



St Monica Primary School

Special Educational Needs and Disabilities Information Report

The Information Report has been written to support parents to understand how St Monica Primary School responds to children with special educational needs. Whilst we do have a SEND Policy online, parents have advised us that there is a list of 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.

This document complies with the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools Dept for Education Feb 2013
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (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
- The Engagement Model July 2020
- Special Educational Needs and Disability (SEND) Regulations 2014. Throughout the document the term 'parents' is used to refer to carers and parents.

1. What type of school is St Monica Primary School?	St Monica Primary School is a mainstream school for children between the ages of 4-11. We are committed to providing a high-quality education for pupils with a wide range of needs. This includes those with particular needs in the areas of communication and interaction, cognition and learning, social, emotional and mental health, sensory and/or physical. As of September 2027, the school has 315 places. All 12 classes are fully inclusive and determined by children's ages rather than their individual level of need. We have high levels of expectations for all our children and we aim to fully extend their academic and social development. We manage high levels of support and individualised learning programmes to ensure both the learning and social needs of each child are met within their class. Throughout their time in our primary school, children may receive varying levels of support according to their changing needs and circumstances.
2. What special educational needs do you cater for?	We provide an inclusive education for all pupils, including children who may be experiencing difficulties in one of these four broad areas: • Communication and Interaction (e.g. autistic spectrum disorder, speech and language difficulties) • Cognition and Learning (e.g. dyslexia, development co-ordination disorder) • Social, Emotional and Mental Health Difficulties (E.g. ADHD) • Sensory and Physical Needs (E.g. visual impairments, hearing impairments, processing difficulties.)
3. How do you know if my child may need	Class teachers make regular observations and assessments of all children within the classroom setting. Informal assessments may also take place, to assess strengths and weaknesses. Assessments may be of an academic or a social nature.

extra help or may have Special Educational Needs or Disabilities (SEND)?	These assessments are used to identify any children whose: • Progress is significantly slower than that of their peers • Progress fails to match or better their previous rate of progress • Attainment falls below the age-related expectation and widens the attainment gap • Formal assessment score indicates a particular weakness. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND, but may often lead to further investigation. If any concerns are raised, the class teacher will then consult with the SENCo, Mrs Sherwood, who will look further into the nature of the difficulties with the class teacher and look at the criteria for placing a child on the SEND register, following a rigorous Assess, Plan, Do, Review approach. Parents will be informed if any concerns are raised and their viewpoints will be taken into consideration. The early identification of additional needs is paramount in ensuring the best possible progress for all children. For those children working well below their Key Stage and not able to access the National Curriculum, we can apply the engagement model to assess learning needs and next steps or a personalised curriculum. We also welcome any conversations from children or parents about potential SEND.
4. How will we know how my child is doing with their learning?	All children have communication about their learning through parents evening, exit points (come visit their work) and reports. In addition, we recognise the importance of developing close working relationships with parents of children who have SEND and we regularly update you about how your child is progressing with their learning through: • Informal communication and chats before and after school • Formal SEND meetings where we share your child's individual learning targets with you and discuss how well your child is doing • Regular communication where necessary through home school communication books or Seesaw • Meetings with outside agencies (E.g. Educational Psychologists, Speech and Language Therapists) • Annual reviews (if your child has an Education, Health and Care Plan) • Transition meetings with new class teachers or schools • Additional meetings as and when required We will advise you about how you can best support your child at home or sometimes signpost to external agencies for further support. For those well working below their key stage and not accessing the national curriculum, we will apply a bespoke curriculum to help your child to make progress. This does not necessarily replace our existing plans, assessments and reporting systems, but adds value to them.
5. How will my child be involved in their learning?	We believe that your child should be at the centre of all learning discussions. Where appropriate, we will seek your child's viewpoints and are keen to find out how they think they are progressing, what they are finding difficult and useful strategies to use to support them. Where appropriate, children also complete questionnaires about support and can communicate with a variety of adults about their needs. Children are always welcome at meetings if that is your and their wish.
6. How will my child's progress in learning be reviewed?	As part of the graduated response, we all work within a cycle of 'Assess – Plan – Do - Review'. Every small step is clearly planned based on assessment of your child's needs. Provision is set up for your child (E.g. either a specific 1:1 intervention, small group work, inclusive teaching or adaptations to the environment) and a timeframe is agreed in which to achieve the set targets.

	After the timeframe has ended, your child's learning target and progress within it is evaluated and the cycle continues. You are informed of your child's progress and their next steps in learning. This is in addition to communication about their learning through parents evening, exit points (come visit their work) and reports. Ongoing responsive teaching and assessment for learning happens on a daily basis.
7. How will you support my child's transition to school and to the next school?	If your child has been identified as having special educational needs prior to starting school, then a meeting will take place with your child's current setting and the school. It enables us to gain a more thorough understanding of your child and their needs before they join the school. We work closely with the professionals that know your child the best at that time and put together a structured plan that details the strategies and provision that will help your child have a successful transition into school. If your child has an Educational Health and Care Plan, the Local Authority in charge of this plan will consult with a new setting prior to your child starting, to ensure this setting can meet the needs of your child in line with their plan. To support transition, children will be invited in for a tour, where they can meet staff and children. If needed, we will also create a social story and general copies of these are on our website. A similar process will happen when your child moves from St Monica Primary School to another setting, whether this be at an end of phase transition or an in-year transfer. There will be an arranged meeting with the next school's SENCo and future schools will also be invited to your child's Annual Review if they have an Education Health and Care Plan.
8. What is your approach to the teaching of children with SEND?	High quality, inclusive teaching is our first step in responding to children with SEND. We offer a broad and balanced curriculum that will be adapted and differentiated for individual pupils. Some children may benefit from smaller group work or 1:1 support at times. We provide the following interventions: • Precision Teaching • Clever Hands and Clever Bodies (Fine and Gross Motor) • ELSA • NHS provided Speech and Language programmes • Private Speech and Language programmes • NHS OT or Physio interventions provided directly to the school • Attention Autism • Lego Therapy • Draw and Talk • Alternative Pathway Where possible we continue to engage with further training to offer a range of support. We also provide small group or 1:1 support for children with specific cognition targets which do not fit into the above interventions. This may be 10 minutes working on a specific target e.g. recalling number bonds to 10. St Monica will also make physical adjustments, depending on needs, these might be resources to help with learning, furniture or site changes to ensure our school is inclusive. Adaption can be made for breaks, fidgets, medication and timetable where necessary.
9. What adaptations are made to the curriculum and the learning environment for my child?	In order to meet your child's needs, it may be necessary to make adaptations to the curriculum or the learning environment. This may be through: • Adaptive teaching of our curriculum ensures all children are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. • Adapting our resources and staffing • Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. • Adaptive teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

	• Setting up an individual workstation, giving a specific seat or carpet space, creating a calming zone, etc. • Completing risk assessments where necessary to make adjustments to school trips, sports events and after school clubs etc. • Adapting our environment and furniture to be inclusive.
10. What training and expertise do the staff at St Monica Primary School have with SEND?	Mrs Sherwood is the SENCo at St Monica Primary School. She has completed the National Award for Special Educational Needs or Disabilities Co-ordination at the University of Winchester as well as an NPQ in Behaviour and Culture. Mrs Sherwood role is full time as SENCo however she has previously taught in KS1, KS2 and KS3 so she knows how to manage SEND provision while also understanding classroom approaches. She is particularly passionate about achieving high-quality inclusive education for all. There is a trained Emotional Literacy Support Assistants at St Monica Primary, Mrs Kjrsti Carr. She also supports children with informal nurture sessions/check ins. Sophie Cook and Emily Ricketts are both trained in Drawing and Talking. We work with a Speech and Language Therapist who demonstrates support strategies for NHS speech programmes and reviews them as needed. In 2025, Donna Sutton-Smith and Emily Ricketts are LSA's trained with Microlink to develop the use of inclusive technology. Paul Langston, Leighsa Young and Georgie Hirst also completed this training as teachers. Mrs Sherwood has received training from Southampton Inclusion Partnership to lead Attention Autism sessions and support staff to implement these skills. Autism in Schools also work closely with staff at St Monica Primary. Regular CPD is provided for all Teachers and LSAs. This is both with external agencies or through senior leaders/specialists within the school. SENCo, Mrs Sherwood attends the Trust wide SENCo group and the Southampton SENCo Hub, where local SENCos meet and work collaboratively under the guidance of Southampton Inclusion Partnership. Specialist advisory teacher from Southampton council work to support children with hearing impairment and visual impairment. Pets as Therapy also support our children with reading. Specialist expertise is secured through referrals to external agencies and outreach support where necessary including, Southampton Inclusion Partnership Advisory Service (SIPAS), Mental Health in Schools Team (MHST), Child and Adult Mental Health (CAMHs) and Autism Hampshire and Southampton.
11. How is SEND provision evaluated?	We evaluate the effectiveness of provision for children with SEND by: • Reviewing children's individual progress towards their learning targets • Reviewing the impact of interventions • Completing pupil questionnaires, pupil interviews or pupil conferencing • Monitoring by the SENCo, the Principal, the CEO, Outside Agencies such as Southampton Inclusion Partnership and the Academy Councillor with responsibility for SEND • Holding annual reviews for children with EHC Plans • Ongoing school self-evaluation and monitoring.
12. Would my child be able to join in with other children who do not have SEND?	Absolutely! As an inclusive school, we believe that all children should be given the same opportunities and experiences. Whilst there are sometimes where children with SEND may need to complete learning on a 1:1 or small group basis, we strongly believe that they need to be integrated and included with the rest of the children in the class. All of our after-school clubs, trips and other opportunities are available to all our pupils. All pupils are encouraged to take part in sports day, school plays and special events, with adaptations where needed.

13. How would you support my child's emotional wellbeing?	We are a very caring school where children's emotional wellbeing is given a high priority. We teach Personal, Social and Health Education (PSHE) in classes and strongly believe that children's emotional wellbeing is crucial to their development in all areas of learning. If any child is struggling with their emotional wellbeing, it may be appropriate to receive some ELSA support or Mental Health in Schools Team (MHST). Like our other interventions, this is a time bound intervention that is individually planned to target a particular area of concern for a child. For some children, a period of time accessing nurture style support may be appropriate. The school use SCARF and colour monster to support understanding of emotions and how to regulate emotions. We always listen to the views of our children and take any emotional concerns seriously. We have a zero tolerance to bullying at St Monica Primary School.
14. Do you work with any other agencies?	We work with a range of outside agencies (where necessary) to support your child's learning and development. We can also make referrals to agencies to support you and family. Examples of outside agencies include: • Educational Psychologist (EP) • Speech and Language Therapist (SALT) • Occupational Therapist (OT) • Jigsaw support • Southampton Inclusion Partnership (SIP) • Children's Services • Mental Health in Schools Team (MHST) • CAMHs • School Nurse • Specialist Advisory Teachers for Visual impairments (VI) • Specialist Advisory Teachers for Hearing impairments (HI) • Autism Hampshire • Autism Southampton • Secondary Schools St Monica works in conjunction with the Southampton City Councils SEND Local Offer: https://www.southampton.gov.uk/schools-learning/send-local-offer/ Resources to support OAP: Ordinarily Available Provision Guidance (southampton.gov.uk) Inclusive Education Padlet: Inclusive Education Padlet Inclusion Charter: https://www.southampton.gov.uk/media/bexmsmbm/inclusion-charter.pdf
15. What would I do if I had a concern about the SEND provision at the school?	Please come and tell us if you have any concerns about the SEND provision at our school. We would advise that you speak to your child's class teacher in the first instance where we will try and resolve any issues. If necessary, the SENCo or the Principal may be involved. For more information, please follow the link to the Inspire Learning Partnership's complaints procedure: https://www.ilpartnership.org/docs/key_information/policies/Complaints_Policy_and_Procedure .pdf
16. What happens if my child is looked after by the local authority?	All the information contained in this report is relevant and applicable to children who are looked after by the local authority. Your child's individual needs will also be discussed and documented as part of the Personal Education Plan (PEP).

17. Where can I find more information ?	For more information, please follow the link to our website where you can find the SEND Policy and the Accessibility Policy: https://www.stmonicaprimary.co.uk/Policies/ Further information can be found on Southampton's SEND Webpage: Southampton City SEND. Further information can be found on Southampton's Local Offer Website: Southampton City Local Offer. We welcome visits at any time so please call the school office on 02380 399870 to arrange a time to come and look around the school.
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This document has been consulted and adapted with a variety parents and from St Monica and some appropriate sections have been shared with pupils.