



St Michael's
Roman Catholic Primary School

Special Educational Needs and Disabilities (SEND) Information Report 2025-26

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Our school's approach to supporting pupils with SEND

St Michael's RC Primary School believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

Holding God's hand, we nurture Hearts, Minds and Spirits

Therefore, at St Michael's we believe that all children should be equally valued. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that take account of their individual needs and varied life experiences. St. Michael's is an inclusive school and is committed to ensuring all students receive a high-quality education and achieve their academic and personal potential, regardless of any challenges they may face. Please see our school website to access our SEND Policy.

Children with SEND are educated in the classroom as part of an inclusive Quality First Teaching Model where all pupils, regardless of individual need, access Ordinarily Available Inclusive Provision this may include adaptive teaching and/or intervention and support by teachers and teaching assistants on a personalised and individual level. The SEND Code of Practice recognises that every teacher is a teacher of SEND. Class teachers have responsibility for the progress of all children in their class. The needs of children with SEND should be reached via the inclusive classroom as far as possible, but some pupils may also access The Forest Room or Calm Space when there is a need beyond what can usually be provided in the main classroom setting. The Forest Room is a dedicated enhanced provision space providing an area for pupils with Social Communication Difficulties to work toward individual targets.

Not all children on the SEN register require or have an Education Health and Care Plan (EHCP). EHCPs are applied for children whose needs are complex and where support will be needed in the longer term due to a physical disability or complex learning difficulty.

At St Michael's we place a strong emphasis on Early Identification of need. In the first instance, Teachers will use a Notice, Check and Try document to record any initial concerns they may have about a pupil, we will discuss this with parents and gather both parent and pupil voice to gain a clear understanding of what may be going on for each individual. The SENCO will be made aware of any pupil for whom a Notice, check, try has been started for and they may be added to the SEN monitoring list.

Where OAIP and Notice, check, try is not sufficient to meet the need of the pupil they may be added to the SEND register. All pupils on the SEND Register have provision which is additional to or different from, which is planned for them by their class teacher, supported by the SENCO. Staff use the graduated approach when planning provision which meets individual needs, as per the SEND Code of Practice. Provision for each pupil on the SEND register will be underpinned by the graduated approach 'Assess, Plan, Do and Review' (APDR) cycle. Class teachers

will assess starting points for the pupil (Assess), plan the adaptations or provision (Plan), deliver the provision/make the adaptations (Do), and evaluate the outcomes to plan next steps (Review).

Children with an Education Health Care Plan (EHC Plan) receive the necessary support as set out in their individual Plan. Their provision is tailored to meeting their needs. This is unique to each child with an EHC Plan. St Michael's believes that children thrive when they are given the tools to succeed and become independent and grow as individuals. Research from the EEF (Educational Endowment Foundation) recognises that the historical model of attaching a teaching assistant to a child with special needs typically has a detrimental impact upon their future success. Over reliance upon an adult only tells a child with special needs that they aren't capable. We support children using the 'least support first' model which meets the child at the point at which help is needed. It upholds high expectations for all learners and celebrates what the child can do for themselves.

The school has a pastoral system in place to provide well-being support to children on a needs led basis; in addition, all staff are available to listen to any concerns children may have as part of our caring Catholic ethos and community. Children who need additional provision in the form of pastoral support may have individual or group support delivered through sessions/provision with our Pastoral Lead, Mrs L Hamer or with our CARITAS workers.

Children can give their views and express any concerns through the School Council, enabling feedback on the effectiveness of support provided. **St Michael's SEND Governor, Mrs E Delves** who meets with the SENCO and supports with reviewing and monitoring the procedures in school.

The school has a SENCO (Mrs Ronson) who works at the school full time with a dedicated day for her SENCO role. The SENCO oversees all provision for pupils with SEND including the early identification of need process and early intervention.

Catering for different kinds of SEND

St. Michael's is a caring Catholic school, who supports a number of pupils with SEND, both those with EHCPs and those accessing SEND Support in school.

Our school currently provides additional and/or different provision for a range of needs, including:

- **Cognition and learning** for example: reading and writing difficulties, working memory difficulties and processing delay.

- **Communication and interaction** for example: social communication difficulties, autistic spectrum condition (ASC), developmental delay, speech and language difficulties, Down Syndrome.
- **Social, emotional and mental health** for example: attention deficit hyperactivity disorder (ADHD) and attachment difficulties.
- **Sensory and/or physical needs** for example: visual impairments, hearing impairments, and sensory processing difficulties.

Key staff and expertise

The SENCo (Mrs Ronson) is a qualified teacher with a Bachelor of Education Degree in Special Educational Needs. She has previously worked in Bury as a SENCO in another school for many years and more recently in a local school with resource provision unit for pupils with Hearing impairment.

- The SENCO regularly attends the Bury SEND Learning Network meetings which offer training and opportunities to talk to other professionals and SENCOs to share good practice.
- The SENCO attends our local Communities of Practise meetings regularly where she meets with our linked Educational Psychologists, Outreach Team and EHCP case officers.
- The SENCO plans training for staff in accordance with pupil need and areas of whole school development.
- We have a dedicated team of teaching assistants, who are trained to deliver different forms of SEN provision including Attention Autism, TEACHH method and Lego based therapy
- Mrs Hamer is our Pastoral Lead who works with individual and groups of pupils to support children's emotional wellbeing. Mrs Hamer works alongside the SENCO to plan and deliver provision, which supports children's wellbeing and emotional health on a needs led basis.

In the last academic year, individual **staff have received training in:**
 Upporting pupils with Social Communication Difficulties (Millwood Outreach)
 Speech and Language needs

Signalong
Attention Autism
Teaching pupils with hearing loss (hearing Impairment Service)
TEACHH Method

Teaching staff have received training in:

Supporting reading and writing difficulties in the classroom
Setting SMART Targets
Teaching Pupils with Hearing Loss

The SENCO

Name of SENCO	Email address	Phone number
Mrs Adele Ronson	senco.stmichaels@bury.gov.uk	0161 766 6098

Securing and deploying expertise

The SENCO, with the support of the Senior Leadership Team, deploys staff across school according to pupil need and expertise of staff. When a training need has been identified, the SENCO will work alongside the Headteacher and SLT to plan appropriate training.

Equipment and facilities

- If a pupil requires specialist equipment, we secure this as required, working in conjunction with specialist agencies and advice. This may mean using delegated SEND funding to purchase specialist equipment or working with other schools to share equipment. St Michael's works closely with specialist professionals including School Nursing Team, Hearing Impairment Team, Vision Impairment Team and Occupational Health and Physiotherapy services who provide or loan specialist equipment. Loans or purchases are then made according to specific needs.

- We make necessary changes to the school environment such as adding high level door handles or providing sensory equipment and resources e.g. if a pupil needs specialist writing equipment or an auxiliary aid, we may use funding from the delegated SEND budget to purchase the equipment from appropriate SEND suppliers. The school endeavors to make any reasonable adjustments/necessary adaptations to school facilities to enable full access to pupils with SEND.

Identifying and assessing pupils with SEND

We are committed to identifying any SEN (Special Educational Needs) as early as possible. This starts in Nursery and Reception where all children have their language and communication skills assessed using the WellComm assessment screen; this enables us to identify children with difficulties in this area and put swift intervention in place. This also supports any necessary referrals to Speech and Language Therapy service. Information from children's pre-school settings and parents is gained during the induction process for EYFS pupils who are new to school. EYFS staff hold sessions involving children and parents before entry into the Foundation Stage Unit including home visits to gather information.

- We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues
- As pupils progress through school, a range of assessments are used to inform and help identify difficulties early, for example Phonics screening checks, EYFS baseline assessments, Early Learning Goals outcomes. Attainment and progress are tracked and monitored via teacher assessment, formal testing of pupils and observations in addition to formal national end of KS2 assessments and the Year 4 Times Table Check. Class teachers discuss the progress of pupils with Senior Leadership Team (SLT) in pupil progress meetings.
- Additional and different assessment tools may be required when children are making less than expected progress which can be characterised by progress which:
 - * Is significantly slower than that of their peers starting from the same baseline
 - * Fails to match or better the child's previous rate of progress
 - * Fails to close the attainment gap between the child and their peers
 - * Widens the attainment gap

- This may include progress in areas other than attainment, for example, where a child needs support to develop social skills in order to be fully integrated into school life or make a successful transition to high school. Children displaying challenging behaviours may be assessed using behaviour analysis tools such as ABC behaviour logs to pinpoint triggers and/or the use of attachment assessment tools such as the Boxall Profile.
- In some cases pupils progress may be measured using The Engagement Model
- Parents are always informed if school staff consider that their child may have additional needs; and Parents/Carers and children (as appropriate depending upon age and capability) are involved in the planning for support.
- Alternatively, we may access advice from Specialist Teachers via the termly SENCo Network meetings which are organised by the local authority.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Consulting with pupils and parents

Parents

St Michael's has a caring Catholic ethos, and we welcome parents to contact school at any time should they have a concern about their child. We invite parents to initially speak to their child's class teacher. Senior Leadership Team and the SENCO may also meet with class teachers and parents as necessary. We also hold 2 Parents Evenings per academic year (Autumn and Spring Term), in which parents can discuss their child's progress with the Class Teacher and SENCO.

We will have an early discussion with the pupil's parents (and if age appropriate, the pupil) when identifying whether the school needs to adapt the core offer or whether special educational provision is needed. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider parental concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

- Notes of these early discussions will be added to the pupil's record and shared with parents. We will formally notify parents when it is decided that a pupil will receive SEN support and gain consent from parents for pupils to be included on the school's SEND Register.
- Parents are also invited to meet with their child's class teacher at 'Meet the Teacher' meetings in Autumn 1 term and twice yearly at Parents Evening. The school SENCO is also available for parents to talk to at Parents Evenings. Parents of pupils who have been identified as having SEND will be involved in planning and reviewing individual targets for their child through the graduated approach (APDR cycle).
- Parents of pupils with EHC Plans are involved fully to contribute to the annual review of their child's EHC Plan through annual review meetings. Parents are invited to complete a Parental View document prior to the annual review meeting, and record what is working well/not working well at home, and school and to share views on their child's progress: this is used as a discussion point during the meetings.
- Some families of children with additional needs or disabilities are supported further via a Team Around the Family (TAF) process, regular review meetings take place to discuss children's strengths and needs and to plan support for them and families, involving outside agencies as appropriate.

Pupils

- St Michael's has a School Council where the children's views are sought about their learning experience at school.
- Feedback on the learning experience of the children with SEN is sought at least annually. Informal feedback is sought throughout the year. Self-assessment of tasks is encouraged throughout the curriculum to encourage dialogue between pupil and teacher.
- Year 6 children are invited to parents' evening enabling feedback from then on their progress and the effectiveness of support provided.
- Pupils with EHC Plans will be invited to contribute and share their views as part of the annual review process. Depending on the age and the individual needs of the child, they will be invited to attend the annual review meeting and talk about what is working well and not so well for them to help shape future plans.

Involving key stakeholders

- The SEN link governor (Mrs Emma Delves) meets with the SENCO at least termly and is informed of the current picture of SEND across the school including areas of strength and development. The SEND link Governor shares information about SEND provision/developments in school, with the full governing board.
- St Michael's works with outside agencies to support pupils according to need, the SENCO is responsible for managing links with outside agencies. Agencies which the school works with include:
 - The School Nursing Team
 - Speech and Language Therapy service (our named school therapist is Bethany Watkins)
 - The Hearing Impairment Team
 - The Vision Impairment Team
 - Early Help Team
 - First Point Family Services
 - Education Welfare Team
 - Youth Offending Team
 - Children's Services
 - Child & Adolescent Mental Health Service (CAMHS)
 - Bury LA Educational Psychologists
 - Bury SEND Outreach team

Progressing towards outcomes

- A wide range of assessment tools are used at St. Michael's and data is analysed and discussed at Pupil Progress Meetings and SEND Review meetings at least termly. Children's progress and attainment are regularly monitored and reviewed by class teachers, phase leads, SENCO and SLT.
- Class Teachers are responsible for planning bespoke support for pupils with SEND in their class, including any adaptations, interventions or additional support which is needed using the graduated approach Assess, Plan, Do, Review (APDR) cycle. This is based

upon the child's current level of need and how we can best meet the child's needs over the next term. Class Teachers set SMART (specific, measurable, achievable, realistic and timebound) targets for pupils and record them in an APDR Plan.

- At the end of a term the previous plan is evaluated and the next steps are discussed and shared with parents. Class teachers meet with parents or in more complex cases with the SENDCO in attendance too. Class Teachers record any additional provision in place for pupils on individual pupil Provision Maps, which are monitored and overseen by the SENCO.
- In cases where a pupil is not making expected progress, despite additional provision being in place, or when a child is identified as needing long term support; the school will meet with parents to discuss and gain consent to apply for an Education Health & Care assessment of need from the Local Authority.

Transition support

- School has a robust induction process for new pupils which offers parents and children the chance to come into school for a tour before they begin their St Michael's journey. For pupils with SEND, the SENDCO will reach out to services involved to establish what the support offer would need to look like at St Michael's and will gather information from previous school or preschool setting. Consideration is made to how provision may need to be adapted to suit the needs of the young person, before they start with us.
- St Michael's has an extensive transition programme for pupils. When transitioning to a new year group, all children have the opportunity to have taster sessions with their next teacher in the appropriate classroom in the summer term in preparation for the transition to a new Year group in September.
- To support children with SEND, enhanced transitions are planned which includes additional visits to the new classroom and interaction with new teaching staff. For children with additional needs such as social communication difficulties, or who are anxious about transition, photographs are taken of the new classroom and the pupil is involved in completing an introduction booklet that they take home over the summer.
- For children leaving St Michael's for High School; the school has close links with partner secondary schools and through taster sessions and open days seeks to minimise the impact of transition. In cases where a pupil requires more support in transitioning to high school, we work with secondary schools to plan an enhanced transition, this may involve St Michael's staff facilitating additional visits for the pupil.

- Assessment and progress data, attendance and behaviour information and information about friendship groups etc. is collated by the Year 6 teacher and forwarded to the receiving secondary school/primary to enable a smooth transition. One Page Profiles are shared with the High School tutors. The SENDCO forwards any additional information to the SENDCO of the child's secondary school.

Teaching approach

Please note: Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

"Special Needs" can include children of all academic abilities and children with emotional and physical needs, which may affect their educational entitlement.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Inclusive high-quality teaching is our core offer and first step in responding to pupils who have SEN. This will be differentiated for individual pupils to meet a wide range of needs. Adaptations as part of IQFT include:

- The use of practical resources in lessons to support children's understanding and learning
- The use of visual support to support children's understanding and learning
- Carefully scaffolding lessons and activities to support a wide range of needs
- Adapting learning tasks to ensure they are accessible to all, pupils e.g. offering different equipment in P.E. Lessons.

All pupils on the school SEND list will have additional provision planned for them to meet their individual needs. This is recorded on the A-P-D-R plan (the graduated approach) which is reviewed at least termly by class teachers. Teacher's will plan intervention for pupils which may include:

- WellComm speech and language toolkit (EYFS and Primary 5-11)
- Talk About social skills intervention (KS1)
- Additional phonics interventions
- Lego Therapy
- Think Bricks Lego Therapy
- The use of Social Stories
- Emotional Literacy sessions

- Friendship groups
- Wellbeing check ins
- Speech and language work based on SALT recommendations
- Write from the Start fine motor skill intervention
- Phonics booster sessions
- Precision Teaching of key words/number facts.

Class Teachers will plan provision for pupils with EHC Plans in line with the outcomes and guidance in the pupil's individual plan. All pupils with Education Health and Care Plans will have their plan reviewed annually at annual review meetings, Parents and all professionals involved in the pupil's care will be invited to attend and contribute to the review of plans.

Staff will also use advice from outside professionals e.g. Vision/Hearing Impairment Team, Additional Needs Team, Speech and Language therapists, Primary Inclusion Team to plan appropriate provision for individual children which is recorded and monitored in A-P-D-R plans.

Adaptations to the curriculum and learning environment

St Michael's is a caring Catholic school community for all, and our staff work hard together to ensure that any barriers to learning are removed, that may stop children fulfilling their potential. When planning our curriculum, we have planned with the needs of all learners in mind. Teachers make reasonable adjustments to ensure that all children are included, regardless of their needs as part of our core offer. We use the 5 a day principle (Education Endowment Foundation) to provide improved outcomes for all pupils.

Children with an identified need, in agreement with parents, are placed under 'SEN Support' on the school SEN list, targeted support is planned and assessed to enable these children to make progress. Wherever possible, students with SEN are in mainstream lessons, accessing the Quality First Teaching on offer. Some of our more vulnerable students may receive support in developing the skills they need through small group intervention or even 1:1 intervention. Where further advice is needed on providing the right support for children with special educational needs, the SENDCO, in liaison with parents/carers and class teacher, can refer out for further advice from a number of specialist outside agencies within the authority.

- We endeavor to make our school as accessible as possible to all pupils, staff and visitors. Full details can be found in our school Accessibility Plan, which can be accessed via our school website.
- We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing in line with pupil need.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Inclusivity in activities

- St Michael's is committed to the inclusion of every pupil, we work to ensure that no child is excluded from educational visits or out of school activities because of their SEN or disability. Special support and considerations are made when managing risk. When planning for pupils with SEND, staff will meet with parents and liaise with staff at educational visit providers to discuss and plan for pupil needs on an individual basis, for example adapting activities to suit pupils need and providing additional adult support as necessary.
- All pupils are encouraged to take part in the annual sports day, take part in collective worship and school assemblies, attend Mass with their class, participate in school performances and access educational visits and trips. Reasonable adjustments will be made to remove any barriers and include all pupils.
- When planning trips out of school, companies with accessible vehicles are hired as necessary. Additional staff are deployed to support individual children on trips and individual Risk Assessment may be completed, according to pupil need.
- In line with the Disability Discrimination Act 2005 (DDA) the school is committed to:
Promoting equality of opportunity; eliminating discrimination; eliminating harassment related to disability; promoting positive attitudes towards disabled people; encouraging participation of disabled people in all aspects of school life; taking steps to meet the needs of the disabled members of our community.
- Arrangements for the admission of disabled pupils:
 - All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated

- We do not tolerate discrimination of any kind towards pupils with protected characteristics, as per the Equality Act. Any reports of discrimination will be dealt with seriously by the school via the complaints procedure.
- We are a one level building and there are no stairs in the school. When planning any changes to the school building we have a commitment to make the school as accessible as possible to any persons with disabilities of any kind.
- We can provide large font copies of resources in school for pupils and letters/information for parents on request
- When appointing staff and governors all applicants are treated equally regardless of ability, race or gender in line with all other school policies.
- When collecting and interpreting data, disability is recognised as one of the comparative criteria considered, alongside race and gender.

Supporting emotional and social development

- The school has a pastoral system in place to provide support to all children; all staff are available to listen to any concerns children may have. St Michael's have a Pastoral Lead, Mrs Hamer, who works with pupils both individually and with small groups on a needs led basis. The school SENCO works alongside the Pastoral Lead to plan pastoral support for pupils.
- We have CARITAS support each week who work on a 1:1 or small group basis with pupils who may need pastoral support.
- Additional support is available whenever necessary for pupils who are vulnerable, and for those that experience a range of emotional, social and behavioural difficulties.
- Pupil voice is valued and children can give their views and express any concerns through the School Council, the Mini Vinnies, and Eco-Committee enabling feedback on the effectiveness of support provided.
- There is a link SEN governor (Mrs Emma Delves) who meets termly with the SENCo and reviews the procedures in school.
- We recognise that pupils with SEND can have additional vulnerabilities. The role of all at St Michael's is to ensure that the mission statement of the school and its Catholic values are upheld. We are all responsible for maintaining a policy of zero tolerance towards

any form of bullying and ensure that all members of our school community are fully aware of this and understand its meaning. The school has an anti-bullying Policy which can be found via our school website.

- St Michael's takes positive action to develop all pupil's emotional and social development through high quality RE, PHSCE lessons, and by providing Citizenship and opportunities within other curriculum areas.
- The school and all staff promote a culture of tolerance and acceptance at all times, in line with our Catholic beliefs.

Evaluating effectiveness

We regularly evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals at least each half term, in some cases every half term using the A-P-D-R cycle
- Reviewing the impact of interventions approximately every 6 weeks
- Monitoring by the SENCO, Headteacher, SLT and class teachers during termly Pupil Progress Meetings
- Using online provision maps to record and measure the progress of interventions
- Holding annual reviews for pupils with EHC plans
- Meeting with parents twice yearly at Parents Evening to discuss pupil progress
- Annual review of the school Accessibility Plan
- Sharing a termly SEND Report with Governors for review

The SENCO is a member of the Senior Leadership Team and contributes towards whole school improvement of SEND.

Handling complaints

Complaints about SEN provision in our school should be made to the class teacher in the first instance, in the hope that any concerns can be quickly resolved. If parents/carers feel that the class teacher has not been able to resolve the complaint, the SENCO (Mrs Birkett-Rothwell should be contacted). Should the complaint still not be resolved, they will then be referred to the school's Complaints Policy, which can be found on our school website or by contacting the school office.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Advice can be sought by parents/carers through Bury SENDIASS (see contact details below).

Local Offer

St Michael's R.C. Primary School supports the Local Offer made by Bury Local Authority, the link to the Local Offer can be found here:

<https://theburydirectory.co.uk/send-local-offer>

Named contacts

Name of individual	Email address	Phone number
Mrs Ronson (SENCO)	senco.stmichaels@bury.gov.uk	0161 766 6628
Bury SENDIASS Service (Special Educational Needs Disability Information Advice Support Service)	Bury.sendiass@barnardos.org.uk	01706 769 634
Bury EHC Review and Assessment Team	ehc@bury.gov.uk	0161 253 6416

Mrs Grogan (Headteacher & DSL) Miss Camilleri (Year 6 Teacher & DDSL)	office@stmichaels.stoccat.org.uk	0161 766 6628
Mrs Emma Delves (SEND Link Governor)	office@stmichaels.stoccat.org.uk	0161 766 6628

Additional support

- Wherever possible, students with SEN are in mainstream lessons, accessing the Inclusive Quality First Teaching core offer. Small group work and 1:1 intervention or support are planned on an individual needs led basis. Teaching assistants may work with pupils in small groups to support children's access to the curriculum or to provide additional intervention and provision for pupils.
- Children with an Education Health Care Plan (EHC Plan) receive the necessary support as set out in their individual Plan. Their provision is tailored to meet their needs is unique to each child with an EHC Plan. St Michael's believes that children thrive when they are given the tools to succeed and become independent and grow as individuals. Research from the EEF (Educational Endowment Foundation) recognises that the historical model of attaching a teaching assistant to a child with special needs has a detrimental impact upon their future success. Over reliance upon an adult only tells a child with special needs that they aren't capable. We support children using the 'least support first' model which meets the child at the point at which help is needed. It upholds high expectations for all learners and celebrates what the child can do for themselves.
- In some instances Teaching Assistants will support pupils on a 1:1 basis when a pupil requires the support of an adult to help their access to learning, the physical environment, or to help children requiring intimate and personal care. The decision to deploy an adult on a 1:1 basis will be made the SENCO and Headteacher in consultation with appropriate outside agencies and parents, and will be a needs led decision, based on the individual needs of the child.
- We work with the following agencies to provide additional support for pupils with SEN:
 - Speech and Language Therapists
 - School Nursing Team
 - Vision Impairment Team

- Hearing Impairment Team
- Primary Inclusion Team
- Millwood Special School Outreach
- Bury LA EHC Team
- Bury LA SEND Outreach Team
- Domestic Violence Workers
- Early Help Team
- Education Welfare Team
- Occupational Therapists
- Bury LA Virtual School

Looked After Children with SEND

- We recognise that children who are in Local Authority care can be vulnerable and may need additional pastoral or educational support. Looked After Children (LAC) identified with SEND routinely receive inclusive high-quality teaching and support. Where appropriate, further targeted support from other skilled and experienced members of staff is provided. The curriculum is appropriately differentiated/personalised in order to meet the young person's individual learning needs. Any additional provision put in place to target specific needs is carefully monitored and demonstrates impact on learning/wider outcomes.
- Any alternative provision is planned as part of the termly Personal Education Plan (PEP) review meetings, attended by the Designated Teacher for LAC and the Class Teacher. The school works in close partnership with Bury's Virtual School and/or the relevant Local Authority team to ensure that provision is regularly reviewed, good progress is made by LAC and appropriate next steps are identified.