



St. Michael's CE
Primary School

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Lyme Regis

SEND Information Report 2025-26

Mr Kiddle has responsibility for Special Educational Needs and Disabilities (SEND) provision at St Michael's CE Primary School. To find out more about SEND at St Michael's, browse through the report below, have a look at our SEND Policy on our website, or contact the school office.

**What does SEND look like at St Michael's
CE Primary School?**



How are pupils identified as possibly having Special Educational Needs (SEND)?

Teaching staff and parents are generally the people who initially raise concerns that pupils are not making the progress that they were expecting. Following this, Mr Kiddle and class teachers monitor the pupils' progress through our tracking system (where teachers record an assessment of pupils every term) and use formal assessments in reading, spelling and maths or screeners to look into this further. Sometimes a pupil comes from another school with information to explain how this pupil needed further support to be successful and we could build on that. A few pupils have been to see the doctor who has referred them to see other professionals and they send reports to help us in school.

What happened if your child has barriers to their learning?

Here is Francesca's story – this is just one example. It explains the processes we follow to assess, track and support pupils identified as having SEND in our school.

Francesca was working really hard at school but not always being successful. At home she was finding doing home work very difficult and getting upset in the process.

Francesca had a meeting with her class teacher and her parents to talk about her home work and how school could help. It was decided that sometimes it would be better for Francesca not to do homework and just concentrate on her school work.

Francesca was happy at home but was still finding school work very tricky and her class teacher was concerned that although she was working hard she was not making progress, so the class teacher spoke to Mrs Culy.

SENDCo went to see Francesca in her classroom and talked to her about her learning. She made some suggestions of things the class teacher could try (writing the tasks down in little steps, asking the TA to talk to her about what she needed to do to check she understood).

The specialist teacher met with Francesca and completed some assessments (these were little tasks to do) to see if they could find better ways to help Francesca.

SENDCo decided with Francesca's parents that although school were helping, they needed some more help for Francesca. She referred Francesca to see a specialist teacher.

At the end of the next term the plan was reviewed. Francesca had made some progress but not enough. Her parents and the class teacher were getting concerned that she was falling behind.

Francesca and the teacher tried these things for a term, but it wasn't really helping. They had another meeting with Francesca's parents and completed an Support Plan. This helped them focus on a few things and shared out how everyone was going to help Francesca.

The specialist teacher wrote a long report about what they had found out and said they thought that Francesca was Dyslexic. They explained some things that would help in school and key areas school needed to help Francesca in.

Francesca and her parents met with the SENDCo and her teacher and they wrote a support plan (For an example see appendix one of this report) to plan for some of these things. At the end of the term the plan is reviewed and a new plan is written.

At the moment Francesca is making progress and beginning to catch up with her peers as well as seeing the effort that she puts in rewarded.

SENDCo continues to check that she has a plan written that will help her and going in to check that the class teacher (who has changed now) is providing what Francesca needs.

How much did SEND support help in 2024 – 2025?

Part of our role is to think about what worked well for pupils with SEND, what didn't work so well and what we need to change. Below you will find some of these things and a plan of things that need to change in 2025-2026.

What was great and need to stay the same?

- ✓ Teacher's knowing their pupils and making sure they plan carefully for them.
- ✓ meeting with experienced SENDCOs within our DSAT Trust
- ✓ Use of local authority planning meetings to discuss specific pupils with other professionals

What we have developed and why?

- ✓ Developed strong links with community speech therapists which has increased staff confidence with intervention and speech support
- ✓ To ensure teaching always matches the needs of pupils with SEND
- ✓ Embedded maths mastery lesson design and small step lesson design to support all learners

What we plan to do in 2025-2026

- ✓ Develop SENDCo role within the school; attend DSAT inclusion conferences to network and increase understanding of SENDCo role
- ✓ SENDCo to complete NPQSEN for SENDCo role
- ✓ Implementation of new learning plans for all pupils on SEND register
- ✓ Continue to embed consistent quality first teaching approaches across the school through the universal offer

Who helps Mr Kiddle and Teachers help you?

Everyone at St Michael's CE Primary School wants to be able to make school as positive an experience for the pupils and the parents as possible from the fabulous lunchtime supervisors to our amazing administration team. Below are a few more people who help children identified as have additional needs:



Outside Agencies: Sometimes we need some help from people outside of school. This year we have worked with an EP (Educational Psychologist), a specialist teacher and a speech therapist. We have also worked with some people from CAMHS as well as outreach from specialist settings and some organisations to help parents at home.



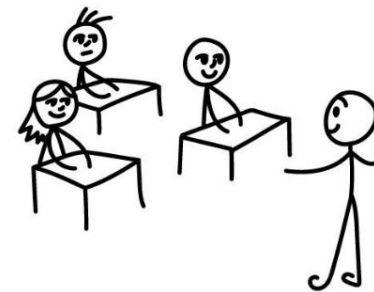
Teaching Assistants: All of our team of TAs have received special training on how to ask questions to make sure you really understand. Many of our staff have had extra training in specific interventions to help children make progress.



Parents: Parents know more about their child than we will ever know and are the best source of information and insight we have.



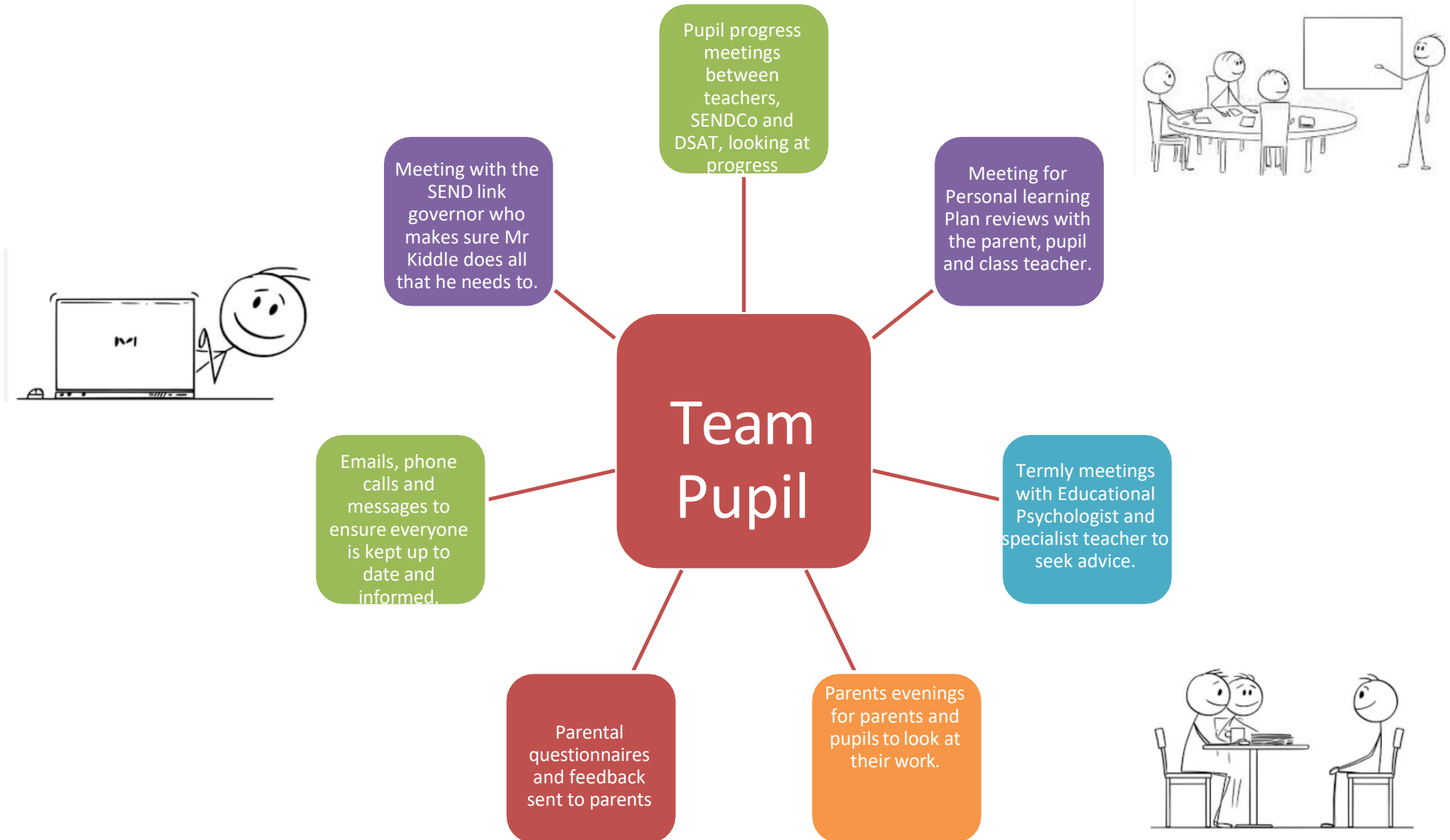
Pupils: If we want to understand how to help best, we need to be talking to them, which is why they are asked to come to every review (if they can).



Teachers: They are working with the pupils every day and are the people in school who know them best and can most effectively put things in to help.

How do we work as a team?

Mr Kiddle and the Class teachers cannot do their job without being part of a team. To work as a team, we have to do lots of communicating. Here are just a few times talking has happened this year.



What else does Mr Kiddle and the Staff do to help SEND at St Michael's CE Primary School?

Helping teachers: Where possible as school the class teacher leads the SEND process for a pupil in their class as they are the people working with the parents and pupils everyday. It is Mr Kiddle's role to support them in this and to provide help signposting staff to ideas, resources and professionals who might help this further.

Transition: Working with other schools and secondary schools to ensure that all our pupils, particularly those with SEND transition as well as possible. Arranging to see them in their own settings first and organising extra visits for the pupils and for staff to ensure that all relevant information is passed on. Where possible, the SENCo from the secondary school comes to all year 6 annual reviews to support this. This also applies on a smaller scale when pupils transition between classes at school.

Complaints: If someone has a complaint regarding the SEND process, Mr Kiddle would like to talk to them about it first, however if they cannot come to an agreement then he would work through the official complaints process with them outlined on our website. It is also part of his role to make complaints to outside agencies if he feels that the other professionals are not providing the best support for St Michael's pupils.

Parent/ Carer support: If any parent/ carer has a question regarding the SEND process, the first port of call is the class teacher. If you need to do this, contact the school office. If the class teacher feels the best approach is for the parents to meet with Mr Kiddle, they will always advise this.

What's next?

As a small school, we do not always have the expertise and we need to talk to all the possible professionals and support services out there. We hope that the report highlights that because of our small size, we are able to put our pupils first and we will investigate every possible avenue to help provide them with the support that they need.

Mr Kiddle or the class teachers would always be happy to talk to you about any concerns or questions you have about the information in this report or about a child you have. You will find contact details are on the front of this document.

You can also contact Dorset Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). They are free, impartial and confidential service that provides information, advice and support to:

- Children and young people aged 0-25 with SEND
- Parents and carers of children and young people with SEND.

For more information visit: <https://www.dorsetsendisass.co.uk>

Please have a look at the appendixes that follow the report for further information or support.

What else is in this report that might be helpful?

- Appendix One: Helpful organisations that will be able to support parents with all aspects of the SEND process, as well as some useful websites.

Who can you contact if you have a complaint about SEND support and provision at St Michael's CE Primary School?

We would suggest you first speak to either the SENDCo, Mr Kiddle. If this doesn't satisfy you the nominated governor for SEND is Mrs Townley. She can be contacted through the school office.

Appendix 1

Here are some web links that might be helpful to you:

