

# St. Monica's Catholic Primary School SEND Policy



‘Let Trust, Respect and Love live here.’

Approved: Spring 2024  
Review Due: Spring 2026

## 1. **Philosophy**

Every child is a unique gift from God, with his or her own unique gifts.

At St. Monica's, we strive to ensure that all children are offered the opportunity to develop to their full potential in individual, educational, moral, intellectual and spiritual needs.

Our school aims to be a living community of work and prayer.

We believe in supporting all staff, teaching and non-teaching, in meeting their individual needs and developing the staff as a team.

## 2. **Introduction**

At St Monica's Catholic Primary school, we believe that every child is a unique gift from God, with his or her own gifts, therefore we understand that every child must learn and succeed in a different way. We strive to embrace the individuality of our pupils to provide them with the right resources, environment and support to access learning and achieve. We believe in a positive sense of well-being, ambition and progress for all children. This policy outlines our aims for pupils with Special Educational Needs and Disability (SEND) and describes the pathway in place to ensure these aims are achieved.

## 3. **Aims**

At St Monica's we strive to be an inclusive school that offers a range of provision to support every child, including those with SEND. We are dedicated to reviewing the range of support in place to meet individual pupil need and aspire for SEND support to not be a peripheral activity, but part of the mainstream curriculum delivered to all children and the responsibility of all staff. As a result:

- We aim to meet the needs of individual children through highly effective teaching and learning.
- We aim to ensure early identification of needs to reduce barriers to learning.
- We strive to develop effective partnerships with children and their parents/carers and with specialist teaching staff, both within the school and external professionals, in order to meet a range of SEND.

- We undertake a rigorous system of monitoring children’s progress, supporting academic and personal achievement, as to develop the child holistically and foster a culture of lifelong learning.

#### **4. Legislation and Guidance**

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

#### **5. Definitions**

The Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years (2015) definition of SEND:

A child has special educational needs if he/she has a learning difficulty which calls for special provision to be made. A child has a learning difficulty if they have:

- a significantly greater difficulty learning than the majority of children of the same age.
- a disability which prevents or hinders the child from making use of educational facilities of the kind generally provided for children of the same age in mainstream schools.

A child with additional needs is NOT considered to have SEND if:

- the language spoken at home is different from the language used in school i.e. English is not their first language.
- the child has exceptional abilities i.e. is gifted and talented

The term SEND is used across the 0-25 year age range. The Code of Practice (2015) outlines the following broad areas of need:

**Sensory and/or Physical needs** which includes visual impairment (VI), hearing impairment (HI), multisensory impairment (MSI), physical difficulties (PD)

**Cognition and Learning** which includes moderate learning difficulties (MLD), severe learning difficulties (SLD) profound and multiple learning difficulties (PMLD), specific learning difficulties (SpLD).

**Communication and Interaction** which includes speech, language and communication needs (SLCN), Social Communication Difficulties (SCD) and Autistic Spectrum Disorder (ASD).

**Social, Emotional and Mental Health needs** which includes attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), oppositional defiant disorder (ODD), attachment disorder, anxiety and depression.

## **6. Roles and Responsibilities**

### **The SENCO**

The SENCO will:

- Work with the Head Teacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Update the SEND Information Report annually to keep parents up to date. This can be found on the school website <http://st-monicas.co.uk/information/special-educational-needs-and-disability/>
- Ensure the Milton Keynes Graduated Approach is shared with parents. <https://www.milton-keynes.gov.uk/sites/default/files/2022-02/Parent%20and%20carers%20guide%20to%20the%20Graduated%20Approach%2016.12.20%20NB%20update.pdf>

### **The SEND Governor**

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings.

- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Head Teacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

### **The Head Teacher**

The Head Teacher will:

- Work with the SENCO and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

### **Teaching Assistants (TA) and Higher Level Teaching Assistants (HLTA)**

TAs follow the guidance/planning of class teachers to provide appropriate support to pupils with SEND. This may be within Quality First Teaching, Targeted Support (small group focus) and/or Personalised Support (one to one focus).

HLTA's follow the guidance of the SENCO to conduct valuable assessments of children with SEND to pinpoint specific developmental targets to ensure progress. They meet regularly with the SENCO, class teacher, teaching assistants and where appropriate parent/carers, to suggest strategies and programmes of intervention for children with SEND. In addition to this, they provide effective personalised support, in very small groups or on a one to one basis, to meet specific targets set by Support Plans.

## **The Children**

Pupils' own perceptions and experiences are important in order to help professionals make decisions regarding their needs. It is essential that pupils are provided with the opportunity for their voices to be heard. This may be done through:

- Attendance at key meetings
- Pictorial descriptions or written reports
- Involvement in creating Pupil Passport
- Role-play
- Alternative methods of recording, e.g. voice recorder, video recorder etc, as agreed with the pupil and the parents.

## **The Parents**

The school will keep parents informed at all times about their child's learning and progress. Parents will be part of a joint planning process to decide next steps for their child. Parental views are central to the decisions made regarding the support provided for their child. Parents can raise any concerns they have initially with the class teacher. Where appropriate, the SENCO will meet with parents to discuss concerns further.

Parents' evenings are held during the Advent and Lent Term and progress will be discussed here. Parents are also invited to attend termly meetings to discuss their child's SEND Support Plan and the provision in place for their child, as well as how they can help at home. In some instances, a home-communication book is implemented and Parents are asked to join in with this process of communication to provide more frequent communications on a daily/weekly basis.

The SENCO will direct Parents to useful meetings or workshops regarding special educational needs and ensure they are aware of the Milton Keynes Graduated Approach.

Parents should keep the school informed of any concerns that may affect their child's performance in school, and return signed documents as requested.

## **Office Staff**

Office staff will:

- Collate admissions information for all children, and ensure that any additional needs information is passed onto the SENCO and the relevant class teacher.
- Liaise with previous schools of children with additional needs to ensure the 'full picture' is received prior to the child starting at St Monica's Catholic Primary School.

## **7. Appendices**

The remaining part of this policy are appendices which detail specific aspects within the SEND Pathway at St Monica's Catholic Primary School:

- Appendix 1: SEND Pathway Flow Chart (p.7)
- Appendix 2: Identification of SEND (guidance for Class Teachers) (p. 8-9)
- Appendix 3: Supporting children with SEND (p.9-11)
- Appendix 4: Transition for children with SEND (p12).
- Appendix 5: School Facilities and Resources (p.13-14)
- Appendix 6: Learning Mentor (p.14-15)
- Appendix 7: Documents/Record Keeping (p. 15-16)

This policy is reviewed a minimum of once every year by school staff and is approved by the Governing Body.

# Appendix 1: SEND Pathway Flow Chart



## ST MONICA'S CATHOLIC PRIMARY SCHOOL SEND SUPPORT PATHWAY

**Universal**  
*Provision in Quality First*

**1. Pupil Identification**  
 Concerns about a pupil raised by school staff, parents or other agencies

**2. Look and Listen**  
 Discuss concerns with all school staff involved, parents and child.  
 Look at child's One-page Profile. **It is important to distinguish learners with SEND from learners who are underachieving but who can and will catch up.**

**Graduated Response**  
*Choosing the right level of support: Universal (QFT), Targeted and/or Personalised Provision*

3. Start FACT - CYCLE ONE				
<b>4. FACT level 0</b>	<b>5. FACT Level 1</b>	<b>6. FACT Level 2</b>	<b>7. FACT Level 3/4</b>	<b>8. FACTPLUS Trigger</b>
Rule out communication as area of need and consider other assessment tools and implement provision where necessary.	Complete FACT Outcome and Review Form Cycle and implement strategies into QFT.	Complete FACT Outcome and Review Form and create a monitoring support plan to implement strategies into QFT and Targeted Provision.	Complete FACT Outcome and Review Form and create a SEN Support Plan to outline personalised provision.	When at least one descriptor is highlighted that is emboldened and italics in the Listening and Attention and Interaction area.

**9. Progress is more/significantly more than expected**  
**(Outcomes achieved)**  
 Additional support no longer required. Needs can be met within QFT. Progress monitored.

**10. Progress beginning to be made**  
 Continue to meet the child's needs through Monitor Cycle Two and/or revise SEN Support Plan

**11. Progress less than expected**  
 Cause for Concern Form is completed and passed to SENCO. HLTA to provide assessment and recommend personalised provision. SEN Support Plan updated.

**Cycle of FACT/SEN Support Plan continues**

**Progress is more/significantly more than expected**  
**(Outcomes achieved)**  
 Additional support no longer required. Needs can be met within QFT. Progress monitored.

**12. Progress continues to be less than expected**  
 Shared view that pupil cannot make the level of progress required to achieve outcomes set from the resources available within the school. MK SEND Plan is completed.  
 SENCO to refer to outside specialist teachers/agencies for support and strategies.

**Cycle of support continues with specialist provision until...**

**13. A multi-agency meeting is held to collate relevant information to support a request for Education, Health and Care Plan.**



## **Appendix 2: Identification of SEND (guidance for Class Teachers)**

### **How to identify children with additional needs?**

- Observation of children in class; work or behaviour
- Pupil Progress Meetings
- Staff and/or Parental Concerns
- Assessment (SPTO historical and class-based e.g. Reading Ages, Spelling Ages, Phonic Screen, NC Levels etc.)
- Thorough tracking of data regularly
- Historical information about the child – transition notes, provision mapping, child's personal file
- Outside intervention – reports from external agencies
- Support Plan (if a child comes up with one)

### **Triggers for concern will show that, despite differentiated learning opportunities, the child has:**

- made little or no progress even though areas of weakness have been identified and targeted
- difficulty in Literacy or Numeracy skills which results in poor attainment in other curriculum areas
- presents persistent emotional and /or behavioural difficulties not dealt with by behaviour management techniques used in school
- communication and / or interaction difficulties which require specific individual intervention in order to access learning
- physical or sensory problems and who continues to make little progress despite personal aids or equipment.

### **Useful strategies**

#### **Transition Folder - General Pupil Information Sheet/Parent Transition**

**Sheet:** Look at the information from prior teacher/parent to review the essential notes about what is important **to and for** the child in order to support and encourage them in **daily teaching**. Consider the following questions:

- Are you using QFT strategies to meet the individual needs of the child as outlined in these notes?
- Are you planning opportunities for the child to display their strengths?
- Does your planning reflect their interests?

**Discussions with staff members involved:** Arrange a meeting with all staff members involved in teaching the child and discuss the gaps in learning/concerns you may have e.g. lack of progress, changes in behaviour etc.

**Informal discussion with the parents/guardians:** Arrange an informal meeting with the parents/guardians and discuss the gaps in learning/concerns you may have. Do the parents share the same concerns?

**Discussion with the child:** Talk to the child about how they feel in the classroom (especially relating to the areas of concern). Ask them how they feel they could be best supported.

**Observation:** Observe the child in whole-class and small-group work, and at Play-times if required.

**Classroom and Environment Audit:** Complete the Classroom Environment Audit to adapt the teaching and learning environment where necessary.

**EAL or SEN?** Look at the child's NASSEA Assessment. Listen carefully, observe and look at writing books for EAL related difficulties rather than SEN. A FACT should be completed in home language and English to assess communication. Refer to SENCO for assessment if unsure.

**Quality First Teaching:** Use any new information generated from discussion and the environmental audit to add strategies to QFT to support the learner.

### **Appendix 3: Supporting children with SEND**

Supporting children with SEND at our school follows the Assess, Plan, Do and Review process, as outlined in the SEND Code of Practice (2015). Any child identified as having SEND will receive some form of SEND support, possibly being specialist teaching, additional intervention programmes, individual planning or outside agency advisory involvement and support.

#### **Assess**

The school's system for observing and assessing children's progress identifies areas where a child is not progressing at the expected rate. This includes progress with their learning, their communication, their social interaction, their emotional understanding, and any sensory or physical progressions. Under these circumstances, teachers will collate a wide range of assessments through data collection, observations, and more detailed assessments in liaison with the SENCO. If it is decided that a pupil is making less than expected progress, the class teacher will consult with the SENCO in order to decide whether additional or different provision is necessary.

Less than expected progress can be defined in a number of ways; it may be 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 (SEND Code of Practice, 2014)

Baseline Assessments of all children entering classes are made during the child's first half term in school. Where these assessments indicate some concern, the SENCO is consulted to discuss further assessment. Where a child enters the school during Years 1-6 entry assessments are made, but it is acknowledged that some children take time to settle into new schools and routines and therefore previous school records should also be considered.

Where concern is indicated, the SENCO is consulted to discuss further assessment. Specifically for children that are not making progress, the 'First Assess Communication Tool' (FACT) is used to assess the child's language, understanding, interaction, and attention skills. This will be used to help set targets for the children, as needed, in these areas. If the child scores particularly low on this tool, external agency support may be referred (see appendix 1).

At this stage, Parents are invited in to school to discuss their child's progress and any concerns using the 'Tell it Once' questions from the MK SEND Support Plan.

#### **Plan**

Personalised targets and outcomes will be decided upon with the pupil, parent and teacher, based on any assessment conducted. Additional support in quality first

teaching, and/or interventions required to support the child to meet outcomes will be planned. For all SEND pupils, targets and provision is detailed on a SEN Support Plan. All interventions are monitored on a provision map.

## **Do**

Interventions and additional support will then run for between one and two terms before a formal review takes place. These will be regularly reviewed as part of an ongoing teaching and learning process. The class teacher may deliver some of this and will have overall responsibility for additional support put in place, working closely with teaching assistants, specialist teachers and parents, as appropriate.

Care will be taken to ensure that pupils only partake in interventions that are evidence-based. Specific focuses may be worked on, as agreed upon when completing the FACT.

## **Review**

The effectiveness of the support and interventions will be reviewed on the agreed date. Additional support will then be decided upon, as appropriate. The FACT assessment will be reviewed, and where sufficient progress has not been made, a referral to external agencies for advice, including specialist teachers, therapists, educational psychologists and other appropriate professionals, may be made.

## **Children with complex needs**

For children with particularly complex needs, SEND meetings (held termly or more frequent as necessary), between parents and teachers will be used to decide whether to involve outside agencies, including specialist teachers, therapists, educational psychologists and other appropriate professional to support the school with working with this child. Parents will be part of the planning and reviewing process of these outcomes, and expectations regarding progress will be shared and discussed during meetings. For additional information regarding what the school's arrangements are for the provision of SEND children, please see the school's SEND Information Report on the school's website: <https://st-monicas.co.uk/information/special-educational-needs-and-disability/>

For information on what is provided in Milton Keynes for children with SEND, please see the Milton Keynes Council website for their Local Offer. <https://www.mksendlocaloffer.co.uk/>

## **Education, Health and Care Plans (EHC Plan)**

Where, despite the relevant action having been taken to identify, assess and meet the SEND of the child, or the child has not made the expected progress, the school or parents can consider requesting an Education, Health and Care needs assessment. This can be done in partnership with the school, and will be submitted to the Local Authority. For further information on how the plan is formulated, please

go to this link on the Milton Keynes Council website:

<https://www.mksendlocaloffer.co.uk/education-health-and-care-plans-ehcps>

The purpose of an EHC plan is to make SEND provision that meets the child's SEND, in order to secure the best possible outcomes for the child across education, health and social care. It details the special educational and non-educational needs of the child and the provision that must be made by the school to help meet these needs. It is a legal document. Once the request is submitted, it goes to a panel of professionals at the Local Authority that decide whether or not to go ahead with the statutory assessment. If it is decided not to go ahead, parents are informed within six weeks of this by the Local Authority, and a 'way forward' meetings is arranged where a Local Authority representative meets with parents and the school to discuss and plan next steps.

If it is agreed upon, professionals involved with the child are called upon to submit relevant paperwork to support the application. It could be decided at a later date, within sixteen weeks, that a plan is not appropriate, and parents are duly informed. Where it is agreed that a plan is needed, a proposed plan is sent to the parents within twenty weeks of the request being submitted and this is then reviewed annually in the form of an annual review meeting.

The Annual Review is a yearly meeting to discuss the progress the child has made towards the outcomes agreed upon in the EHC Plan and to make decisions as to whether the statement is still accurate. The meeting is organised by the SENCO. All relevant agencies, including parents, are invited. The plan may remain in place unchanged. Where changes are made the SENCO takes responsibility for amending and returning documents to Milton Keynes Council who will issue a new plan.

### **Top-Up Funding**

In some cases, a child may require some additional support that goes beyond the school's notional SEND budget. This could be temporary or sought whilst further assessments are made. In these cases, the SENCO will seek funding from the Milton Keynes Council Panel and interim support is put in place.

#### **Appendix 4: Transition for children with SEND**

At the very start of their schooling life, in the Early Years Foundation Stage (EYFS), children and parents are first invited into school for stay and play sessions where they can become familiar with the environment and the adults who will be supporting them. Following these initial experiences, we carry out Home Visits to meet the child in their own environment and parents are invited to share the strengths and needs of their child. Information meetings are also arranged for parents/carers to learn more about our school and ask any questions they have. A staggered intake with shorter sessions is then implemented to ensure that our children are given every opportunity to become familiar with their new surroundings and key adults and settle into school life positively. EYFS Staff will advise the SENCO of all children with SEND transferring from other nurseries or pre-schools into our school and/or will highlight where parents have expressed concerns during home visits.

Further up the school, we encourage all children new to other year groups to visit prior to starting for a tour around the school and where possible, meet their new class teacher and future peers. For children with SEND, we arrange additional visits and offer shorter settling in sessions if necessary.

As children move through the school each year, medical and educational information is shared with relevant staff during a 'hand over' meeting which ensures a smooth transfer for the pupil. A SEND file kept by the class teacher will be passed on to the new class teacher to ensure the historical information about your child and any effective provision in place will continue. Parents and children are also involved in this transfer through the use of a One-Page Profile completed by the child to express their views as to how they are best supported.

#### **Transition to a different school and/or Secondary School**

When children move on to their next school, the SENCO will organise a transition meeting with the child's next school and staff who have been working with the child to ensure the needs of, and plans for, the child are fully understood by the receiving school. Depending on what each child's SEND are, additional visits or specific resources may also be organised/distributed, before the child starts at their new school.

Preparation for Secondary starts early for all pupils. In Year 4, pupils are offered their first taster day at a local Secondary School (St Pauls Catholic Primary School) and we build on this in Year 5, with more visits in Year 6. When parents/carers are deciding on a most suitable Secondary School for their child, we recommend that they visit all schools that they are interested in to discuss their provision for SEND. The SENCO will liaise with parents, the Secondary School and any relevant external agencies involved to plan effective transition. This may include transition meetings, additional visits and settling in sessions.

For pupils with EHCP Plans (Education, Health and Care Plan), the Secondary School placement will be discussed at a transition meeting in Year 5.

## **Appendix 5: School Facilities and Resources**

### **Facilities and resources**

- Although the school is built on three levels, each level is wheelchair accessible and linked by an outdoor path.
- There is a large disabled toilet, large enough to accommodate changing.
- We liaise with EMA (Ethnic Minority Achievement) who assist us with supporting our children with English as an additional language. If your first language is not English, we will endeavour to seek a translator, or will work with you to ensure an English speaker is present. Where possible, the school will support you with the understanding of relevant paperwork.
- When children with specific needs requiring specialist equipment join our school, we hold a joint planning meeting with relevant services to discuss their requirements. Following the meeting, the relevant adjustments to the school building are carried out and equipment is installed.
- All classrooms have interactive whiteboards to assist with learning and children have access to laptops.
- The school is well resourced with equipment, games, books and ICT to support learning for SEND children across the curriculum and across Key Stages.
- Particular resources for SEND are located in our SEND room. We stock many necessities that can be used as and when required by pupils e.g. wobble cushions, fidget objects, left-handed pens, writer slopes, talking tins.
- Calm boxes are located in each shared area for all pupils to make use of, but particularly designed for pupils with SEMH needs.
- A sensory classroom is available for specific interventions for children with complex needs or an identified sensory need.

### **Staffing**

The staff at St Monica's are a valuable resource and staff development is ongoing to support the needs of children within the school.

We employ HLTAs who each have particular areas of expertise. They implement personalised intervention, conduct detailed assessments of pupil needs and offer training/support for TAs in the implementation of intervention groups.

A team of Teaching Assistants (TAs) are trained to deliver a range of interventions on a small group and 1:1 basis e.g. Numicon; Teodorescu's Perceptuo-Motor Programme; Talking Partners, Spirals, Phonics One-to-One tutoring, Handwriting and Wellcomm.

Expertise can also be drawn from our Teaching staff, each with different experiences of teaching children with SEND, and our Senior Leadership Team.

We also employ a consultant who provides additional support for teachers and provides 'close the gap' intervention for children to help us to strengthen our approach to teaching Numeracy within the new requirements of the National Curriculum.

We also employ a Dyslexia Specialist for half a day per week to work with children who have been assessed using the IDP Dyslexia Criteria. She will work with children on a 1:1 basis and provides training for staff.

We also employ a Speech and Language Therapist from Magic Words Therapy for one day a week to work with children who have been identified as having Communication and Interaction needs. She will work with children on a 1:1 basis, liaises with their parents, sets targets and provides training and support for staff.



## **Appendix 6: Learning Mentor**

A Learning Mentor provides support and guidance to children, young people and those engaged with them. They work to remove barriers to learning in order to support effective participation, enhance individual learning, raise aspirations and achieve full potential.

A wide variety of pupils are supported by the school's Learning Mentor including those who are underachieving, have social, emotional and behavioural difficulties or with attendance problems. Pupils are identified as those making less progress than their potential. They may be disengaged or lacking self-esteem, have fallen behind with their work or find communication difficult.

Assessment of pupils needing emotional support are identified initially through concerns raised by the class teacher or parents. Children may be referred for a variety of reasons, but should have clear evidence of at least one of the following:

- Underachieving (Comparing actual academic achievement against predictions)
- Poor social skills
- Disruptive behaviour
- Poor self-esteem, lacking in confidence or motivation
- At risk of exclusion
- Poor attendance
- Recent change in circumstances requiring urgent support
- Communication Difficulties

Often, these pupils are assessed using the Boxall Profile.

The work of the Learning Mentors encourages parental involvement and joint planning to meet the needs of the child. Specific areas regarding a child's emotional well-being are targeted through one to one sessions, group work and in class support. Progress is reviewed on a termly basis. An overview of children that the Learning Mentor works with is kept and reviewed termly. Pupils are organised according to priority of need. Pupils who are described as having SEND will have an individual action plan, which is agreed in consultation with the class teacher, SENCO and parents. It will specify targets and how progress will be monitored, reviewed and evaluated. Pupils without an SEN Support Plan, may have a Monitor Support Plan which will be followed. Some children, may require minimal intervention, and the Learning Mentor may therefore be called upon when appropriate to support this child, in a less formal setting.

Objectives of a Learning Mentor programme:

- To identify and remove barriers to learning that prevent children achieving their full potential
- To reduce exclusion and improve attendance and punctuality
- To raise academic standards
- To develop positive relationships with families/carers and outside agencies

- To regularly monitor and evaluate the Learning Mentor programme assessing impact and success
- To promote inclusion
- Contribute to the school's delivery of the Every Child Matter's outcomes

### **Appendix 7: Documents/Record Keeping**

All documents relating to the children and their SEND are considered private and confidential.

Each Teacher has a green SEND file to maintain any documents/records for the SEND pupils in their class. In the Class SEND File, there are:

- Copies of all documents relating to individual children with SEND
- Provision Overview
- SEND register
- FACT Assessments
  - Copies of external agency reports
- Formats and Masters of all forms needed
- Useful information relating to the support of children with SEND e.g. SEN Pathway, graduated response guidance, how to FACT guidance.
  - Copies of external agency reports

Additionally, the SENCO keeps a SEND file for each child on the SEND register. This file is kept locked away in the SENCO office and obtains:

- SEND Assessments conducted e.g. FACT, PHAB, Boxall, Memory, Communication Progression Tool
- External Agency Reports
- Applications for funding and statutory assessments
- Referrals for external agencies
- Log of SEND activity
- Minutes of SEND Meetings

The school invests in an online tool to provide a hub of SEND information and provision support called [provisionmapping.com](http://provisionmapping.com) maintained by edukey. On this programme there are:

- All SEND/FACT/EAL plans created for pupils (archived and current)
- A list of provisions (historic and current) for every pupil
- Pupil Passports (one page profiles)
- Provision Mapping
- Overview of provision
- Meeting log (for teachers/SENCO) to record important details from any meetings that have occurred

We also use SIMs to monitor attendance and assessment. Therefore, this programme is also useful for:

- SEND register
- Emergency contact numbers, including GP numbers recorded

The child's main file (locked and in filing cabinets) also contains information that will follow the child throughout their education. These contain all relevant information regarding the child:

- Admission information
- Annual School Report
- Reviewed SEN Support Plans
- Reports from external agencies

Parents have every right to see any of the information regarding their child in all of the files maintained.