

St Monica Primary School

SEND Policy

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Section one: Compliance

- This policy 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:
- The Equality Act 2010 and the Equality Act (Disability Regulations) 2010 and gives due attention to paragraph 3 of section 10. the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)
- 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 (Amendment) Regulations 2024
- The Engagement Model July 2020 (updated April 2024)
- The Children and Families Act 2014

The EYFS Statutory Framework Throughout the document the term "parents" is used to refer to carers and parents. This policy has been written by the Inspire Learning Partnership SEND Inclusion Team.

Section Two: Vision, Mission, Aims, Objectives and Consistency of Practice across the Trust.

Our Vision:

Inclusion and equity 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 preparation for adulthood.

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 high quality inclusive teaching which: fosters respect in collaboration and communication, builds self-confident, independent learners and children who enjoy school and the relationships they build.
- To provide accessible information that educates and empowers families, by 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.
- To remain at the forefront of SEND development, locally, regionally and nationally by offering outstanding SEND training, support and professional partnerships.

Aims and Objectives

Our policy aims to enable all children who may have short term or long term special educational needs and/or disabilities (SEND), to fully develop their interests and aptitudes and to be successfully prepared for adulthood 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:

- Work within the guidance provided in the Special Educational Needs and Disability (Amendment) Regulations (2024) and in line with the Graduated Response to SEND;
- Offer all children 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;
- Maximise outcomes for children with SEND and their families;
- Work closely with parents and promote a strong home/school partnership, fully involving children, parents and staff in the identification, assessment and delivery of SEND;
- Develop effective working partnerships with external agencies and other educational settings to secure close co-operation between all agencies concerned a multi-disciplinary approach to the resolution of pertinent issues;
- Recognise that there will be children with special educational needs and/or disability in all classes and therefore all teachers are teachers of children with special educational needs;
- Meet the needs of all children who are diagnosed as having SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources;
- Provide training, support and advice to all staff working with children with special educational needs and/or disabilities.

Inclusion Objectives:

- To provide realistic, challenging and attainable tasks that match and develop the ability and learning styles of each child.
- To provide carefully planned opportunities to broaden the children's learning experiences.
- To develop self-esteem, pride and sense of achievement in all our children, leading to a positive culture of success for all.
- To develop independence in thinking and learning.
- To work closely with parents concerning their children's needs through regular meetings and feedback.
- To provide opportunities for speaking and listening and co-operating with others.
- To foster a culture of aspiration for all children for now and the future.
- To promote a culture of support for the wellbeing of all.

Specific SEND Objectives:

- To identify and assess children with individual needs as early as possible in accordance with the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) and The Engagement Model 2020.
- To work within the guidance provided in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).
- To provide a Special Educational Needs Coordinator (SENDCo) and learning support team who will support children and teachers in our school to promote inclusion.
- To provide support and advice for all staff working with special educational needs.

Consistency of Practice.

Consistency of Practice across the Inspire Learning Partnership for Children with SEND			
Ethos Values	Learners	Teaching Team	Learner Community
Innovation	Learners are creative and take risks in their learning.	The teaching team are creative and reflective, adapting their practice to meet all needs.	Resources are responsive and creatively applied.
Nurture	Learners 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 high quality and recognised signposting to supporting agencies.
Success	Learners feel motivated and have a desire to learn.	The teaching team acknowledges the success of individuals sharing with them in recognising progress.	Individual successes are celebrated and shared with parents and professionals.
Passion	Learners believe they can achieve.	The teaching team champions a desire to make learning meaningful for all.	The community around the child feel valued, have belief in and are actively involved in the child's learning.
Integrity	Learners feel they are a part of the wider school community, and they are valued within this.	The teaching team is fully inclusive, non-judgemental and empathetic.	Trusting relationships are established and encourage open dialogue.
Responsibility	Learners have ownership over their targets and next steps.	The teaching team evidences accountability in securing good progress for all children.	There is a shared commitment to advancing the development of the child.
Excellence	Learners celebrate and take pride in their achievements.	The teaching team effects a measurable impact on learning outcomes.	There is a collaborative strategy in striving for excellence.

Section Three (Identifying SEND and Assessment)

Definition of Special Educational Needs and/or Disability (SEND).

Some pupils may be underachieving but will not necessarily have a special educational need; it is our responsibility to identify this quickly and ensure that appropriate support is put in place to help these pupils 'catch up'. All schools within the Inspire Learning Partnership seek to address any individual need as early as possible. A child is identified as having SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to those of the same age. (the Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2015: 6.15).

A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers

For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)." (Code of Practice, updated January 2015)

This early identification of a child's needs is the key to unlocking their potential. We adopt a graduated approach to ensure that children who do not develop age-appropriate knowledge and skills, or who fall behind their peers are identified as early as possible. The attainment of all children is assessed upon entry to the school, either as part of the Early Years Foundation Framework or through assessment against the national curriculum and standardised maths and reading tests in KS1 and KS2. This is in order to:

- Form the baseline for setting individual targets. Progress towards these targets is reviewed at data entry points to ensure that children who fall behind are identified as early as possible;
- Identify children whose development is significantly behind that of their peers. Such children are prioritised for targeted and/or specialist assessment and/or intervention as set out in section 5 below. Each intervention is reviewed frequently, based on progress against intervention-specific measures;
- Determine which children in Year 1 are at risk of not achieving in the Year 1 national phonics assessment so that they can receive the necessary targeted or specialist input to help them catch up;
- Start the process of support early when concerns appear through analysing progress data by talking to the children and a parent/carer. Where learning needs appear complex, we may also seek input from specialists such as educational psychologists or speech and language therapists if required;
- Identify where a child is working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 (KS1) or key stage 2 (KS2).

All children's assessments and reviews are made through routine observations and teachers' judgements of the outcomes of the child's work and other factors such as attendance and emotional well-being. Where a child is working below the standard of the national curriculum assessments and not engaged in subject-specific study, the Engagement Model of Assessment is applied.

Teachers adapt work to support a child's needs and arrange additional intervention. If following this support, they continue to make significantly slower progress than other children or work at a stage well below the expected standard for their age, then their needs will be further reviewed. Slower progress or lower attainment does not automatically mean that a child has SEND.

There may be many factors influencing a child's progress that are not SEND e.g.

- Attendance and punctuality.
- Health and welfare (including ACEs).
- English as an additional language (EAL).
- Being in receipt of Pupil Premium Grant.
- Being a child of armed forces personnel.

It may be decided, following discussion with the parents, and in consultation with the SENDCo, that a child has Special Educational Needs/Disabilities (SEND) and will then begin learning with SEND support. To ensure all support is accurately targeted, we apply the four broad categories of need as set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014).

Communication and Interaction.

- Children and young people with speech, language and communication needs (SLCN) struggle to communicate effectively with others. This may be because they have difficulty saying what they want, understanding what is being said to them or they do not understand or use the social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives.
Children with Autism Spectrum Condition, are likely to have particular difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and Learning.

- Support for learning difficulties may be required when children learn at a slower pace than others, or do not make expected progress from their starting points. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and Specific Learning Difficulties (SpLD), which include: dyslexia (word) dyscalculia (number) and dyspraxia (movement).

Social, emotional and mental health difficulties.

- Children may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health issues such as attachment disorder, anxiety or depression or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder. Our ELSA interventions and nurture approach supports children who may experience these difficulties.

Sensory and/or physical needs.

- Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities provided e.g. a child with vision impairment (VI) or hearing impairment (HI) or physical difficulty (PD). These difficulties can be age related and may fluctuate over time.

Section Four: A Graduated Approach to SEND Support

All children benefit from high quality teaching by their class teacher and work is carefully planned by them to support every child to be actively involved and learning. It is our aim that all children learn within their class for the majority of the day, including when on educational visits and with due regard of their needs.

We have a graduated approach to supporting children's learning needs which has been developed by each academy within the Trust and all of these stages are actioned through the assess, plan, do and review cycle.

We have a five-stage, graduated approach to supporting children's learning needs. The graduated approach at every stage involves the following four-part cycle:

Assess

Evaluate all of the information about the child, including attainment and progress data alongside national expectations and both the parent and child views. Teachers are responsible for recognising a child's needs in the first instance, regardless of category. This information may be enhanced with further assessments from specialists in school e.g. ELSAs or SENCo. Outside agencies may also contribute to the assessment cycle; parents are always consulted and permission sought.

Plan

Using the assessments, plan the most effective and appropriate short-term intervention, based on evidence of high impact strategy. During the learning review meetings, interventions designed to support the ongoing progress of a child with SEND will be carefully planned and agreed by the Principal, SENCo and class teacher. Parent Meetings are held a minimum of twice per year with the child's class teacher where there is an opportunity for parents and teachers to share an understanding of the child's progress. During these discussions we aim to gain parents' views and support them in being involved in the planning of the next steps for progress. Parents' requests to discuss concerns are welcomed and are not restricted to the identified parent teacher meeting schedule.

Do

The class teacher, under the supervision of the SENCo and SLT, will set targets to focus on an agreed outcome and so improve progress. Teachers will liaise with learning support staff when extra provision is needed for a child to achieve the targets. The targets are recorded on an Individual Learning Plan (ILP) and shared with the parent by the class teacher. Parents may have targets identified on which they can work at home. The interventions are recorded, which specifies the chronology of support during the child's time at St Monica Primary. The intervention is entered on the Whole School Provision Map and training is provided to enable staff to deliver it to a high standard as well as to provide clear information for parents / carers.

Review

Teachers are responsible for recording the review of targets on the Individual Learning Plan at least termly. The progress of all children is reviewed at least termly and Learning Review Meetings are held with the class teacher, and SENCo. Some children will have their progress towards meeting a target reviewed more frequently.

- Before a Learning Review Meeting, teachers arrange for personal targets and individual child progress evidence to be discussed with the child in preparation for the Review Meeting.
- If a child continues to make little or no progress following such a programme of support, or if a child continues to work at levels well below the national expectations, then a specialist service may be involved or a further intervention provided. Parents will always be consulted in any decision to involve outside agencies. The SENCo is responsible for liaising with external agencies. Reviewing the impact on the child's progress towards individual learning outcomes at shorter intervals, depending on the type of intervention.

Stage One of the Graduated Approach: Universal Support

It is our firm belief that the needs of children are best met in the classroom and that every teacher is responsible and accountable for the progress and development of all children they teach, including those with special educational needs and disabilities.

At this universal level, we train our teachers to deliver high quality teaching, differentiated for individual children, through specific approaches and resourcing. We review the progress of all children and make rapid adjustments to support strategies and, where necessary, teachers' understanding of the needs of the individuals they teach.

In addition, we talk to children and their parents to gain as full an understanding of their learning needs as possible. The information we gather in this way is shared with teachers in an Individual Learning Plan or Pupil Passport (for those on stages 4 and 5 of the graduated Response). These documents outline the child's strengths and difficulties, with suggested strategies for teachers to best support their learning.

- High quality inclusive teaching.
- A broad and balanced curriculum within an inclusive classroom.
- Personalised learning targets.
- Carefully planned differentiation of practical, visual, concrete resources.
- Modelling by adults within the classroom.
- Curriculum assessment of progress to support target setting for children.
- Assessment for learning and constructive feedback.

Stage Two of the Graduated Approach – Targeted Support

If a child is not making progress in any one area, then appropriate in class provision will be applied to support their development in addition to the provision at Stage One.

We provide targeted support when we consider it appropriate to make additional short term special educational provision, to remove or reduce any obstacle to a child's learning or to help them catch up if they are beginning to fall behind their peers.

Such specific, targeted one to one or small group interventions may be run outside the classroom, and limited to a number of weeks to minimise disruption to the regular curriculum. They may take the form of but are not limited to:

- support within class through small groups and individual support (e.g. cut away, workshops);
- differentiation in the access to the learning;
- variation in the tools and resources.

Stage Three of the Graduated Approach – Personalised Provision and Evidence Based Interventions.

If there continue to be concerns for a child's progress, then further support will be provided, which may be one or more of the following:

In addition to Stages 1 - 2:

- Investigation of strengths and needs.
- Early intervention and personalised provision.
- Inclusion of parents and child as part of a Plan – Do – Review cycle of targeted assessment.
- Targeted support within class through small groups and working individually with an adult.
- Additional group or individual programmes.
- Evidence based interventions delivered individually or in small groups between 6-18 weeks (e.g. ELSA support, phonics and reading interventions etc.). Reviewed 6 -12 weekly.

- Differentiation of the curriculum to individual learning needs e.g. alternative methods of recording.
- Further variation in the tools and resources to support access.

Stage Four of the Graduated Approach

If a child continues to make significantly slower progress than other children or works at a stage well below the expected standard for their age, then further provision may be agreed, called School Support. If a child is learning with School Support, then an Individual Learning Plan (ILP) will be provided in which targets for progress, parents' views and the child's views are recorded. Parents will receive a copy of the completed Individual Learning Plan on which there will be a review date. Whilst the class teacher carefully matches the curriculum to the child's needs, we can also provide a wide range of high quality SEND interventions to develop an individualised programme of specifically targeted support, which may comprise of one or more of the following:

In addition to Stages 1 – 3:

- Multi-professional planning and coordinated support may be in place e.g. E.P. Service, Outreach Services, Health colleagues, Primary Heads Inclusion Group (PHIG), Mental Health in Schools Team (MHST), and Children and Adolescents Mental Health Service (CAMHS).
- Personalised support, working on an individualised curriculum
- High levels of adult support and modelling to enable access to the curriculum
- Personalised resources e.g. workstation if appropriate
- Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention
- Individual Learning Plan reviewed at least termly
- Identified on school provision map, reviewed at least termly
- Access to an adapted environment if appropriate
- Individual modifications to the curriculum
- Identified on SEND Register (Stage 4)

We provide additional support when we consider it necessary to seek specialist advice and/or regular long-term support from a recognised professional or outside agency in order to plan for the best possible learning outcomes for those children who fail to make progress in spite of high-quality teaching and targeted intervention. This may include assessment and / or support from:

- Educational Psychology Service (EPS)
- Teacher Advisory Service
- Visual Impairment Service
- Outreach Services - Southampton Inclusion Partnership Advisory Service (SIPAS)
- Primary Headteacher Inclusion Group (PHIG)
- Child and Adolescent Mental Health Service (CAMHS)
- Autism Hampshire
- Autism Southampton
- Jigsaw support

Further support provided and paid for by the Health Service (NHS Trust) but delivered in school:

- School nurse
- Physiotherapy
- Occupational therapy
- Speech and language therapy
- Mental Health in schools Teams/Wellbeing Team

Education, Health and Care (EHC) Assessment

If a child continues to work at a stage significantly below their cohort, or continues to need a significantly high level of support to make progress (over and above that which can be provided in [Southampton's](#) or [Hampshire's](#) 'Ordinarily Available Provision') then a request for assessment, leading to a possible Education, Health and Care Plan (EHCP) can be made by the school or by parents to the appropriate local authority. The decision to award an EHCP lies with the local authority. If successful, the child will then be supported at Stage 5 of the graduated approach.

Information and Advice Service (SENDIASS) can provide support for parents to complete the application form. Telephone: 03003032677

More information on Education Health and Care assessments is available on request or by following this link: <https://www.southampton.gov.uk/schools-learning/send-local-offer/ehc-plans/>

Section 5: Criteria for Exiting the SEND Profile.

If a child who has benefited from school support continues to make good progress, they can be removed from Stage Four and continued progress will then be carefully monitored at Stage Three. This decision will be made at a SEND Review Meetings attended by class teacher and SENCo. The class teacher will then liaise with the parents.

We are required by law to keep a record of those children who have been identified as having special educational needs and disabilities, and the provision we make for them. When the pupil has made appropriate progress and therefore no longer requires intensive additional provision or support, in consultation with parents the entry will be deleted from the SEN/D register and provision will be ended in the provision map.

Section 6: Supporting Children and Families

We provide support to parents / carers of children with SEN and/or disabilities through regular contact, information sharing and termly progress reports.

Specific support is provided at key transition points. At the end of reception, parents/carers may talk to class teachers and the SENDCo about transition plans for starting Key Stage 1. Similarly, at the end of Key Stage 2 parents / carers may approach the SENDCo for support relating to Secondary School options. In order to further manage effective transitions, we prepare and support children who join or transfer from the Trust schools or Nursery at any point during the school year.

Additional support to families is available through the local authority, whose Local Offer can be accessed here: <https://www.southampton.gov.uk/schools-learning/send-local-offer/>

Please find below reference to various useful policies and support agencies. All policies are available on request at the school office or by following the links provided.

St Monica's SEND Information Report: <https://www.stmonicaprimary.co.uk/Parents/Special-Educational-Needs-SEND/>

Independent Advice and Support Service: <https://www.southamptonsendiass.info/>

National Autistic Society: <https://www.shantnas.org.uk/support>

Southampton Mencap Centre: <https://www.mencap.org.uk/>

Southampton SEND Specialist Advice: <https://www.southampton.gov.uk/schools-learning/send-local-offer/send-services/send-specialist-advice-and-guidance/0-25-service/>

Nasen: <https://nasen.org.uk/>

Parental Involvement

We believe that a close working relationship with parents/carers/families is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision;
- Continuing social and academic progress of children with SEND;
- Personal and academic targets are set and met effectively
- That it is a truly child-centred approach
- That the voice of the child is kept at the fore front of any planning and provision
- That there is an acknowledgement that the parent/carer is the child's primary carer and holds a vast amount of knowledge on their child and their needs

We involve parents/carers in important decisions regarding their child's education. Parents are actively encouraged to contribute their opinions. This may be through:

- Discussions with the class teacher;
- Parents evenings;
- Discussions with the SENDCo or other professionals;
- Target setting and monitoring of provision; through the Early Help and TAF process;
- EHC Plan reviews

Admission Arrangements

The Trust Admission Policy can be found on the school website and references all children with due respect to their abilities / disabilities.

<https://www.stmonicaprimary.co.uk/Admissions/>

Access Arrangements

If your child has an Education Health Care Plan, Individual Learning Plan or Medical Health Care Plan, reasonable adjustments will be carefully planned so that they can access appropriate curriculum, enrichment activities and any necessary assessments alongside their class.

Transition Arrangements

We support all children in making successful transitions to new settings but recognise that children with SEND may need additional support. Throughout the year, we have children who leave and arrive. Information is shared between the schools in order to pass on a good understanding of the child's needs. 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 and shared. On entry, children are carefully monitored and assessed to ensure the right level of provision in order to learn appropriately.

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 the Reception year of EYFS, close links have been formed with nurseries in our area and children with SEND are visited in their pre-school setting by the SENCo or Early Years Leader before they attend St Monica Primary. Parents are also contacted and discussions held to ensure the school staff are well informed about how to meet a child's needs. A programme of induction begins in May each year, in order to give the children a chance to begin to feel settled within the school and for parents to discuss any concerns or questions they may have.

Section 7: Supporting Children at School with Medical Conditions

Some children with SEND may also have medical needs. St Monica Primary recognises that children with medical conditions should be properly supported so that they have full access to education, including educational off-site visits and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Where children with medical conditions also have special educational needs the school will comply with the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015). For children with ongoing severe medical or personal care needs, a Medical Care Plan is written in consultation with parents and if necessary, the school nurse or other relevant health care professional. This is to support us in maintaining the good health and attendance of the child. The class teacher is responsible for meeting the needs of children with general medical issues in discussion with the parents.

For children with ongoing severe medical or personal care needs, including an allergy in compliance with Benedict's Law (2016), a Medical Care Plan is written in consultation with parents and if necessary, the school nurse or other relevant health care professional.

However, if a life-threatening medical need is diagnosed during the time that a child is at the school, parents must inform The School Office, as soon as this is known. A Medical Care Plan will then be completed before the child can be appropriately and safely cared for in school. Parents will provide prescribed, in-date medicines for use in school.

School will work closely with parents to ensure that children are provided with essential medicines such as inhalers and Epi-pens. On a regular basis, all staff update their training regarding asthma, the use of inhalers, allergic reactions and the use of Epi pens or anti histamines, in compliance with Benedict's Law (2016). Other needs may require different medical training that is provided for all relevant staff. Children, with the permission of parents, can also be provided with training to help them understand the different needs of their friends.

Medical Policy, Asthma and Administering medicines.

The management of the above is detailed in separate policies which can be found on the Trust website.

Section 8: Monitoring and Evaluation of SEND.

The progress of all children towards their attainment targets are monitored at data entry points during the year. It is expected that children with SEN and/or disabilities will make good progress in response to high quality, well differentiated teaching. Where this is not the case, we rapidly respond to the child's needs as set out in section 5. See Medical Policy:

<https://www.stmonicaprimary.co.uk/Policies/>

The Principal and SENCo meet to review the quality of provision for children with SEND at least termly.

- The progress of children with SEND is monitored regularly and according to support.
- The views of parents whose children benefit from School Support are requested at least termly on a formal basis and ongoing informally.
- The quality of teaching and inclusion is monitored by the Senior Leadership Team through classroom observations, sampling of lesson plans, book looks, professional dialogues and pupil conferencing to evaluate the impact of provision and to monitor the progress of children with SEND.

- Information obtained through the monitoring processes of children with SEND is incorporated into the process of continual review and improvement of provision for all children.
- The senior leadership team, supported by the SENCo, regularly observe lessons to monitor the quality of teaching, and for those children with SEN and/or disabilities focus specifically on the extent to which teachers adapt their lessons and resources as set out in the Graduated Response charts and Education Health and Care Plans.
- The progress of children who receive targeted or specialist support is measured against intervention specific baselines and targets. For example, we assess a child's reading development prior to and following targeted literacy intervention.
- Students with an Education, Health and Care Plan have a formal review meeting each year, at which progress and provision are considered and – if needed – changes are made to the plan.
- External agency support is also monitored for impact.

Section 9: Training and Resources

Funding

Funding to meet the needs of all children with SEND is typically met within the school budget. In addition, for pupils with the most significant needs, there may sometimes be top up funding available via an Education Health Care Plan. Decisions around the allocation of EHCPs and the associated funding is made by the relevant Local Authority.

Staff Training

We make every effort to ensure that staff at St Monica Primary are suitably trained and that we have adequate resources available to meet the needs of all children, including those with SEN and/or disabilities.

In addition to the programme of Continued Professional Development (CPD), all teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures regarding SEND provision and practice at St Monica Primary.

At St Monica Primary, all teachers are teachers of children with SEND. The quality of teaching for these children and the progress made by them is a core part of the school's professional development for all teaching and support staff. All teachers, learning support assistants and Emotional Literacy Support Assistants (ELSAs) actively participate in a comprehensive programme of continuing professional development, supported by the SENDCo and Senior Leadership Team. In addition, specialist advice is provided to support the development of their knowledge of specific disabilities or difficulties, as necessary.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development. In addition, we plan staff training in relation to our children's special educational needs, on an annual basis, to ensure continued professional development of all staff.

The SENDCo regularly attends SENDCo network meetings in order to keep up to date with local, Trust and national updates in SEND.

Section 10: Roles and Responsibilities

The Trust Board and the Academy Councillor (AC) champion for SEND, are responsible for ensuring that the necessary provision is made for children with special educational needs.

The SEND Academy Councillor:

The Academy Councillor (AC) who champions SEND, has specific oversight of the school's arrangements for SEN and disability. Their responsibilities include:

- Be the lead person on the AC, who understands the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015), including the, 'The Children and Families Act 2014' and in doing so, champions the legal compliance and culture of inclusion for all.
- Support the work of the SENDCO to be assured that the school meets its statutory duties and has a consistently effective and inclusive culture.
- To seek assurance by meeting with the SENDCO and any other relevant other staff at least termly.
- To monitor the deployment of resources allocated to SEND.
- Report back to AC meetings in order to facilitate the scrutiny and impact of the schools work on SEND and ensure compliance with statutory duties. Ensure that any SEND note of visits are received by the AC and that the SEND action plan is reviewed termly.
- Ensure that any deficiencies in SEND are brought to the AC for discussion and seek appropriate assurance that staff are taking action.
- Seek assurance that the localised Trust SEND, accessibility and equalities policies, are being followed in practice.
- In liaison with the SENDCO, seek assurance that the training programme for staff, AC members and volunteers (as applicable), reflects the needs of the school and statutory regulations.
- To know what systems are in place in the school for identifying pupils with SEND and evaluating their progress and attainment
- Ensure that attainment and progress data for pupils with SEND, is received and analysed by the AC on a termly basis to identify trends and areas for action.
- To know how the interventions and additional resources impact on the outcomes for pupil, so that academic progress is accelerated and there are no gaps in attendance
- To be assured that the school has effective protocols for involving the pupil, their parents/carers in planning and evaluating interventions and support given.
- To ensure the school revises and updates the school's SEND information report to reflect the changing nature of SEND cohorts and this report is ratified annually by the full AC and made available on the school website.

Head Teacher

The Head Teacher/Head of School has overall responsibility, liaising regularly with the SENDCo and Academy Councillor as to the children's needs and the provision necessary to meet these needs. They will:

- Communicate, monitor and champion high-quality teaching
- Work with the SENDCo on strategic provision in the school
- Have overall responsibility for the provision and progress of learners with SEND
- Articulate clearly SEND need and provision during any inspection preliminary

conversations

- Ensure the SEN Information Report is completed in the summer term (annually) to be agreed by the Academy Council, with publication by September

In cases where a child has an EHCP, the local authority (LA) has the legal duty to ensure the provision outlined in the EHCP is secured. This includes making sure the child receives the special educational provision (Section F), as well as health and care provisions. While schools often deliver the provision, the LA is ultimately responsible if the school cannot or will not provide it.

The Special Needs Co-ordinator (SENDCo)

The SENDCo has responsibility for the management of the SEND policy and is appropriately experienced and qualified. See separate job description for full details of the scope of the role and person specification.

- The SENDCo has day-to-day responsibility for the operation of the SEN and disabilities policy and co-ordinating provision made for students with SEN and disabilities.
- The SENDCo provides professional guidance to colleagues with the aim of securing high quality teaching for students with SEN and disabilities, and works closely with children, parents and other professionals to ensure those with a SEND diagnosis receive appropriate support.
- The SENDCo plays an important role with the Head Teacher in determining the strategic development of the SEN and disabilities policy and provision within the school in order to raise the achievements of those diagnosed as SEND.

In compliance with the Special Educational Needs and Disability (Amendment) Regulations (2024), the SENDCo is also responsible for the following:

- Informing parents where concerns indicate a child may have special educational needs and discussing appropriate assessment and support.

In relation to each of the registered children who have special educational needs where appropriate:

- Identifying the child's special educational needs, and co-ordinating the making of special educational provision which meets those needs;
- Applying the Engagement Model as an assessment tool in supporting pupils who are working below the level of the national curriculum and who are not engaged in subject-specific study;
- Monitoring the effectiveness of any special educational provision made;
- Securing relevant services for the child where necessary;
- Ensuring the records of the child's special educational needs and the special educational provision made are maintained and kept up to date;
- Liaising with and providing information about the provision to a parent / carer of the child on a regular basis;
- Ensuring that, where the child transfers to another school or educational institution, educational provision made is conveyed to the appropriate authority or the proprietor of that school or institution;
- Promoting the child's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities;
- Selecting, supervising and training learning support assistants who work with children with special educational needs;
- Advising teachers at the school about differentiated teaching methods appropriate for individual children with special educational needs;
- Contributing to in-service training for teachers at the school to assist them to carry out necessary tasks to meet the needs of children with special educational needs;
- Preparing and reviewing the information required by law to be published in relation to special educational needs provision;
- Work to support individual children with identified learning or emotional difficulty or disability, visual, physical or auditory difficulty or disability, who have been referred by the class teacher, parent or outside agency;
- Liaise with specialist outside agencies, Family Engagement Worker and the Local Authority to support children's needs;
- Make referrals to outside agencies in order to secure appropriate SEND support for children;
- Signpost parents and families to relevant outside agencies/services;
- Maintain the files of children identified as needing School Support;
- Maintain the Special Educational Needs and Disability Register and Provision Map.

Teachers

We believe that every teacher is a teacher of SEND. Quality First Teaching is vital and always expected. Teachers are responsible for adapting the learning and setting targets to support progress in addition to liaising with support staff when extra provision is needed for a child.

Teachers will:

- Promote and uphold the school's SEND policy in order to fully include all children in high level provision;
- Recognise children's needs;
- Plan effectively to ensure a personalised and adapted curriculum is accessible and promotes progress;
- Report on and evaluate the progress of children with identified concerns or SEND to SLT, and SENDCo, using The Graduated Approach;
- Set appropriate SMART targets;
- Complete ILPs/IEPS to a high standard and share with parents and LSAs in a timely fashion;
- Liaise with parents regarding concerns;
- Support LSAs to ensure interventions are completed as planned;
- Support the SENDCo to review the impact of interventions;
- Plan for children requiring 1:1 support and liaise with supporting adults;
- Attend Learning Reviews and SEND review meetings, as requested;
- Liaise with external agencies and implement agreed strategies;
- Participate in training regarding SEND and the management of medical needs.

The Learning Support Assistants and ELSAs:

Support children who have individual needs under the direction of the class teacher and SENDCo.

Support may include:

- Working with identified children on the ILP targets under the direction of the class teacher, outside agency and SENDCo either in small groups or individually.
- Using a speech and language programme, under direction of the SENDCo and Speech Therapist.
- Using an Occupational Therapist's programme, under the direction of the SENDCo and Occupational Therapist.
- Preparation of materials to support a child/group of children.
- Supervision/support of medical or personal need as identified.
- Supporting children at playtimes and lunchtimes.

Designated teacher for looked after and previously looked-after children

The Head Teacher will appoint an appropriate person to this role in each academy. Guidance on their role and responsibilities can be found [here](#).

Designated Safeguarding lead (DSL)

Head of School, Richard Waghorn is designated safeguarding lead with Katy Hunter as his deputy. Please see the child protection and safeguarding policy for more information on their role, alongside Annex C of [Keeping Children Safe in Education](#).

Name of staff responsible for managing PPG/ CLA funding

Head of School and Principal are responsible for managing Pupil Premium and Children Looked After funding.

Name of member of staff responsible for managing the school's responsibility for meeting the medical needs of the pupils.

Principal and Head of School

Section 11: Storing and Managing Information

All documents and information are stored in compliance with guidance presented in the Data Protection Policy and Data Retention Policy, available on the Trust website. Daily records regarding individual SEND children will be treated as highly confidential and will be stored in locked filing cabinets or within secure online records such as CPOMS, SharePoint Arbor and Insight.

Section 12: Reviewing the Policy

The Head Teacher and SENDCo, pays due regard to the views expressed by children, parents and specialist providers and those who have been consulted or have contributed to SEND provision during the year; they will review the policy annually, publishing an updated version on the school website.

Section 13: Accessibility

The Equality Act 2010 placed a duty on schools to plan to increase over time the accessibility of schools for disabled children.

The school makes reasonable adjustments and improves accessibility in accordance with its Accessibility Plan and Equality Act (2010) for all children.

Our accessibility plan can be viewed here:

<https://www.stmonicaprimary.co.uk/Policies/>

Section 14: Dealing with Complaints

Any concerns that parents have around the provision made for a child, should be discussed in the first instance with the class teacher. If this does not satisfy the concern, then parents may ask for an appointment with the SENDCo. We aim to resolve issues as soon as possible to ensure that the needs of the child are promptly addressed. If a resolution is not found, then an appointment with the Head Teacher should be sought. If the concern remains, and a parent would like to make a complaint about the school, follow the Trust's Complaints Procedures which can be found on the Trust website or a copy can be made available on request at the School Office.

<https://www.ilpartnership.org/Policies/>

Section 15: Bullying

Bullying is not tolerated at St Monica Primary in any form and is taken very seriously. We aim to address any incidents as they occur. See the Anti-Bullying Policy on the school website.

<https://www.stmonicaprimary.co.uk/Policies/>

Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of SEND equality, as laid down in the Equality Act (2010).