

Approved on:
July 2026
Next review:
June-July 2027

SEND Information Report

As part of the family of Bishop Hogarth Catholic

Education Trust, our school has at its core, the virtues and values of:

Respect for others and themselves, recognising that we are all created in the image of God and therefore must be **compassionate** towards others, especially the vulnerable.

Confidence in their own abilities, knowing that their talents are gifts from God and **resilience** to persevere when things become difficult.

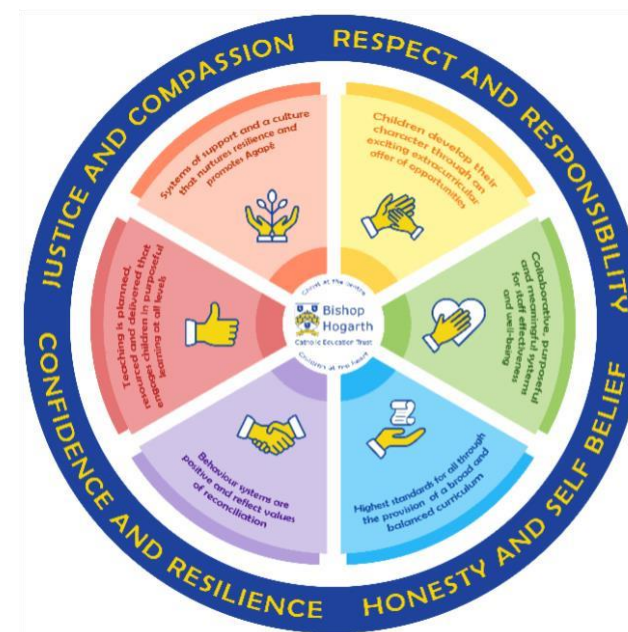
Honesty in regards to the world around them and themselves and the ability to take **responsibility** for the times we may fall short of the mark.

Gratitude for all of the amazing gifts from God and **willingness** to share their gifts both personal and material.

As an inclusive school, all teachers are teachers of students with Special Educational Needs & Disabilities. We deliver a curriculum and create an environment that meets the needs of every student within our school. We ensure that every student with Special Educational Needs and/or disabilities makes the best progress possible. We foster and promote effective working partnerships with parents/carers, students and outside agencies. We consider the 'whole' child and strive to ensure that all our SEND students are prepared for adulthood.

Our universal offer includes every child and is supported by our STMICS pedagogy that runs across the whole curriculum.

<https://stmichaels.bhcet.org.uk/curriculum/signature-pedagogy>



Our school's approach to supporting students with SEND

Teachers are responsible for the progress of all students on their class lists. Quality First Teaching is personalised to individual needs, making good use of high-quality, engaging resources to improve student progress. This is the first step in the early identification and support of students who may have a SEND need. All students are challenged to do their very best and make the most progress that they can. All of our students are known well by at least one member of staff, usually their Form Tutor, with further support from their Pastoral Learning Manager (PLM) and Progress Support Assistants.

Form tutors enjoy developing strong relationships with the students they work with every day. Good behaviour and organisation are rewarded. Sanctions exist to support consistently high standards of behaviour and decorum.

Some students with a specific SEND need may be more closely monitored, with varying amounts of weekly integration into their main form group and lessons. This provides the pastoral care that all students need, but with more focus on support for those students with particular **needs** and requirements. This support is provided by the Special Educational Needs Coordinator (SENDCO) and Progress Support Assistants (PSAs).

We manage medical needs by working closely with parents and healthcare professionals and use the information and advice to develop and review students' **Individual Health Plans (IHP)**. We also listen to and act on their advice, providing staff training when needed.

We run a range of extracurricular clubs **and intervention activities to support students throughout their time at St Michael's**. Our SEND department is an inclusive space, available for any student who may need temporary additional support

How will the school staff support my child?

The graduated response - Identifying, planning and supporting students with SEND.



Where a student is identified as having a special educational need, School will follow a graduated approach which takes the form of cycles of 'Assess, Plan, Do, Review'.

- **Assess** a child's special educational need.
- **Plan** the provision to meet your child's aspirations and agreed outcomes.
- **Do** put the provision in place to meet those outcomes.
- **Review** the support and progress.

How does the school know if children need extra help and what do I do if I think my child has special educational needs?

Assess

Students are identified in several ways including communication with parents and teachers, primary schools, Year 5 - 7 transition work and analysis of current and prior attainment data. The steps taken are a graduated approach as set out in the '*0-25 Special Educational Need and Disability Code of Practice 2014*'. A copy of this can be found on the school website under SEND. <https://www.gov.uk/education/special-educational-needs-and-disability-send-and-high-needs>

Where a student has received support in primary school, discussions with parents/carers, the student, and the class teacher/SENDCO will help to inform provision.

If you are concerned that your child might have SEND, please contact your child's form teacher or PLM in the first instance. They will work with our SENDCO if SEND needs require further investigation.

As you know your child best, we would appreciate sharing relevant information at the earliest opportunity; this includes any paperwork that will help us support your child's needs. We would include your child in this process, so they are fully involved from the outset.

Some children might need special arrangements to enable them to access assessments and exams. The SENDCO manages this work in line with the Assistant Head in charge of Exams, the Exams Access Assessor and recommendations from '[The Joint Council for Qualifications](#)'.

We follow the graduated response model, "Assess, Plan, Do, Review" and your input will be invited at each stage.

In some cases, students may progress so that they no longer require specific SEND support. If this happens then the SENDCO will carry out observations and, in discussions with staff and parents/carers, look to remove the student from the SEND register.

For further support, you can contact the SEND Information, Advice and Support Officer (or SENDIASS - SEND Information, Advice and Support Service) on 01642 527670 or 528887 or by email at SENDIASS@stockton.gov.uk

For additional information, please see details of Stockton's full Local Offer of SEND support at [Stockton LA SEND Local Offer](#).

Plan

All teachers are teachers of students with SEND. All teachers and support staff will be made aware of the student's needs, the support provided, and any strategies in place. This information will be recorded and shared with staff, highlighting when any changes may occur throughout the academic year. Information about a student's SEND is securely shared with staff via Bromcom, SharePoint and Microsoft Teams, with which all staff are familiar. This information provides our staff with suitable strategies and approaches to help them to meet a wide range of learning needs. Our team of Progress Support Assistants (PSAs) are deployed where they can best serve students' learning requirements in close collaboration with teachers. PSAs are also involved in an extensive Intervention Programme that supports students with identified needs. The SENDCO oversees this deployment of staff.

Our procedures are in line with the [SEND Code of Practice \(2014\)](#).

Where it is decided to provide a student with SEND support, parents and the student will be informed. The student will have a SEND support plan put in place, with clear strategies and support based on their individual needs.

Where a student struggles to make the expected progress, despite additional intervention, we seek advice from relevant outside professionals. These include, but are not exclusive of, Educational Psychologist, Daisy Chain, Alliance, Hearing/Visual Impaired Team (STARS), Occupational Therapy, Speech and Language Therapy, Child and Adolescent Mental Health Service (CAMHS), Early Help and LA outreach services provided via the Local Authority's SEND team. These professionals may need to carry out their own assessments and observations. This is done with full consent from parents/carers.

We try to discuss specific concerns with students and parents to provide support tailored to individual needs and requirements. We modify teaching and learning approaches and the environment to facilitate access for all students. We happily comply with expectations set within equality and disability law. For more information, please refer to the [Equality Act 2010](#).

Year 9 reviews have a focus on options for Key Stage 4. We also focus on post-16 choices, Work Experience and Careers advice throughout Years 10 and 11. We work closely with Careers and Opportunities services and local colleges to ensure full participation post-16. <https://stockton.gov.uk/career-support>

Do

Our teachers are skilled at adapting teaching and learning to meet the diverse needs in each class. Daily planning considers individual children's needs and requirements and is annotated and adapted according to need. Explicit reference is made in the teacher's planning to the needs of those children identified with SEND. **All teachers follow our signature pedagogy, STMICS, to ensure consistency and familiarity for all students.**

Adaptive teaching is approached in a range of ways to support access to the curriculum and ensure that all children can experience success and challenge in their learning. Grouping arrangements consider the different skills and abilities of each child. This ensures that learning is maximised. **Teachers follow the "Five-a-day" approach and are all highly trained professionals working within the Quality First Teaching approach.**
<https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support>

Additional adults are used to help groups and individual children with the long-term goal of developing independent learning skills. The class teacher monitors this support to avoid students becoming over reliant on this.

We fully encourage parental support and offer opportunities for individual meetings with parents/carers to provide clarity and recommendations on how they can support their child at home.

Review

The impact of the support on the student's progress will be reviewed termly. The impact of this support along with the views of the student and his/her parents will be used to decide on any changes to the support based on the student's progress.

The student will always be at the heart of the review process at St Michael's Catholic Academy. Every effort will be made to ensure that student welfare, wellbeing and academic progress is of the highest quality. The school will inform and involve the family at every stage and work with them to provide the support that the student requires to progress as expected. Your child's teachers will manage/guide any relevant interventions, which will be reflected in lesson planning. Data is closely monitored and reviewed by Curriculum Leaders, class teachers and Pastoral Learning Managers to ensure that your child's provision is having a positive impact on outcomes. It is also sometimes appropriate for a member of our SEND Department to work with your child in lessons or within a time-limited intervention. This can provide the opportunity for close individual monitoring of engagement and progress, and you will be kept advised of any significant successes or concerns.

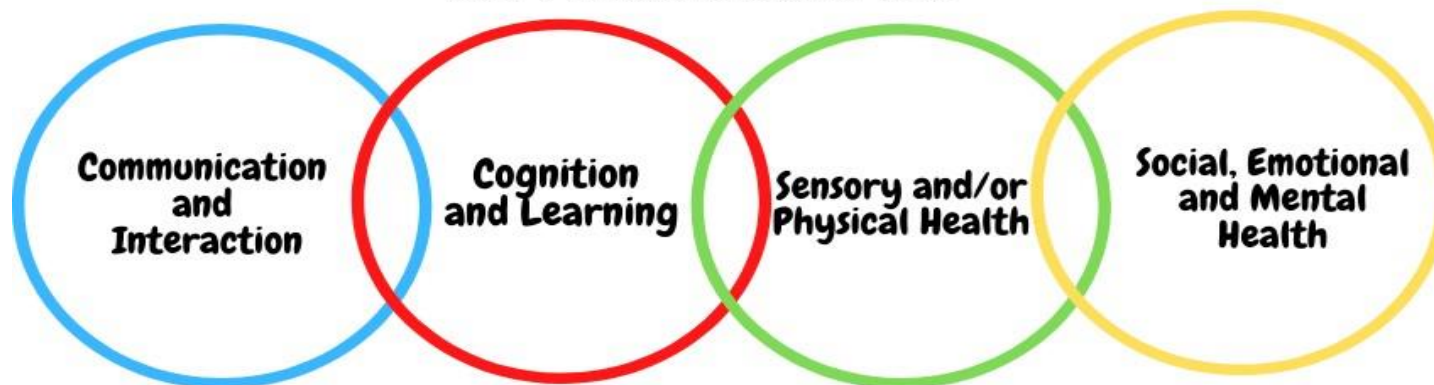
Where a student continues to make little or no progress, the school will consider, with parental consent, the involvement of external specialists. The SENDCO, subject teacher and specialists will consider what is required to support the student's progress – appropriate equipment, strategies, etc. Following this, we set a date to review the support. Support may be adapted or replaced, depending on how effective it has been in achieving expected outcomes. 'Additional' or 'different' provision is delivered in a range of ways, including through the provision of further specialist resources, or the support of an additional member of staff, for example. Where necessary, and with your full consent, we will approach outside services for advice to strengthen the provision offered to your child. We encourage you to get involved in your child's additional provision as we believe that the best outcomes are achieved when there is a consistent home/school approach being taken, wherever possible.

If good progress is still not being made, despite all steps taken, we move to the next step of the graduated approach put forward within the '*0-25 Special Educational Needs and Disability Code of Practice*'.

If a student has an Educational Health Care Plan (EHCP), parents will be invited to an annual review of this working document. Occasionally, Interim reviews are held throughout the school year.

How will the curriculum at our school be matched to my child's needs?

The 4 Broad Areas of SEN

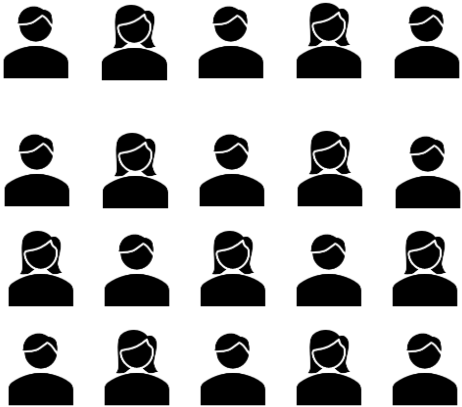


SEND needs are classified under four broad areas of need. Our school considers the strategies, in class support and interventions that school may put in place to support your child. We do this through a tiered approach – the three tiers are outlined on the next page, followed by details of what each tier may include.

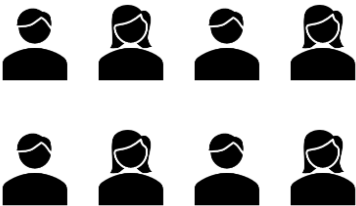
You can find out more about our intervention [here](#)

		Individualised Support – Pupils with an EHCP
	Targeted Support SEND interventions	Targeted Support SEND interventions
Universal Support – For everyone	Universal Support – For everyone	Universal Support – For everyone

All pupils including
those with SEND



Some pupils with SEND



A few pupils with SEND



Communication and Interaction

Tier 1 - Universal	Tier 2 - Targeted	Tier 3 – Individualised
• STMICS Pedagogy, creating familiar classroom routines • Careful planning of transitions • Scaffolding, Modelling, Visuals and Chunking • Checklists • Embedded oracy opportunities • Modelling of communication and speaking through explicit instructions, clear speech, reduced language and slower pace • Different options for participation in lessons, including whiteboards, response cards and other practical demonstrations so speaking is not the only way to participate • Reading strategies such as DEAR, all read together, reciprocal reading • Provide sentence starters for paired or group work	• Access to a Key Worker • Access to interventions on social and emotional stories • Access to Daisy Chain • Access to low stimulus area/safe space • Flexible approaches to timetable • Modifications to lunch and break times • Enhanced access to additional aids, such as sensory tools, visual timetables, ear defenders/ loops • Access to external agencies through referrals such as Education Psychologist, Speech and Language, OT if appropriate • Use of warm-calling instead of cold-calling • Interventions for children with delayed language	• EHCP students Section F Provision • Access to small group and/or individualised interventions • Access to Future Steps or similar • Access to Daisy Chian placements • Alternative Provision if appropriate • Advice, guidance and outreach from the Communication and Interaction team at Stockton Borough Council • Provide tools such as speech-to text apps/Microsoft dictate where appropriate • Provide low arousal spaces to reduce anxiety • Provide space and time for regular breaks as required • Provide sensory menus to support children's changing sensory needs

• Provide advance notice of changes to a lesson routine e.g. a test or an external speaker, where possible • Allow processing time between asking a question and expecting a response • Provide movement and/or sensory breaks • Reduce the amount of visual clutter on resources and use underlining, colour-coding and numbering to make key information easier to find • Regularly check-in with students	• Dual code language, by providing symbols which represent key words • Written copies of verbal instructions when needed • Allow the use of technology as a normal way of working • Reasonable adjustments in relation to uniform, behaviour, homework and attendance whenever possible • Opportunities for students to socialise with their peers in an adult-monitored environment, eg Chill Club • Provide audio or e-book versions of key texts • Timeout/leave early/early lunch passes • Access to a low stimulation environment for regulation	• Provide a personalised timetable with visuals if appropriate
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Cognition and Learning

Tier 1 - Universal	Tier 2 - Targeted	Tier 3 – Individualised
• STMICS Pedagogy, creating familiar classroom routines • Careful planning of transitions • Scaffolding, Modelling, Visuals and Chunking and Checklists • Embedded retrieval opportunities • Explicit teaching of revision techniques in a range of forms • Different options for participation in lessons, including discussion, whiteboards • Reading strategies such as DEAR, all read together, reciprocal reading • Use simple, clear language, and explicit instructions – one at a time • Dual code language, by providing symbols which represent key words • Allow processing time between asking a question and expecting a response • Reduce the amount of visual clutter on resources and use underlining,	• Access to a Key Worker • Access to external agencies through referrals such as Education Psychologist, Speech and Language. OT • Allow the use of technology as a normal way of working • Provide audio or e-book versions of key texts • Practical aids for learning such as working memory boards, task cards, overlays etc • Increased adult support as needed • Adaptations to assessments to enable access e.g. computer readers, word processor, additional time • Adaption of resources to suit an individual's current ability • Touch typing intervention • Fine/Gross Motor Skills interventions	• EHCP students Section F Provision • Access to small group and/or individualised interventions • Advice, guidance and outreach from the Cognition and Learning team at Stockton Borough Council • Provide tools such as speech-to text apps/Microsoft dictate where appropriate • Access to additional support staff in identified lessons • Pre and post teaching of vocabulary and new concepts • Small group or individual interventions for reading, literacy and numeracy • Reduced curriculum demands to core curriculum knowledge if appropriate

colour-coding and numbering to make key information easier to find • Use Knowledge Organisers to support working memory • Consider font and text size carefully (at least size 12 on hand outs) • Explicitly teach children how to respond to feedback that they have been given • Phonic/reading development programmes- including RWI Fresh Start and Accelerated Reading	• Curriculum adaptations to meet the learning needs of the child • Additional time and/or rest breaks for longer written tasks/assessments/ exams • Use of coloured overlays, as prescribed • Access to a reader and/or scribe for assessments/exams	
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Social, Emotional and Mental Health

Tier 1 - Universal	Tier 2 - Targeted	Tier 3 – Individualised
• STMICS Pedagogy, creating familiar classroom routines • Careful planning of transitions • Access to external agencies through referrals such as Alliance, ELSA, Counselling, Help & Support, Youth Support and Preventions, CAMHS • Behaviour and rewards system through ClassCharts • Respite and work with Trust schools to support access to education • Access to Family Support Worker and Attendance Team • Access to the Mental health Support Team through the Trailblazer programme with Alliance • Employ a restorative approach to resolving conflict and repairing relationships	• Access to a Key Worker • Access to advice and support from specialist staff • Increased adult support as needed • Outreach to support SEMH needs • Tool Kit – individualised interventions around social skills and anxiety • Access to Stockton Family hubs and well-being interventions • Alternative curriculum access in times of greatest need – for example, working in a quiet space for an agreed time before reintegration to class • Visual timetables • Access to Educational Psychologist • HST through the Trailblazer programme (Alliance) Access to interventions such as Talkabout, Lego Therapy and Emotional Regulation	• EHCP students Section F Provision • Access to small group and/or individualised interventions • Advice, guidance and outreach from the SEMH team at Stockton Borough Council • Access to additional support staff in identified lessons • Individualised transition plans

Student Wellbeing (SEMH cont.)

We put student wellbeing at the heart of all we do. Support offered includes:

- Each student has a Form Tutor who is their first point of daily contact
- Each year group has a Pastoral Learning Manager who helps to oversee the wellbeing of all students
- The Attendance Officer, and Attendance Lead, as well as SLT Link, will liaise with home/PLMs and the SENDCO to reduce illness related absence
- Students returning from lengthy illnesses are encouraged to attend school on a reintegration timetable, devised with the student to enable successful reintegration into the full curriculum
- The administration of medicines is overseen by first aid trained staff. There is a dedicated medical room where medicines are securely stored. Individual Health Care Plans (IHCP) are also held for students who require long term care for their medical needs
- Support is available for students who might have social, emotional or mental health issues. Staff will inform our nominated Mental Health Lead/DSL and/or the relevant member of staff of any concerns that they might have
- Lunchtime provision is offered to children who might benefit from additional support, in the form of Chill Club, which students attend by invitation
- The SEND department offers a safe haven throughout the school day when temporary support is needed by students who cannot access the curriculum successfully and require timeout or regulation time
- Ongoing professional development sessions cover aspects of teaching and learning that impact on students with SEND (for example, whole staff training, delivered by the SENDCO or visiting specialist, to raise awareness of current guidance and approaches in SEND, including the wellbeing of students)
- St Michael's is part of the Trailblazer Programme working closely with Alliance to offer Cognitive Behaviour Therapy
- St Michael's has a fulltime in-house counsellor who offers a range of support and strategies for our students who may need additional help in this area
- We have a trained ELSA who works with children around their emotional literacy needs, including resilience and anxiety
- The SEND department offers Talkabout, Lego Therapy and Emotional Resilience programmes to support SEMH needs in school

Sensory/Physical

Tier 1 - Universal	Tier 2 - Targeted	Tier 3 – Individualised
• School meets statutory requirements of the Disability Discrimination Act (DDA) • Flexible teaching arrangements will enable students to move seats to access lessons • Use of alternative coloured background on white boards • Teachers will be made aware of the implications of physical and sensory impairments • Use of assistive technology • Additional rest breaks as needed • Fine Motor Skills intervention • Touch typing support • Dual coding and multi-sensory approach to learning • Careful seating plans to provide best access to classroom learning and resources	• Liaison with outside agencies for specific equipment to aid access to the curriculum • Provision of specialist furniture and ICT equipment • Key staff who are named Hearing Impaired Champion/Visually impaired Champion • Access to Speech and Language Therapy • Occupational Therapist/ Physiotherapist targeted programmes • Access to Sensory Support services for advice on planning for students with a visual or hearing impairment • Access to a specialist teacher/PSA for the hearing/visual impaired • Individual responses as required and supported by therapy programmes delivered in school, designed by specialists e.g.	• EHCP students Section F Provision • Highly personalised access arrangements to facilitate the needs of all students with disabilities • Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum • Specialist support from the P&S and C&I Specialist Teacher team • TA support in lessons • TA support with accessing practical lessons

• Carefully developed resources that include consideration of font size/ colour etc • Advanced warning of changes to the physical environment • Use of ear defenders/loops • Movement breaks • Reasonable adjustments to uniform wherever possible	Occupational Therapists, Physiotherapists • Timeout pass	
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What training is provided for staff supporting children with SEND?

St Michael's is committed to ensuring that staff training is monitored and kept up to date in order that this support is of maximum benefit to students. The school's SENDCO is a qualified teacher and holds the qualification, National Award for SEND co-ordination (NASENCO).

We fully comply with the requirements outlined in the '*0 – 25 Special Educational Needs Code of Practice (2014)*'. We also make reasonable adjustments to our practices to comply with the '*Equality Act (2010)*'. Staff have been trained to cater for learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical Needs
- Social, Emotional and Mental Health

Where new needs are identified, for which the school is unprepared to offer provision, staff are selected and training is arranged. Where necessary, the school draws on the services of outside agencies and specialists.

We have a number of teaching and support staff that are experienced/have received training in the following areas, as well as many others throughout the school year:

Read Write Gold, Fresh Start, First Aid, Sensory Processing Disorder, Understanding and Supporting Autism in the classroom, ACES and understanding trauma. Staff have also completed training and/or qualifications in ELSA, phonics and supporting children who are CIOC and SEND.

How do we support transition in our school?

Tier 1 - Universal	Tier 2 - Targeted	Tier 3 – Individualised
• Attend school transition events available from Year 4 • Sharing of information at primary school meetings with Year 6 staff and SENDCO • Pen portrait developed for all new teachers • Information sharing session at the beginning of the school year • Pupil Passports shared via SharePoint • Careers Team support for planning for Post-16	• TA shared support • SENDCO Meeting at primary school to discuss needs and current support • Pupil passport developed, in discussion with primary staff, to be shared with all secondary staff • Local Authority Enhanced Transition programme during the summer holidays	• EHCP students Section F Provision • Highly personalised transition plans • SENDCO attends primary school EHCP review at end of Year 5 (as appropriate) • SENDCO attends planning meetings and EHCP reviews throughout Year 6, whenever possible • Additional visits with parent/carers • Group activity and 1:1 visits • Tour of the school before transition days • TA support during transition days • TA support with accessing practical lessons • Fulltime TA support for the first two weeks of the new year • Preparing for Adulthood transition and Post-16 working with colleges including SENDCO meetings and sharing of all information

Where can I get further information about services for my child?

The Stockton-on-Tees Local Offer

At St Michael's we involve other bodies including health and social care, Local Authority support services, charitable and voluntary sector organisations in meeting the children's SEND and supporting their families. These may act in an advisory capacity, extend expertise to staff, provide additional assessment, support a child directly or consult with all parties involved with the child. This includes:

- Educational Psychologist
- Physiotherapists
- Occupational Therapists
- Speech and Language Therapists
- Visually/Hearing Impaired Service
- CAMHS – Child and Adolescent Mental Health Service
- Integrated Children's 0-19 Service (Health and Wellbeing)
- School Support Advisors (Help and Support)
- Emotional Resilience Nurse
- Specialist SEND teachers

All the information of what services and support is available in Stockton-on-Tees can be found on the Local Offer. Please click the link below for more details.

Link to: Stockton Local Authority Offer <https://www.stockton.gov.uk/children-and-youngpeople/children-with-special-educational-needs-sen/>

What key school documents refer to support and provision for pupils with SEND?

All documentation relevant to SEND at St Michael's can be found on our school website:

SEND policy

Admissions policy

Accessibility Plan

Accessibility

Our facilities and support for those with reduced mobility are exceptional:

- We have a lift to access all floors, widened doorways, handrails, additional changing areas, toilet facilities and desks that can be adjusted in height.
- We have window blinds and some carpeted areas to improve the auditory and visual environment for our learners with sensory needs.
- We are committed to children with SEND being included in activities both inside and outside the classroom. We expect all students to be able to participate and achieve in every aspect of school life.
- Our SEND budget is being made increasingly transparent in the light of recent reforms so that school is able to clearly show the level of spend on any child identified as having SEND. We take advice from LA SEND staff (and from Pathfinder research) when making decisions about the type and level of support your child may receive. We will refer to LA guidance and criteria in order to set support at the appropriate level and will involve you fully when decisions are being made.

Activities Outside of School

- St Michael's Catholic Academy is an inclusive school, and we will put in place appropriate support, whenever possible, to enable students to be educated alongside their peers. This may include extra staffing and/or equipment
- Staff who are arranging an offsite trip will discuss with parents and the SENDCO any requirements needed and the suitability of any trip which the school is taking part in
- We will not stop students from going on a trip due to their special educational need and/or disability if the trip is suitable for the student, and their safety and the safety of others is not compromised. Please refer to our school [Equality Act](#) policy
- There are designated teaching and non-teaching staff, working alongside the Headteacher, who oversee all trips to ensure students are safe and included where possible

What to do if you have a complaint, a compliment or a query

St Michael's Catholic Academy welcomes compliments and feedback on our provision for SEND students as we seek to improve on the quality of education provided for children with SEND and we like to hear from parents/carers about their child's experiences.

Compliments, complaints, and feedback can be sent to the school email address **enquiries@stmichaels.bhcet.org.uk** and the email will be passed to the relevant staff member. Alternatively, parents/carers can speak to the form tutor, class teacher and Pastoral Learning Manager or ask to make an appointment with the SENDCO. We can be contacted on SEND@stmichaels.bhcet.org.uk

If matters are unresolved, parents/carers can seek further advice from SENDIASS on 01642 527158 or sendiass@stockton.gov.uk

If the concern is directly related to decisions around an EHC Assessment or EHCP, this will be managed directly by the Stockton SEN team. Parents/carers will be contacted directly by the team to receive information about mediation and other services.

The school details and relevant contacts

Headteacher Mrs C Humble

SENDCO Mrs V Abbs

Transition Lead Mrs M Booth

SEND Governor Mrs M Tate

St Michael's Catholic Academy, Beamish Rd, Billingham, TS23 3DX Tel: 01642 870003

Website: www.stmichaels.bhcet.org.uk

Academy Email: enquiries@stmichaels.bhcet.org.uk

SEND enquiries and contact: SEND@stmichaels.bhcet.org.uk

Bishop Hogarth Trust: www.bhcet.org.uk

For further information:

- SEND Code of Practice: <https://www.gov.uk/government/consultations/revision-of-the-sen-send-code-ofpractice-0-to-25-years>

- Local Authority's Local Offer: [Special Educational Needs and Disabilities 0-25 | Stockton Information Directory](#)