



SEND Report 2024 - 2025

School:	Micklefield CE Primary Academy
SENCO with mandatory qualification/experience:	Mrs. Caroline Loring
Date of report:	September 2024
SEN Governor:	Mrs. Lindsay Demir
Key Information:	<p>Our accessibility plan can be found on the school website here.</p> <p>Our policy for supporting pupils with medical needs can be found on the school website here.</p> <p>Our Admissions policy can be found on the Collaborative Learning Trust's website here.</p> <p>Our Equality and Diversity Policy can be found on the school website here.</p> <p>Leeds Local offer for children with SEND can be found here.</p> <p>Our complaints policy can be found on the Collaborative Learning Trust's website here.</p> <p>Local Advice and Support services for parents (SENDIASS) can be found here. (Leeds)</p> <p>Local Advice and Support services for parents (SENDIASS) can be found here. (North Yorkshire)</p>

'Parents appreciate the effective, individualised provision that is swiftly implemented, enabling pupils to flourish, emotionally and academically. As one parent commented, 'children at Micklefield are seen as individuals not statistics.' The school's proactive approach results in a caring community, where the vision of faith, hope and love ties everything together.'

SIAMS Report 2023

Intent Statement

At Micklefield CE Primary Academy, we endeavour to ensure that all children, regardless of their individual needs, can access a rich and relevant, ambitious curriculum, in order for them to flourish. Our intent is underpinned by a deep understanding of the diverse needs of children with SEND; a commitment to high expectations, and a belief in the importance of early identification and purposeful, quality intervention. Our systematic and collaborative practices are rooted in meaningful, transparent relationships with our children and their families. By listening to each other and working together, we strive to ensure that our children develop a sense of confidence, independence, and self-advocacy, thus enabling them to take ownership of their learning.

A culture of inclusivity is fostered throughout our school, where children with SEND are valued members of the school community, and a strong emphasis is placed on celebrating diversity and promoting understanding and respect for all.

Implementation Statement

What do I do if I am concerned my child has a barrier to learning?	<ul style="list-style-type: none"> • Contact your class teacher in the first instance. • Contact our SENDco via office@micklefieldceprimary.co.uk or by ringing 0113 2869232. Where appropriate, an appointment can be made to discuss your child in more detail. Your child will be placed on our school tracking systems. • If a staff member has concerns about your child, they will discuss this with the SENDco, and you will be contacted directly at the earliest opportunity.
How does the school identify learners with SEND?	<p>The school follows a comprehensive identification process.</p> <p>Click here to see our Identification Flow Chart.</p> <p>Your class teacher & SENDco will guide and support you through this process. At the point of investigation your child will be added to our SEND tracker not the SEND register.</p> <p>To identify as early as possible, we look out for particular 'red flags' such as:</p> <ul style="list-style-type: none"> ○ Poor learning behaviours ○ Slow progress ○ Working well below expected level – at least 2 years, even with additional catch-up support ○ Changes in behaviours ○ Developmental delay – speech, physical, social-emotional

	<p>We will consider whether a child has a disability under the Equality Act 2010 and what reasonable adjustments may be necessary.</p> <p>It is recognised that children with a disability may or may not have SEN. Children who have an identified disability only, will have their needs met under the accessibility plan.</p> <p>If progress remains a concern after group or 1:1 intervention, a decision will be made on whether a child has SEND in one or more of the 4 'broad areas of need' defined in the Code of Practice and at this point they are placed on the SEND register. This will be in discussion with the parent/carer.</p>
<p>Provision, Access and Support.</p>	<p>A full list of SEND provision can be viewed on our Whole School Provision Maps here.</p> <p>All pupils have access to a broad and balanced curriculum adapted to support individual need where appropriate. Quality first teaching ensures an inclusive environment as far as possible. This is monitored closely by class teachers and senior leaders to ensure SEND pupils receive high quality learning with consistent use of effective support and resources.</p> <p>Evidence based interventions are used where need has been identified. Some children may need an individual timetable, curriculum or other individualised resources. We work hard to ensure these needs are met within the constraints of a mainstream setting.</p> <p>Support is personalised to individual pupil and reviewed regularly. To view our Graduated Approach, please click here.</p> <p>Interventions that our staff are trained in can be found on our provision maps here. Interventions are identified using our graduated approach and allocated according to need by the class teacher, SENDco or outside agency. A list of external specialist services who work with the school can be found here.</p>
<p>Quality of provision</p>	<p>School leaders are responsible for monitoring the quality of SEND provision. Class teachers continually assess the quality and effectiveness of provision for SEND pupils on a daily basis and adjust where necessary.</p> <p>The quality and effectiveness of provision is known by:</p> <ul style="list-style-type: none"> • Daily & weekly checks by the class teacher. • Termly check in between parent/carer and class teacher. • Termly data and progress discussions between the SENDco and teaching staff. • Calendared class teaching learning walks/observations by the SENCo and senior leaders. • At least once a year, the SENCo reports on how well children with SEND achieved to the Headteacher and the Local Governing Committee. <p>The outcome of this monitoring informs the impact of the provision and any changes to adaptations, resources, staffing re-organisation that is necessary and highlights any further referrals to supporting agencies that are required. We ensure our staff are trained to the level appropriate to their role.</p>
<p>Child and Parental Voice</p>	<p>Parents are vital partners in their child's journey through school. Our identification process clearly outlines points when you will be invited to meet and discuss progress and provision.</p> <p>If your child is placed on the SEND register you should expect to meet 3 x a year to review their individual provision map (IPM) either with the class teacher or SENDco.</p> <p>A child with an EHCP will have an annual review that includes any outside agency reporting and local authority support.</p> <p>Parents of children with SEND are invited to meet with the SENDco each term. Available dates are published on the termly 'Inclusion News' newsletter.</p> <p>We offer parent information events and open mornings click here to see our calendar for this year.</p>
<p>Transition</p>	<p>It is essential that pupils transition smoothly to ensure continued progression and reduced anxiety.</p> <p>Pupil's transitioning to and from our school are supported in the following ways.</p> <ul style="list-style-type: none"> • Documentation is sent and received from transferring and receiving schools. • SENDco/senior leader speaks directly with transferring or receiving school/nursery. • Parent/carer is offered a 1-1 meeting with SENDco. • Class teacher and/or SENDco visit child in current setting. • Child attends pre-planned transition visits. • Pupil passport is completed preferably before arrival if possible, leading to placement on school's identification process and relevant documentation completed.