



## **St Monica Primary School**

### **Information Report for Special Educational Needs and Disability (SEND)**

**September 2020**

#### **What is the SEND Information Report (Local offer)?**

The intention of the SEND Report is to improve choice and transparency for families. It will also be an important resource for professionals and will inform the joint commissioning for children and young people with SEND by setting out in a single place what is available locally. The SEND Report must work together with children and young people, parent carers and with local services, including the voluntary and community sector, to develop their offer and keep it under review. The SEND Report must include information about the provision the local authority expects to be available in its own area for children and young people with SEND and outside of its area for the children and young people for whom it is responsible.

The SEND Report will need to include:

- Special educational provision
- health provision
- social care provision
- other educational provision
- training provision
- arrangements for children and young people to travel to schools, colleges and early years education

Local authorities may have to include:

- information on how to seek an assessment for an Education, Health and Care Plan
- information on how to make a complaint about provision in the local offer SEND Information Report (Local Offer for Special Educational Needs and Disability)



The Information Report has been written to support parents to understand how St Monica Primary School responds to children’s differing needs. Whilst we do have a SEND Policy on line, parents have advised us that there are sixteen questions which generally provide the information they would like and which are answered below. If you would prefer to talk to someone or like further information, please do not hesitate to contact us.

## **Compliance**

This document complies with the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents: Equality Act 2010: advice for schools Dept for Education Feb 2013 SEND Code of Practice 0 – 25 (2015) Schools SEND Information Report Regulations (2014) The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013, updated July 2014. Teachers Standards 2012 Special Educational Needs and Disability (SEND) Regulations 2014

Throughout the document the term “parents” is used to refer to carers and parents.

## **Inspire Learning Partnership and St Monica Primary School Our Vision:**

Inclusion and equality for all children to learn, achieve and celebrate together through a holistic approach to both learning and pastoral support which ultimately leads to personal achievement and participation in the wider society.

## **Our Mission:**

To be Innovative, flexible and responsive in providing targeted personalised provision to empower all children to aim high and achieve their best in all aspects of learning and self-development.

To offer an inspiring, broad and balanced curriculum with higher quality inclusive: fosters respect in collaboration and communication, builds self confidence, independent learners and children who enjoy school and the relationships they build.

To provide accessible information that educates and empowers families, raising awareness of different forms of intervention or therapy and creating a learning community whereby entitlement, opportunity and challenge are championed and children have a voice in the support offered.

Section Two: Aims and Objectives INSPIRE SEND Our policy aims to enable all children who may have short term or long term special educational needs and/or disability (SEND) to fully develop their, interests and aptitudes and to be successful academically by making appropriate provision in a caring, safe environment



We aim to teach children:

- To be **innovative**, creative and take measured risks in their learning and interactions with others To be nurturing towards themselves and others by providing a safe place to show self-respect and care for others.
- To be **successful** in effectively maintaining motivation and a desire to learn.
- To be **passionate** in celebration of their individual differences promoting a positive self-image and sense of their own worth.
- To display **integrity** when interacting with others in the school community and to themselves in showing the school values.
- To take **responsibility** for making informed and healthy choices and for effectively communicating their feelings and needs with others.
- To show **excellence** in maximising their potential in social and academic areas and celebrating these.

We aim to ensure that all schools in the Trust:

- Offer all pupils a broad, balanced and relevant education with the greatest possible access to the full curriculum, including extra-curricular and off-site activities, so that they can be successful academically as well as socially and emotionally. Work closely with parents and promote a strong home/school partnership, fully involving pupils, parents and staff in the identification, assessment and delivery of SEN.
- Develop effective working partnerships with external agencies to secure close co-operation between all agencies concerned with a multi-disciplinary approach to the resolution of pertinent issues.
- Recognise that there will be pupils with special educational needs and/or disability in all classes and therefore all teachers are teachers of pupils with special educational needs.
- Meet the needs of all pupils who have SEN by offering continual and appropriate forms of educational provision by the most efficient use of all available resources

Consistency of practice across the Inspire Learning Partnership for pupils with SEND			
Ethos Values	Learners	Teaching Team	Learner Community
Innovation	Learner's are creative and take risks in their learning.	Teaching team are creative and reflective adapting their practice to meet all needs	Resources are responsive and creatively applied



Nurture	Learner's feel safe and supported in all areas of development	The teaching team supports individual needs through an environment that promotes high expectations empathy and collaboration	There is a high-quality and recognise signposting to support agencies
Success	Learner still motivated to have a desire to learn	The teaching team acknowledges the success of individuals sharing with them in recognising fruits	Individual successes are celebrated and shared with parents and professionals
Passion	Learner's believe they can achieve	The teaching Team Champions a desire to make learning meaningful for all	Community around the child feel valued have belief in and are actively involved in a child's learning
Integrity	Learner's feel they are part of the wider school community and that they are valued within this	The teaching team is fully inclusive non-judgmental and empathetic	Trusting relationships are established and encourage open dialogue
Responsibility	Learner's have ownership and next steps	The teaching team evidences accountability in securing good progress for all pupils	There is a shared commitment to advancing the development of the child
Excellence	Celebrate and take pride in their achievements	The teaching team affect a measurable impact on learning outcomes	There is a collaborative strategy in striving for excellence

St Monica Primary is a large mainstream primary school within the Sholing community. We are split across two sites: Inspire (EYFS and Key Stage 1) and Endeavour (Key Stage 2).

Area of Support	Whole School Response Universal Quality First Teaching may include:	Targeted support for individuals or small groups short / medium term	Specialised individual support medium / longer term
Learning/ Curriculum	<ul style="list-style-type: none"> <li>Weekly assessments for all taught subjects</li> </ul>	<ul style="list-style-type: none"> <li>Individual Education Plans in all core subjects – reviewed at</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing review of Individual Education Plans</li> </ul>



	<ul style="list-style-type: none"> <li>● Detailed planning for all subjects with differentiated approaches for every pupil</li> <li>● Termly meetings with parents</li> <li>● Annual School Report</li> <li>● Ongoing contact with parents through Home School Book</li> <li>● Ongoing assessment of pupil progress and attainment</li> <li>● Analysis of progress data for whole school and individual pupils</li> <li>● Generic risk assessments</li> <li>● Schemes of work to meet the needs of all learners</li> <li>● Challenging behaviour Plans (IBPs)– reviewed half termly</li> <li>● Ongoing monitoring, graphing and analysis of behaviour</li> <li>● Meetings with parents regarding specific issues</li> <li>● Detailed risk assessments for identified pupils</li> <li>● Additional information shared on pupils at whole school meetings</li> <li>● Detailed and individual social stories for range of activities and lessons Additional schedules for problem areas/activities</li> <li>● Individual behaviour charts with external motivators and reward Individual Education Plans in all</li> </ul>	<p>half Termly</p> <ul style="list-style-type: none"> <li>● Challenging behaviour Individual Education Plans– reviewed half termly</li> <li>● Schedules and individual work systems for Individual Education Plans in all core subjects – reviewed Termly</li> <li>● Ongoing monitoring of behaviour Meetings with parents regarding specific issues</li> <li>● Detailed risk assessments for identified pupils</li> <li>● Additional information shared on pupils at whole school meetings</li> <li>● Detailed and individual social stories for range of activities and lessons</li> <li>● Additional schedules for problem areas/activities Individual behaviour charts with external motivators and reward</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly assessment of challenging behaviour</li> <li>● Individual Education Plans and behaviour data and resulting adjustments made</li> <li>● Daily contact with parents</li> <li>● Support from specialist behaviourists</li> <li>● Multi agency meetings to review areas of difficulty and levels of support</li> <li>● Risk assessments relating to specific activities Different timetable and activities</li> <li>● Individualised learning programme</li> <li>● Structured environment with regular built in times for physical exercise alongside positive choices</li> <li>● Annual Reviews where appropriate</li> </ul>
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	<p>core subjects – reviewed at half termly</p> <ul style="list-style-type: none"><li>● Challenging behaviour Individual Education Plans– reviewed half termly</li><li>● Schedules and individual work systems for Individual Education Plans in all core subjects – reviewed Termly</li><li>● Ongoing monitoring of behaviour Meetings with parents regarding specific issues</li><li>● Detailed risk assessments for identified pupils</li><li>● Additional information shared on pupils at whole school meetings Detailed and individual social stories for range of activities and lessons</li><li>● Additional schedules for problem areas/activities Individual behaviour charts with external motivators and reward</li><li>● Ongoing review of Individual Education Plans</li><li>● Weekly assessment of challenging behaviour Individual Education Plans and behaviour data and resulting adjustments made</li><li>● Daily contact with parents Support from specialist</li></ul>		
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	<p>behaviourists</p> <ul style="list-style-type: none"> <li>● Multi agency meetings to review areas of difficulty and levels of support</li> <li>● Risk assessments relating to specific activities</li> <li>● Different timetable and activities Individualised learning programme</li> <li>● Structured environment with regular built in times for physical exercise alongside positive choices Ongoing review of individuals progress</li> <li>● Weekly assessment of challenging behaviour and Individual Behaviour Plans and behaviour data, resulting adjustments made</li> <li>● Daily contact with parents Support from specialist behaviourists</li> <li>● Multi agency meetings to review areas of difficulty and levels of support</li> <li>● Risk assessments relating to specific activities</li> <li>● Different timetable and activities Individualised learning programme</li> <li>● Structured environment with regular built in times for physical</li> </ul>		
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	<p>exercise .</p> <ul style="list-style-type: none"> <li>● Pupils have their tasks differentiated to their learning needs</li> <li>● Focus on positive behaviour management for all pupils systems used throughout each day</li> </ul>		
support	<ul style="list-style-type: none"> <li>● Support provided to meet personal and social needs Multi agency support Weekly class team meetings to review pupil progress Progress, share information etc</li> </ul>	<ul style="list-style-type: none"> <li>● Enhanced staff support during lessons and class activities</li> <li>● Small group provision</li> <li>● Increased levels of multi-agency support</li> <li>● Support/guidance from Educational Psychologists</li> <li>● Support/advice from internal behaviour manager</li> <li>● Programmes and guidance provided by Speech and Language therapists Occupational therapist and other professionals</li> </ul>	<ul style="list-style-type: none"> <li>● 1:1 support across the day or for specific subjects</li> <li>● Rotation of class staff across the day</li> <li>● Regular multi-agency support and meetings</li> <li>● Intensive support from Educational Psychologists</li> <li>● Additional advice from medical services, autism assessment teams, health care teams etc.</li> </ul>
Teaching	<ul style="list-style-type: none"> <li>● Small group teaching for all lessons</li> <li>● Groups changed to reflect pupils' learning needs for each lesson</li> <li>● Structured environment within each class</li> <li>● Consistent routines and systems</li> </ul>	<ul style="list-style-type: none"> <li>● Small group support provided for less structured activities</li> <li>● Additional visual clues and guidance</li> <li>● 1:1 support provided to meet personal and social needs</li> <li>● Individual behaviour systems,</li> </ul>	<ul style="list-style-type: none"> <li>● Pupil taught on an individual basis at some points in the day.</li> <li>● Teaching at times can be in separate room</li> <li>● Restricted time with class peers Restricted access to facilities at shared times i.e.</li> </ul>



	<p>across the whole school</p> <ul style="list-style-type: none"> <li>● Creating and exciting lessons</li> <li>Learning to learn skills</li> </ul>	<p>rewards and motivators</p>	<p>playtimes</p> <ul style="list-style-type: none"> <li>● Priority access to identified resources</li> </ul>
Emotional	<ul style="list-style-type: none"> <li>● Positive learning environment with excellent staff role models.</li> <li>● Focus on developing confidence and self Esteem</li> <li>● ELSA support if required</li> </ul>	<ul style="list-style-type: none"> <li>● Increased time allocated to emotional development</li> <li>● Focus on developing shared attention skills</li> <li>● Nurture provision</li> <li>● Ongoing ELSA</li> </ul>	<ul style="list-style-type: none"> <li>● Emotional development and wellbeing becomes main focus</li> <li>● Increased joint working between parents, school and multi agencies</li> </ul>

**What type of school are you? What is your vision for pupils with SEND?**

At our school everyone works together to enable every child to be happy, healthy, safe, creative and have the personal confidence to contribute and achieve his or her potential, both academically and personally. As a school we are fully committed to providing an accessible environment and curriculum which values and includes all children. We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life.

**Who should I contact if my child has special educational needs and I am considering St Monica Primary for my child?**

Miss Becky Rider is the Special Educational Needs Co-ordinator (SENCo) and Mrs. Lisa Marshall is the Executive Principal. They can be contacted via the school office and will be able to discuss your child’s needs with you and arrange a time for you to visit.

**How does the school identify children with special educational needs?**

As explained in the SEN Code of Practice (2015), special educational needs are defined as pupils who have learning needs which require provision that is different from, or additional to, what is normally available to pupils of the same age.

At St Monica Primary School, we recognise that special needs fall into four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health



- Sensory and/or physical

Children with special needs may need extra help with:

- Thinking and understanding
- Physical or sensory needs
- Emotional or social needs
- Speech and language needs
- How they relate to and interact with other people

As a school we are always assessing children and how much progress they are making. If we notice your child is consistently making slower progress than we would expect, despite extra support, your child's class teacher will contact you. It may be decided, following discussion with you, and in consultation with the SENCo, that your child has a special educational need and that they are placed on the school's SEN register. We have a number of standardised tests to help us identify areas where your child may need support and we may also use these to help us better understand your child's needs.



### How will the school support my child? How will the curriculum be matched to my child's needs?

All children are different and have different needs. Your child will receive support which matches their needs from the range of support we offer at St Monica Primary school. This is called our Graduated Approach to support. We review provision continually on an informal basis and more formally once every half term. We follow the assess, plan, do, review cycle.

All children benefit from high quality teaching from their class teacher which is known as 'universal provision'. Support is then layered from this point forward based on your child's needs. Pupils who receive support at Stage 4 of the Graduated Approach are identified on the school's SEN register. They receive an Individual Education Plan (IEP) and a Pupil Passport to support target setting and key information sharing throughout their time in school. Pupils at Stage 5 of the Graduated Approach hold an Education Health and Care Plan which is reviewed at least annually.

Stage	Provision required	Support and provision	Assessment, recording and monitoring systems	Monitored by:
1	Universal provision	<ul style="list-style-type: none"> <li>High quality first teaching</li> <li>A broad and balanced curriculum within an inclusive classroom</li> <li>Personalised learning targets</li> <li>Attention paid to different learning styles</li> <li>Carefully planned differentiation, including practical, visual, concrete resources</li> <li>Modelling by adults within the classroom</li> <li>Curriculum assessment of progress to support target setting for pupils</li> <li>Assessment for learning and constructive feedback</li> <li>Individual targets</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated planning and outcomes</li> <li>Pupil aware of learning targets</li> <li>Reviewed at Pupil Progress and Phase Review meetings with Senior Leadership Team</li> <li>Assessment for Learning systems used to identify strengths/gaps</li> </ul>	<ul style="list-style-type: none"> <li>Class Teacher</li> <li>Phase Leaders</li> <li>Assistant Head</li> <li>SLT</li> </ul>
2	Early intervention support (Not on SEN Register)	<p>In addition to Stage 1:</p> <ul style="list-style-type: none"> <li>Support within class through small groups and individual support (e.g. cut away, workshops)</li> <li>Differentiation of the curriculum to meet individual learning needs</li> <li>Tools and resources to support access</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated planning and outcomes</li> <li>Pupil aware of learning targets</li> <li>Reviewed at Pupil Progress and Phase Review meetings with Senior Leadership Team</li> <li>Assessment for Learning systems used to identify strengths/gaps</li> </ul>	<ul style="list-style-type: none"> <li>Class Teacher</li> <li>Phase Leader</li> <li>Assistant Head</li> <li>SLT</li> </ul>



3	Targeted, additional support (Not on SEN Register)	<p>In addition to Stages 1 - 2:</p> <ul style="list-style-type: none"> <li>● Investigation of strengths and needs</li> <li>● Early intervention and personalised provision</li> <li>● Inclusion of parents and child as part of an Assess - Plan – Do – Review cycle of targeted assessment</li> <li>● Targeted support within class through small groups and working individually with an adult</li> <li>● Additional group or individual programmes</li> <li>● Evidence based interventions delivered individually or in small groups between 8-20 weeks (e.g. ELSA support, phonics and reading interventions etc). Reviewed 6 weekly.</li> <li>● Differentiation of the curriculum to individual learning needs e.g. alternative methods of recording</li> <li>● Tools and resources to support access</li> </ul>	<ul style="list-style-type: none"> <li>● SENCo made aware (Concern sheet completed, detailing evidence of intervention, impact and outcomes)</li> <li>● Differentiated planning and outcomes</li> <li>● Pupil aware of learning targets</li> <li>● Reviewed at Pupil Progress meetings with SENCo</li> <li>● Assessment for Learning systems used to identify strengths/gaps</li> <li>● Intervention records completed to record progress</li> </ul>	<ul style="list-style-type: none"> <li>● Class Teacher</li> <li>● Phase Leader</li> <li>● SLT</li> <li>● SENCo</li> </ul>
4	Targeted, intensive additional support (SEN register)	<p>In addition to Stages 1 – 3:</p> <ul style="list-style-type: none"> <li>● Multi-professional planning and coordinated support may be in place e.g. E.P. Service, Outreach Services (SAOS), Health colleagues, PHIG and CAMHS.</li> <li>● Personalised support, working on an individualised curriculum</li> <li>● High levels of adult support and modelling to enable access to the curriculum</li> <li>● Personalised resources e.g. workstation if appropriate</li> <li>● Inclusion of parents/carers, child as part of a Assess-Plan-Do-Review cycle of targeted assessment and intervention</li> <li>● Individual Education Plan reviewed at least termly</li> <li>● Identified on school provision map, reviewed at least termly</li> <li>● Access to an adapted environment if</li> </ul>	<ul style="list-style-type: none"> <li>● Pupil Passport</li> <li>● Individual Education Plan with at least termly review</li> <li>● SENCo monitoring provision</li> <li>● Intervention identified on the whole school provision map.</li> </ul>	<ul style="list-style-type: none"> <li>● Class Teacher</li> <li>● Phase Leader</li> <li>● SLT</li> <li>● SENCo</li> </ul>



		<p>appropriate</p> <ul style="list-style-type: none"> <li>• Individual modifications to the curriculum</li> </ul>		
<b>Request for Education, Health and Needs Assessment</b>				
5	<p>Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term. (SEN register – EHCP or application)</p>	<p>In addition to Stages 1 – 4:</p> <ul style="list-style-type: none"> <li>• Education, Health and Care Plan (EHCP) reviewed annually (Annual Review)</li> <li>• Multi-professional planning and coordinated support e.g. E.P. Service, Outreach Services (SAOS), Health colleagues</li> <li>• Personalised support, working on an individualised curriculum</li> <li>• High levels of adult support and modelling to enable access to the curriculum</li> <li>• Personalised resources e.g. work station if appropriate</li> <li>• Inclusion of parents/carers, child as part of a Assess-Plan-Do-Review cycle of targeted assessment and intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Review Meeting</li> <li>• Pupil Passport</li> <li>• Individual Education Plan reviewed at least termly</li> <li>• IEP Progress Forms</li> <li>• Intervention identified on whole school provision map.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Teacher</li> <li>• Phase Leader</li> <li>• SLT</li> <li>• SENCo</li> </ul>



		<ul style="list-style-type: none"> <li>● Individual Education Plan reviewed at least termly</li> <li>● Identified on school provision map, reviewed at least termly</li> <li>● Access to an adapted environment if appropriate</li> <li>● Individual modifications to the curriculum</li> </ul>		
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**How will my child’s progress be reviewed?**

Pupils at Stages 1 – 3 of the Graduated Approach are reviewed half termly with members of the senior leadership team at scheduled pupil progress meetings with the class teacher. This forms part of the assess, plan, do review cycle and provision is adjusted based on our assessment during these discussions.

If your child is at Stage 3 of the Graduated Approach and the class teacher is concerned that they are not making sufficient progress, a meeting will be held between the class teacher and the SENCo. One outcome of this meeting may be that your child is placed at Stage 4 and receives an Individual Education Plan (IEP) and a Pupil Passport. You will be kept informed of this by your child’s class teacher.

The Individual Education Plan (IEP) sets overall outcomes for the year and targets are set termly to try to achieve the overall outcomes. You will be invited for termly review meetings with the class teacher to discuss progress against targets. The class teacher continually reviews the Individual Education Plan (IEP) as part of their support for your child.

The Pupil Passport allows your child to voice their likes, dislikes and how others can best help them in school. It also keeps a record of outside agency referral and school support.



If your child is at Stage 5 of the Graduated Response they already have an Education Health and Care Plan or one has been applied for. Your child has an Individual Education Plan (IEP), reviewed termly, which has targets drawn from your child's Education Health and Care Plan. They also have a Pupil Passport. These documents are kept in the pupil's 'All About Me' folder where we celebrate your child's progress against their targets.

We use the 'All About Me' folder when we complete the Annual Review of your child's Education Health and Care Plan. This is a meeting between your child's class teacher, the SENCo Miss BECKY Rider, yourselves, any other professionals involved with your child or family and sometimes our school's SEN Officer from the Local Authority.

### **What should I do if I think my child has special educational needs?**

Please communicate your concerns with your child's class teacher. They will be able to discuss with you where your child is in their learning as well as the progress they are making socially and emotionally. They will also be able to let you know what support they can put in place to address any concerns. Many concerns which are not solely 'educational' can also be discussed with your child's GP or our school nurse.

### **How will you and I know how my child is doing? How will you help me to support their learning?**

St Monica Primary recognises the importance of regular communication with parents and values a strong home/school partnership. Class teachers are generally available after school each day for informal discussions, where advice and resources to help your child to continue learning at home can be provided. An appointment for a more formal meeting may be made by contacting the school office.

For Pupils at Stage 4 and 5 of the Graduated Response, your child will have an Individual Education Plan. This will be reviewed every term with you, your child and their class teacher. Your class teacher will let you know how you can help your child at home.

### **How is my child involved with decisions about their education?**

Pupil voice is important to us. We discuss your child's targets with them and adjust them based on their feedback. At Stage 4 of the Graduated Approach, your child is involved in giving their views more formally about how we can best support them in school through the Pupil Passport. At Stage 5 of the Graduated Approach, your child is consulted prior to their Annual Review meeting to share their views, wishes and desires. For some Annual Review meetings, where it is appropriate, your child will attend to share this information in person.



**What support will there be for my child’s overall well-being?**

Class teachers have a responsibility to safeguard your child’s well-being and provide pastoral support. In addition to this we have Emotional Literacy Support Assistants (ELSAs) who can support your child with a number of social and emotional areas.

We are committed to ensuring children with special educational needs attend school as regularly as possible. All of our staff are mindful of the importance of supporting behaviour and avoiding exclusions through de-escalation techniques and preventative support. More information can be found in our Positive Behaviour Policy.

We are mindful of children’s medical needs and will provide support where we can. Information on how we can help with medical needs is available in our school’s Supporting Pupils with Medical Conditions Policy.

What specialist services or expertise are available or accessed by the school?

Our school accesses support in accordance with Southampton’s local offer. Outside agencies we work with include:

<ul style="list-style-type: none"> <li>● Child and Adolescent Mental Health Services (CAMHS)</li> <li>● Educational Psychology Services</li> <li>● Southampton Advisory Outreach Support</li> <li>● Southampton Inclusion Partnership</li> <li>● Occupational Therapy</li> <li>● Physiotherapy</li> <li>● School Nurse</li> <li>● Speech and Language Therapy</li> </ul>	<ul style="list-style-type: none"> <li>● Speech and Language Support Assistant</li> <li>● Specialist teacher advisors for the hearing and visually impaired</li> <li>● Social Care</li> <li>● Multi Agency Safeguarding Hub</li> <li>● Virtual School</li> <li>● Portsmouth Down Syndrome Association</li> </ul>
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**What training have the staff supporting children with SEND had or may they have?**

We are lucky to have staff with a wide range of experience and expertise. All teaching staff and teaching assistants have regular Professional Learning Meetings which include training on emerging school and staff needs. All teaching staff and teaching assistants develop their practice through a robust Performance Management programme.



At St Monica we have Emotional Literacy Support Assistants (ELSAs) who are specially trained to help your child with social or emotional areas of development. We have a Therapy Teaching Assistant who supports children develop their fine or gross motor skills or their speech and language development.

**Resources and support are matched to your child's needs and monitored through the continual review of the Graduated Approach.**

The highest proportion of our SEN budget is spent on Teaching Assistant support and specialist resources. Teaching Assistants are deployed to run interventions with individual pupils or groups. Some Teaching Assistants work 1:1 with pupils.

Pupils who receive additional funding through an Education, Health and Care plan can expect that some of this will be used towards the provision of a Teaching Assistant to support your child in accordance with their timetable.

**How will my child be included in activities outside the classroom, including school trips?**

Your child will be fully included in activities outside the classroom and school trips. We carry out full risk assessments for all activities and school trips. If we have any specific concerns, we will discuss these with you in order to make sure we best support your child.

**How accessible is the school environment?**

We are committed to making our school environment as accessible as possible. The curriculum is differentiated to support your child's development. Physical barriers to participation may be removed by adjusting the location of a planned classroom. We do have toilet facilities available for use by a person with a disability. These can be accessed in without encountering steps from the early years building on Inspire and in a separate building on Endeavour via a ramp. For further details, please see our Accessibility Policy.

**How are adaptations made to the curriculum and learning environment for my child?**

Any adaptations to the curriculum needed are dependent on your child's individual needs. As part of the high quality universal provision that all class teachers at St Monica provide, you can expect your child's work to be appropriately differentiated. Some pupils will benefit from time with a Teaching



Assistant or specialist equipment. We make use of inclusive strategies to ensure that pupils with special educational needs enjoy the same opportunities as their peers.

### **How will St Monica prepare and support my child to join the school and then transfer to a new school?**

We support all our pupils to make successful transitions to new schools but recognise that children with SEND might need additional support. Throughout the year, we have children who leave and arrive. Information is shared between the school in order to pass on a good understanding of the child's needs and abilities. This ensures that the move is as easy as possible for everyone involved. Where time and location allow, extra visits are arranged for the child in order for them to get to know some of the new staff and buildings and social stories may be written. For children in Year Six, the preparation for a move begins in March following the naming of the new school and continues in the Summer Term with visits from staff of the new school and additional visits for the children to the new school. In Yr. R, close links are being formed with pre-schools in our area and the children with SEND are visited in their pre-school setting by the Early Years Leader before they begin to attend St Monica's. Parents are also contacted and discussions held to ensure we are well informed about how to meet your child's needs. A programme of induction begins in May, in order to give the children a chance to begin to get used to us and for parents to ask any questions.

### **How do you monitor the effectiveness of provision for pupils with Special Educational Needs?**

All teachers are required to evidence that they meet the Teacher's Standards which includes the ability to effectively provide for different groups of pupils in class. The Senior Leadership Team also monitors the effectiveness of all provision in classes through regular learning walks, pupil conferencing, data analysis and book scrutinies.

### **What steps should I take if I have concerns about St Monica's SEND provision?**

Any concerns that you have concerning the provision made for your child, should be discussed in the first instance with the class teacher. If this does not satisfy your concern, then please do ask for an appointment with the SENCo, Deputy Headteacher or Principal. We aim to resolve concerns as soon as possible to ensure that the needs of the child are paramount. If we do not resolve your concern and you feel you would like to make a complaint the school follows Inspire Learning Partnership Complaints Procedure Statement. The Complaints Procedure is available on the school and Trust website.



### **What should I do if I need further advice?**

The first point of contact for anything relating to your child's education is the class teacher. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. Staff are always available to talk outside of teaching hours or an appointment can be made for a mutually convenient time. Please telephone the School Office to arrange an appointment. We all have challenges at home from time to time and this can impact on the progress of your child. We are here to support you and your family and do have experience of supporting families with a wide range of difficulties such as challenging behaviour at home, mental health difficulties, and Financial problems. If you would like to discuss a sensitive matter with a senior member of staff, you are encouraged to contact the Principal, Deputy Head or SENCo for information which will provide you with support. We might not have the answers straight away but can provide confidential advice to signpost you to support.

The Southampton Special Educational Needs and Disability (SEND)

Information Advice and Support Service (IASS) is a local organisation contracted by Southampton Local Authority to deliver an independent service to families with children and young people with special educational needs living in the city. <https://www.southamptonsendiass.info/>

**Contact:** Phone: 0300 303 2677

**Email:** [southamptoniass@roseroad.org.uk](mailto:southamptoniass@roseroad.org.uk)

**Facebook:** Southampton SEND IASS

### **Where can I find out information about the Local Authority Local Offer?**

Visit the local authority website: <http://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page>