



Hoole St. Michael Church of England Primary School

SEND Information report 2025/2026

Vision Statement

Christ's love is in everything we do at Hoole St Michael. Our creative and high-attaining Church of England Primary School is safe, loving and supportive. We encourage the building of good relationships and friendship through respect, tolerance and understanding. Within our Christian family, where parents are our partners in all aspects of school life, we aim to inspire a love for learning within each and every child.

Achieving excellence within the light of God

I can do all through Christ who strengthens me. Philippians 4:13



Accessibility:

- Hoole St Michael has had many developments over the years including a newly built hall. It is a small school with four classes; intake number 15. It benefits from a small Reception class with two full-time adults (teacher and teaching assistant). We also have a Honey Bees nursery and we intake from the year before children are due to start school.
- It has one entrance for wheelchair users leading to the front office and main entrance.
- All doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair if necessary to ensure full access for pupils and parents with disabilities. There is an upstairs staffroom which pupils do not access. Parent meetings do not usually take place in this upstairs room. The stairs to the staffroom are wide enough to facilitate the use of a stair lift should this ever be deemed necessary. As per current guidelines, parent meetings are currently taking place via Zoom.
- The Observatory, our breakfast (from 7.45am) and after-school club (to 5.45pm) are available for all pupils. Parents pay for the sessions attended.
- The school offers a phased entry into school each morning. Doors are opened at 8.45am (school starting time being 8.50am). This avoids congestion in the morning. Due to current guidelines, each class has their own separate access door.
- Cars are parked directly on the road in front of the school except for the yellow lines.
- The school has one disabled toilet for wheelchair users and disabled people to use if required.
- Furniture is modern and of a suitable height appropriate to the age group of children being taught in each classroom.
- Classrooms are 'child friendly' with resources labelled clearly

Home / School Partnership:

- The school's website front page is kept up-to-date with information via the ticker tape. We also keep parents up to date daily via Dojo. As a whole school quality first, teachers update parents on learning daily via this app.
- Weekly newsletters are emailed to parents and uploaded onto the school website.
- Detailed termly class newsletters are sent home to parents and uploaded to the website.
- Each class has its own page on the school website which is kept up-to-date.
- Where and when required, paper copies of all letters are sent home with pupils. They are also posted on Dojo or parents are signposted to key letters as required.



- All parents are invited to sign up to the free service 'Parentpay' in order to receive texts from school; Parentpay can also be used to pay for clubs and visits.
- All relevant policies are uploaded to the school's website and they are refreshed using a regular cycle or as needed to reflect our want to keep up to date with latest teaching techniques.
- We always begin the year with a Meet the Teacher evening held in September.
- We hold two Parent's Evening's a year in the Autumn and Spring Term.
- All parents receive an end-of-year report at the end of the summer term and are given the opportunity to make an appointment to discuss the report with the class teacher in more detail, should they so wish.
- A variety of parent meetings take place throughout the school year:
 - New Reception induction meeting (in the Summer Term prior to new starters in September)
 - Meet the Teacher meetings for all classes in September
 - EYFS curriculum meeting (early Autumn Term for new starters)
 - Transition from Reception to Year 1 (Summer Term)
 - Y6 SATS meeting (Spring Term)
 - Y2 SATS/transition to KS2 meeting (Spring Term)
 - Curriculum meetings (linked to specific subjects, i.e. phonics, maths, e-safety)

The Four Areas of SEND:

- Our school is an inclusive school that welcomes all who wish to attend whilst recognising that some face barriers to attendance, participation and achievement. Further details can be found in our school's policies.
- Our school makes provision for children whose needs fall into the following categories:
 - **Cognition and Learning** e.g. dyslexia
 - **Communication and Interaction** e.g. Speech and Language, autism
 - **Social, Emotional and Mental Health difficulties** e.g. Social skills, Behaviour
 - **Sensory and or Physical Needs** e.g. hearing impairment

Identification of SEND Needs:

At Hoole St Michael all children are assessed:

- Early identification is vital. Teachers have **strong relationships** with all children and observe their needs through our **supportive and caring environment**.

Formal Assessments:

- EYFS Baseline tests
- Phonic screening checks
- End of Key Stage test materials
- White Rose Maths end of block assessments
- Testbase materials
- Weekly spelling test
- PIVATS
- Lancashire LAPS Documents to track small step progress
- Data from Nessy Fingers reading and spelling program
- Data from Numbots, TT Rockstars and Learning by Questions for maths fluency
- Assessment materials from IDSS for specialist needs as appropriate

- The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- The class teacher and the SENDCO assess and monitor the child's progress through the usual assessment cycles and daily observation.
- The child's case may be taken to local SEND Cluster with parental permission to discuss needs and early identification. Our Head Teacher also attends local Inclusion Cluster to share cases and support if needed.
- We work closely with local GP services and with parental permission, share our observations to support diagnosis as needed.
- The SENDCO works closely with parents and teachers to plan an appropriate programme of intervention and support. This can be recorded on an Assess, Plan, Do and Review Cycle that is reviewed every term or sooner if needed.
- A TLP (Targeted Learning Plan) may be needed to focus on specific learning or behavioural targets. These are shared with parents and children where appropriate and reviewed termly at a minimum or sooner as needed.
- If a multi-agency response is needed, then a CAF (Common Assessment Framework) would be opened and regular Team Around the Family or TAF meetings would be held.
- When needed, school will use its close relationship with Child Action Northwest to put in place Early Help for the family.

Assessment and Review of SEND Children in School:

- The progress of all children is monitored throughout the school using daily observations and more formal assessment procedures.
- All children's attainment and progress is assessed and reviewed each term in pupil progress meetings.
- Targeted Learning Plans (TLP) are produced termly or half termly depending on individual pupil circumstances. Assess, Plan, Do and Review formats can also be used here if deemed more appropriate. All TLP targets or APDR documents are discussed and agreed with parents in individual meetings; and with children as appropriate.
- Parents of children with EHCPS (Education and Healthcare Plans) are invited to annual reviews to discuss their child's progress and future support; they receive copies of all relevant paperwork concerning their child. This works alongside documents such as APDR which keep parents informed termly. Pupils are also asked to make a contribution to the review when and where appropriate.

- Where appropriate, teachers work with IDSS specialist teachers from the Lancashire Inclusion Service to assess children that require bespoke intervention and use this to inform future actions.
- We have an allocated governor for special educational needs who meets with the SENDCo at least annually to report to the governing body. This is currently Mrs Liz Bowland.
- Our SENDCo updates Governors termly at the full Governing Body meeting.

The school's approach to teaching all pupils, including those with SEND:

- At Hoole St Michael we want all our children to have the **confidence and resilience** to be **brave and bold** in their learning.
- As a distinctly Christian school, our curriculum is underpinned by our **Christian Values**, **RE** teaching, **PSHE** and **British Values**. Our school is a safe space where all learners feel valued and where mistakes are celebrated.
- We use the principles of **Growth Mindset** to teaching children to approach all life's challenges with positivity.
- We are a Maths Mastery school, where children have a deep and broad understanding of their learning. This approach is naturally inclusive and takes all learners on a journey together, differentiating by outcome rather than task.
- Our children are **active learners** – this approach to teaching supports a variety of learning styles.
- We also provide an **enriching curriculum**, offering our children a wide variety of activities and the chance to shine in different areas of learning.
- We use a graduated response in waves of intervention which can be found on our website.
- Teachers take account of the type and extent of a pupil's special educational needs in planning and in assessment. All teachers write their own ADPR or TLP documents for their children.
- All teachers are experienced in working with the advice of outside agencies to tailor our activities and prompts accordingly.
- Our SENDCo works closely with our TARDIS Cluster of schools for SEND and Mental Health to provide learning support and share the latest news/resources.
- We always plan to enable children to take **full and active** part in learning.

Children with disabilities

We ensure pupils with disabilities are able to participate fully and effectively in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed at the outset, without the need for disapplication. We make reasonable adjustments under the Single Equality Duties and ensure that pupils with a disability are not treated less favourably than others. The school also has an accessibility plan.

How the school adapts the Learning Environment:

Teachers adapt the learning environment in different ways. School are often supported in this through specialist guidance from IDSS Inclusion Team or other outside agencies.

Differentiation by:

- Equipment - adaptations to the environment are sometimes made for individuals e.g. sloping boards to aid writing, pencil grips, seating arrangements.
- Extra learning prompts or sentence starters to support communication needs.
- Noise, colour and lighting – sensory needs may need to be considered.

- The use of break out spaces for emotional needs.
- Personal Emergency Evacuation Plans (PEEPs) are created for those children who require them.

Additional support for learning that is available for pupils with SEND

Many interventions are used in school which may include:

- Maths intervention (groups and 1:1 TA or teacher support)
- English intervention (groups and 1:1 TA or teacher support)
- Fast track phonics
- Fast track grammar
- Bounce Back phonics
- Precision teaching
- Fast Forward Spelling (KS2)
- Fast Forward Grammar
- Nessy Fingers for reading and spelling
- Daily readers as needed.
- Fine/ gross motor skills intervention including physio where appropriate
- Speech and language intervention
- Social skills groups – Time to Talk and Black Sheep Press materials.
- Social stories bespoke to the child or group.
- Growth Mindset materials to boost positivity and confidence.
- Emotional and behavioural support groups or 1:1 sessions (nurture)
- Confident Me – self-esteem intervention.
- Big Life Journal resources to reduce anxiety
- IDSS assessments and strategies
- Educational Psychologist for assessments and strategies
- Must, should and could board prompts to break tasks down.
- Emotion prompt boards.
- We work closely with TARDIS schools and use the SEND network meetings and Mental Health and Wellbeing cluster to access the latest advice and resources.
- SENDCo takes priority cases to SENDCo Cluster to gain advice and support from other local SENDCos.

Information about how equipment and facilities to support children with SEND will be secured

- School aims to make learning accessible to all and in consultation with Governors endeavours to provide necessary equipment for individual children as the need arises.
- Children may need equipment to help them work and learn more independently, including:
 - different types of pens, pencils and grips
 - Fine motor skills resources including putty
 - Laptops
 - Coloured overlays and rulers for students with dyslexic tendencies
 - Visual timetables – these are in all classrooms as a quality first wave.
 - Sloping boards
 - Sitting cushions
 - Fidget bracelets and toys
 - Visual timers
 - Readers and visualisers for children with visual impairment

- Large print materials for visually impaired
- Advice is sometimes sought from other specialists e.g. Speech and Language Therapists, Educational Psychologists, Occupational therapists, ASD support Services, D advisers, Health professionals including Clinical Psychologists, Early Years Team, Behavioural Support Team. The advice from these professionals is used to inform teaching and learning. Strategies to be used are recorded using and Individual Support Plan or APDR.

Activities that are available for pupils with SEND in addition to those available within the curriculum

- Hoole St Michael C E Primary operates a daily before school and after School club known as The Observatory. Numbers are restricted but all children and age-groups are welcome. Parents pay for sessions. ‘One-off’ sessions can be booked as long as the parent has registered with the club and there are places available.
- There are opportunities for pupils to take part in weekly lunchtime and after school clubs.

Information about the expertise and training of staff

- Our SENDCO and Headteacher is a very experienced SENDCO having working across many diverse settings. Masters level qualified holding the National SEND co Award. Having trauma informed diploma status supports the early identification, when help is needed at earliest stage.
- Staff are consulted about their CPD needs and training is provided as appropriate
- All staff are refreshed every year on Safeguarding/Child Protection – (Safeguarding Policy is available on the school’s website)
- Relevant Staff undertake external courses provided by LA. They also access TARDIS training from our network as needed.
- Key support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency.
- Asthma and Epipen training have been provided online and all staff are up to date with the appropriate action or medical procedure required.
- Relevant staff access Early Years training
- Staff work closely with specialist teachers and implement new strategies. Good practice is shared as a staff team and successful strategies re-used as needed.
- The SENDCo and KS1 teachers have been trained in the use of PIVATS (Performance indicators for value-added target setting) which are used to assess and inform target setting for pupils of all ages whose performance is outside national expectations.

Support that is available for improving the emotional and social development of pupils with SEND:

- The mental health and wellbeing of everyone is a priority at Hoole St Michael. We have invested in Cluster Training and resources for school that supports emotional and social development. We raise the profile of mental health by celebrating days such as Hello Yellow and also use mental health weeks to support children’s well being
- PSHE, RE, our Christian and British Values underpin our curriculum. We use resilience strategies underpinned by our Christian values to work through challenges in life that we face and **Growth Mindset** to embed **positive thinking** and develop **ambitious young people**.

- Our PSHE is delivered through the SCARF scheme of work and is supported by The PSHE Association Materials.
- We have regular SCARF weeks that have a theme that supports various aspects of mental health. We have used stories from the Make a Difference series to explore worry, feeling different and building inner strength.
- Hoole St Michael is built on **strong relationships** and support of each other. With being a small school, all staff know all children extremely well. We pride ourselves on firm partnerships with our parents.
- We build our learning around the principles of **Growth Mindset** to build **confidence and resilience**.
- We have specialised resources such as Big Life Journal, Confident Me Materials and Black Sheep Press materials to support social skills.
- We work with other Tardis schools on a Mental Health and Wellbeing network.
- Children in Year 6 are encouraged to **build their confidence** as they take on extra responsibility, such as the role of Guardian Angels to our reception children when they are able, in addition to other monitor roles. We also have a Head Boy and Head girl.
- Lunchtime supervisors and Play Leaders (Year 6 children when permitted) are trained to organise playtime games.
- Children new to school are always allocated a buddy or group of buddies to help to induct them into school life.
- Teaching assistants under the direction of the teachers and the SENDCo work with groups of children to help with social, emotional and behavioural skills, This includes nurture groups and social games
- Throughout lockdown we have signposted parents of SEND children to the Lancashire SEND Toolkit to support learning from home.
- **Children with medical needs**
 - The school supports children with medical conditions in line with the Statutory Guidance “Supporting Pupils at school with medical conditions” (April 2014).
 - The school has a disabled toilet facility and is accessible for children with SEND or a disability. We make reasonable adjustments where appropriate to meet the needs of all of our children.
 - Parents of children with long-term conditions and special medical needs meet with the SENDCo and key staff to discuss their child’s care and the management of their child’s condition within school.
 - Care plans are passed on to the relevant class teacher and the master copy is kept in the child’s record folder.
 - The school nurse and other NHS professionals will access the school regularly, i.e. for Reception and Year 6 height and weight checks; Year 6 Health Questionnaires and to provide advice for staff with regards to pupils with long-term conditions and special medical needs. The school nurse team conducts follow up appointments, working with staff and parents as needed.
 - All staff have received asthma and Epipen training. We currently have 8 first aiders including teachers, teaching assistants, welfare assistants.

Working with Parents:

Who do I contact if I have any concerns?	<ul style="list-style-type: none"> The school website also contains staffing information Information is given at parents' evenings as applicable SENDCO is available to speak to parents on request. SENDCO keeps parents informed by letter as necessary.
Do I need to make an appointment?	<ul style="list-style-type: none"> Parents can pass on information, express concerns or request a meeting with a teacher on a daily basis via Dojo or phone call. Teachers are on the playgrounds in the morning and after school for quick queries. Parents are contacted or spoken to as soon as possible. Appointments are made as appropriate.
How does school keep me updated about my child's progress?	<ul style="list-style-type: none"> Parents/ parent and child meetings – discuss TLP or APDR. Parent's Evenings in Autumn and Spring Term Dojo points awarded daily by the class teacher. Celebration assemblies Informal discussions EYFS stay and play mornings Parent Stay and Learns session support active parents as partners.
How can I give school feedback?	<ul style="list-style-type: none"> Parental Meetings Via questionnaires Dojo private message to teachers Parent Forum/Drop in Parent Governors (for parent governors refer to the governor section on our school website)
What arrangements does school have for children with Education, Health and Care (EHC) Plans?	<ul style="list-style-type: none"> Invites to all parties involved with plenty of notice Review Meetings are held at school and at convenient times Pupil's views are sought Parental views are requested Consultation with staff prior to the meeting Making parents aware of pupil partnership support

Parent Voice:

- Parents can have their say about their child in Parent Evenings, Annual Reviews, TLP/APDR reviews (if they express a wish to do so). They can also express their views in parental questionnaires and during consultation periods (for example, changes in policy); the school operates an *Open Door Policy* and parents can discuss their child's education by contacting the class teacher via Dojo.

Our Children have a Voice:

Our children play an **active role** in the life of school. This is done in various ways such as:

- There is School Council for children who meet regularly to plan events in school.
- There is an Eco-council for children consider how to keep our school green.
- There is a 3Cs group discuss our Christian Distinctiveness and Values.
- Our Healthy School Council plans events and incentives throughout the year.

- Children are also encouraged to take a full and active part in Collective Worship.
- Our lessons are taught in a 'ping pong' style where questions play a central role alongside talk time with their partners or groups. All children are encouraged to share what they think.
- Weekly all children have access to Picture News. As a class, we discuss events in the news and our responses to them.
- Pupil questionnaires are given regularly.
- Staff interview pupils as part of their subject leader role. This includes children with SEND.
- Children are asked to evaluate daily worship.
- Involvement in the 'All about me' documentation/APDR or TLP (where appropriate)
- Targets are shared with children as appropriate.

Keeping our Children Safe:

- The school is successful in keeping pupils safe through effective risk assessments, e-safety arrangements and action taken following concerns being raised. The Head Teacher (as premises manager) carries out Risk Assessments where necessary alongside the staff and governors. Class teachers carry out Risk Assessments when and where appropriate and these are monitored by the Head Teacher.
- If required, a handover is carried out by or class teacher or teaching assistant to the appropriate parent/carer.
- At least one teacher or teaching assistant supervises each morning and lunchtime play.
- Lunchtime support staff supervise children in the play areas at playtimes and lunch times. The senior mid-day supervisor is also a teaching assistant in school and supports mental health and wellbeing.
- All gates are padlocked when the children are playing outside. The field is also surrounded by secure fencing which is checked regularly.
- EYFS children have their own secure outdoor area. In the summer, EYFS children play on the field.
- Teaching staff are available to support within school at all times.
- Each class has at least one teaching assistant and we aim to keep staffing consistent.
- Infrequent allegations of bullying are dealt with immediately and chronology shows that the bullying ceases. The school has an annual anti-bullying week.
- Information about bullying can be found on the school website.
- Behaviour in lessons is outstanding; pupils demonstrate high levels of engagement and commitment to learning.
- Behaviour systems are positive, applied consistently and effective. They are underpinned by our Christian Values. Weekly worships are held for both of these to have a consistent message through school.
- Children receive regular lessons on how to keep themselves and others safe, regular reminders in PE, DT, PSHE lessons for example; through curriculum topics, i.e. water safety; e-safety days; anti-bullying week; sex and relationship education; drugs awareness education; visits by outside agencies such as the Lancashire Fire Service, South Ribble Neighbourhood talk (including 'stranger danger'); Right-Start road safety for infants; Safer cycling ('Bikeability'/'Tots on Trikes')
- E-safety has a high profile in school as this recently came out of a parent consultation about PSHE. We update parents a friendly E- Safety guide on a regular basis via email. E Safety is revisited regularly throughout the curriculum, being drip fed rather than blocked to keep awareness high.

School's Procedures for Complaints relating to SEND:

The complaint policy and full complaints procedure is available on the school's website.

- In the first instance any complaint or issue should be raised with the class teacher.
- If the matter remains unresolved then arrange to speak with the SENDCO/Headteacher.
- In the event that the matter is unresolved then the complainant **must** put their complaint **in writing** to the Chair of Governors.
- The Governing Body deals with the matter through their agreed complaint resolution procedures.

In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State. At Hoole St Michael CE Primary School we acknowledge that it is obviously in everyone's interests for complaints to be resolved as quickly and at as low a level as possible

Transition to secondary school

- Hoole St Michael CE Primary has close links with a number of feeder secondary schools including Penwortham Girls High School; Tarleton Academy; Penwortham Priory Academy; Hutton C of E Grammar School; All Hallows Catholic High School
- A number of High Schools especially Penwortham Girls High School and Penwortham Priory Academy offer a number of opportunities to extend primary/secondary links by inviting Year 5 and 6 children to visit their school and facilities for taster experiences (for example, music technology) and sending teachers to our school to teach our children (for example, sporting activities).
- Each year pupils visit their forthcoming Secondary School for taster sessions and also Secondary Teachers from the Local Schools visit to help ease the transition from Year 6 to Year 7. We work closely with all local secondary schools to ensure that extra transition is put into place as needed.
- Early reviews for children with EHCP plans are organised and early meetings held with the new setting to ensure smooth transition.
- The secondary school SENDCo and Head of Year 7 are regularly invited to attend meetings around the family in the summer term of Year 6 where specific transition plans are made.

Useful Contact Information:

SENDCO: Mrs R Holland **Tel:** 01772 613219 **Email:**senco@hoole.lancs.sch.uk

Headteacher: Mrs R Holland **Tel:** 01772 613219 **Email:**head@hoole.lancs.sch.uk

Bursar: Mrs Malcolm Gregson **Tel:** 01772613219 **Email:**bursar@hoole.lancs.sch.uk

School website: www.hooleprimary.co.uk