St. Monica's Catholic Primary School SEND Policy

'Let Trust, Respect and Love live here.'

Approved: Summer 2026
Review Due: Summer 2027

Contents

1. Aims and objectives 2
2. Vision and values 2
3. Legislation and guidance 3
4. Inclusion and equal opportunities 3
5. Definitions 3
6. Roles and responsibilities 5
7. SEN information report 8
8. Our approach to SEND support 8
9. Attendance 11
10. Safeguarding 11
11. Expertise and training of staff 11
12. Links with external professional agencies 11
13. Complaints about SEND provision 12
14. Monitoring and evaluation arrangements 12
15. Links with other policies and documents 12

---

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
    - Support and make provision for pupils with special educational needs and disabilities
    - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
    - Help pupils with SEND fulfil their aspirations and achieve their best
    - Help pupils with SEND become confident individuals living fulfilling lives
    - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for maintained schools which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

AREA OF NEED	
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Mrs. Briggs, who holds the NPQ for SENCOs. Mrs. Shanahan and Mrs. Romans also hold the National Award for SEND.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN 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 SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate

- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider 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 and the SEN information report
- Communicating with parents/carers regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adaptive, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

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

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- 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 given to their parents/carers.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Edukey, and will be made accessible to staff in a pupil passport and individual education plan.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. **Do**

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1:1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil voice
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy. In line with DfE statutory attendance guidance, the school will work proactively with families to make reasonable adjustments to the school day, environment, or curriculum to support the regular attendance of pupils with SEND.

10. Safeguarding

We recognise that pupils with SEND may have additional communication barriers that make it difficult to report abuse. Staff are trained to utilize alternative communication tools and look for non-verbal indicators of distress, child-on-child abuse, or changes in behavior, treating any sudden changes through a safeguarding lens rather than as a behavior management issues.

For more details of the pastoral support, we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our child protection policy.

11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists

- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services

13. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher or SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, Chapter 11 of the Special Educational Needs and Disability (SEND) Code of Practice."

14. Monitoring and evaluation arrangements

14.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

14.2 Monitoring the policy

This policy will be reviewed by SENCO/ headteacher annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

15. Links with other policies and documents

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy

- Attendance policy
- Safeguarding / child protection policy

Universal
Provision in Quality First Teaching

ST MONICA'S CATHOLIC PRIMARY SCHOOL SEN SUPPORT PATHWAY

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.

It is important to distinguish learners with SEN 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. Complete FACT - CYCLE ONE (Monitoring plan)

4. FACT level 0	5. FACT Level 1	6. FACT Level 2	7. FACT Level 3/4	8. FACT PLUS Trigger
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 Cycle and 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 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 FACT Cycle Two and/or revise SEN Monitoring Support Plan

11. Progress less than expected

Cause for Concern Form is completed and passed to SENCO. to Template changed to Individual Education Plan (IEP)

Cycle of FACT/SEN Support Plan continues until…

Progress 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.

SENCO to refer to outside specialist teachers/agencies for support and strategies. SEN Support Plan started.

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: 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 Paul's 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 4: 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 5: 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 1:1 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
- Commitment to **"promoting children's welfare, safety, and holistic development in line with Working Together to Safeguard Children and KCSIE.**

Appendix 6: 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, for each child on the SEND register, the SENCO keeps the child's main file up to date by filing any additional paperwork for that child e.g.

- SEND Assessments conducted e.g. FACT, PHAB, Boxall, Memory, Communication Progression Tool
- External Agency Reports
- Applications for funding and statutory assessments

The school invests in an online tool to provide a hub of SEND information and provision support called 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
- Log of SEND activity
- Referrals to external agencies
- Any other relevant information

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.