of students with special educational needs.

Whole school awareness and training is addressed through dedicated Inset time and the SENCO can attend departmental meetings to advise on individual strategies.

6. How accessible is the school both indoors and outdoors?

Please also see the accessibility plan [here](#).

St Michaels' High School is a place where:-

- All who learn and work have the opportunity to participate fully and flourish with appropriate support where necessary.
 - Physical, social and economic barriers to access are minimised
 - The environment is welcoming and supportive.
 - Everyone accepts their responsibility to uphold equality and show respect to others.
 - All complaints of any strand of Equality are investigated and appropriate actions are taken.
 - Every effort will be made to include students with physical disabilities wherever structures and building constraints allow subject to any risk assessment deemed necessary.
-
- The school is accommodated in a number of buildings on the site and is spread over two floors. There is lift access to the upper floor in the main teaching block.
 - There is lift access to the two art rooms on the upper floor of the Arts Block and the upper floor of the Library.
 - Evac Chairs are available at three points on the upper floor of the main building.
 - The paving has been lowered at the main entrance to the front of the building to allow wheelchair access.
 - Other entrances to the building are wheelchair accessible.
 - There are designated access parking spaces near the front entrance.
 - There are four accessible toilets on site. The accessible toilet in the main building is equipped with a ceiling tracking hoist and several members of the Personalised Learning Centre staff have received instruction in its use.
 - There is a Hearing Loop system in the main school hall.
 - All school furniture is standard height. Some alternative seating e.g. stools with backs are provided for individual needs.
 - All school policies are available from the school website or in print format on request from the school office. Personal requests for alternative formats are dealt with on an individual basis.
 - The school's Accessibility Policy is available from the Mrs C Jenner, Clerk to Governors. Parents/carers are invited to additional meetings as required to discuss additional needs.
 - Laptop or tablet computers may be used.
 - Adapted equipment is available in our technology department to support students with physical and sensory impairments.

7. What is the arrangement for consulting parents and carers of children with special educational needs?

It is the SENCO's responsibility, in conjunction with Pupil Managers, to establish close links with parents of students with SEND although they may wish to make initial contact via their child's Form Tutor.

We actively encourage your involvement in identifying areas of need and helping us to understand your child. You will be asked to contribute to proposed targets and provide feedback on progress and provision in place.

As part of our on-going assessment process, all students have regular progress reviews with two short reports and one long report sent home during the course of the year. There is a Consultation Evening with

parent/teacher reviews for each year group. Our SENCO is present at all Consultation Evenings to meet with you to discuss your child with additional needs.

The School holds a weekly drop-in session with a member of our Senior Leadership Team which parents can attend to discuss any aspect of their child's education. Appointments can also be made with the SENCO.

Parents and pupils are involved in co-producing pupil passports, reviewing and updating them.

8. How are young people with special educational needs consulted and involved in planning provision for their education?

Young people with special educational needs often have a unique knowledge of their own needs and we will actively seek their views about the sort of help they would like in order to make the most of their education. We encourage students to contribute to their learning and personal development plan by respecting their opinions and consulting with them about any concerns or proposed interventions. Your child will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes. All pupil profiles are co-produced after discussion with pupils and parents.

Your child will also be supported by subject teachers and TAs to identify their own learning style and preference and to develop independent study and life skills that recognise their strengths and qualities.

9. Complaints procedure

Every child is important and we aim to provide the best support possible. If you feel that your child needs different or additional assistance we hope as far as possible to deal with your concerns internally and resolve any difficulties informally. We have a staged approach which provides parents with a direct route for any complaint they foresee. Parents of course follow the LEA complaints procedure in the event of matters being unresolved.

Our complaints policy can be found on our website but a helpful procedure is as follows:

If you have a concern about the provision/support in place for your child

- 1) In the first instance please contact the Subject Teacher
- 2) The next stage of redress would be via the Pupil Manager (Head of Year) who would usually liaise with the SENCO before attempting to resolve the problem.
- 3) If matters are not resolved at this stage then parents should contact Mr John Chadwick who is Deputy Head Teacher and the member of the Senior Leadership Team with responsibility for Wellbeing.
- 4) In the unlikely event that difficulties continue then the matter will be referred to the Head Teacher, Mrs Rachel Rongong who would turn to the Governing Body in the final analysis.

In some instances, parents may find it helpful to seek advice from the Lancashire Information, Advice and Support (IAS) Team. Contact details can be found on the LCC SEND Local Offer website.

10. How the governing body involves other bodies, including health and social services, local authority support services and voluntary organisations, to meet the needs of pupils with special educational needs and their families.

The school welcomes the involvement of external support services and agencies who can provide additional specialist assessments to inform planning and give advice on the use of new or specialist strategies or materials

The SEND traded services team may offer guidance and support for those pupils with identified needs and EHCPs for difficulties such as Autistic Spectrum Disorders, Visual and Hearing Impairment and Physical Difficulties. Services such as Speech and Language, Occupational Therapy, Physiotherapy and CAMHS also provide advice and support for SEND pupils. School may also employ independent Consultants who are specialist teachers in their field.

11. What support services are available to parents of pupils with special educational needs?

The Lancashire Local Offer can be viewed via a link on the school's website (Home/Learning/SEND). This will provide you with a wealth of services available to support you and your child. You can also access the Lancashire Parent Forum for guidance on specific issues.

12. What transition arrangements are in place to support students with special educational needs?

In addition to our whole school transition programme led by the Pupil Manager of Year 7 and members of the Wellbeing team, our SENCO will liaise with the SENCOs at all our main feeder schools to ensure that a transition programme can be arranged for students with specific difficulties. This can include additional visits to St Michael's prior to induction day, as well as visits by Learning Support staff to the feeder school to observe the student and share good practice (Covid restrictions permitting).

The school also runs a Summer School for vulnerable Y6/7 transition pupils. Our summer school inducts pupils about school procedures and makes them familiar with key staff faces and names.

Year 8 and Year 9 Options Evenings – The SENCO is available prior to and during the Options evenings in order to offer advice and guidance on appropriate GCSE/key stage 4 curriculum path. All pupils including those with SEND are offered Careers Education Advice Information and Guidance (CEIAG) from an independent advisor.

For Key Stage 4, the school offers a number of curriculum paths to support individual learning including access to intervention programmes and qualifications. School has a number of Enrichment Days where outside agencies participate in activities with pupils.

Colleges - Additional support with college applications and choices can be provided.

Colleges will use the information received from college applications and interviews to plan support and this will include contacting school for more information about provision at Key Stage 4. It is therefore essential that pupils include details of any support and exam access arrangement received at St Michaels on any application to college. The SENCO will liaise with the Learning Support team at our local colleges in order to ensure that all relevant support information is passed on.

The SENCO works closely with pupils, parents and external providers to ensure a smooth transition to Post-16 provision.

If your child has an Education, Health and Care Plan, our careers advisor will support them in choosing a suitable course/career for the future. The level of support needed at college will be discussed at the year 11 annual review in order that the young person's views are accurately recorded and the young person and parents can be supported through the transition process. Parents will be able to contribute to the contents of this Plan including discussion of issues such as travel and additional support needed at home.

13. Where can I find Lancashire's local offer?

This SEND Information Report is provided as part of Lancashire's Local Offer. The Local Offer outlines all services and support available for children/young people and their parents, across Lancashire and the local area. A link to the Local Offer is provided on our website and can be accessed via <http://www.lancashire.gov.uk/send>

SEND Information Report prepared by
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