

St Monica's Catholic Primary School



SEND Information Report

Approved by:	Headteacher and Governors	Date: 24/11/24
Last reviewed on:	23/11/24	
Next review due by:	24/11/25	

What types of SEND does St Monica's Catholic Primary School provide for?

St Monica's Catholic Primary is a large, inclusive mainstream school with 457 children on roll, aged between 3-11 years. We recognise the definition of SEN as stated in the Code of Practice, 2014:

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”. (p94 para. 6.15)

We aim to fully comply with the requirements set out in the SEND Code of Practice (2014). Staff have training and experience to be able to meet the needs of learners who may have difficulties with the four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Children on our current SEND register have needs in all of the four areas listed above. We have staff with experience in supporting children with speech and language, hearing or visual impairments, SpLD (dyslexia/dyspraxia), children with Autistic Spectrum Disorder/Condition (ASD/ASC) and Attention Deficit Hyperactivity Disorder (ADHD). In addition to using staff expertise, we work closely with a range of outside agencies from education, health and social services to support a wide range of special educational needs and disabilities.

How do we identify and assess pupils with SEND?

As a caring school community, we know and value all of our learners. At St Monica's Catholic Primary School we believe that quality first teaching is an entitlement for all children. High quality teaching is the first step in responding to pupils who have or may have SEN. A pupil is identified as SEN if they do not make adequate progress once they have had all the interventions/adjustments that are part of good quality teaching (Code of Practice, 2014, para 6.44).

Early identification of pupils with SEN is a crucial factor in overcoming barriers to learning. The following systems and procedures help to achieve this aim:

- The school's assessment procedures and data analysis assist in the identification and tracking of children with SEN. Pupil progress meetings are held every term, in conjunction with the Assessment Lead, SENDCO, SLT and class teacher. Pupil progress is discussed, alongside national data and expectations of progress
- Evidence is gained by teacher observation and formative assessment
- Listening to and acting upon any concerns raised by parents/carers
- School follows a graduated approach through a four-part cycle: assess, plan, do, review. If the support needed can be provided by adapting the school's core offer then a child might not be considered SEND or placed on the SEND register. If, however, the support required is different from or additional to what is ordinarily

offered by the school, the child will normally be placed on the SEND register; Parents/carers are always informed of this

- Regularly reviewed Provision Mapping across the school enables us to identify those children who are a cause for concern or who may have SEND
- Links with the Local Education Authority and outside agencies to assess and identify early identification of difficulties

How do we evaluate the effectiveness of our SEND provision?

The SENDCO, Headteacher and SLT regularly monitor and evaluate the quality of provision for all pupils. The school governor for SEND is in contact with the Headteacher and SENDCO. Budgets are monitored by the bursar, Headteacher and governors.

The school aims to use interventions in school which have proven outcomes and evidence based. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:

- Analysis of pupil tracking data and test results at pupil progress meetings
- Progress against national data
- How children progress through interventions
- Progress against individual targets
- Pupil work
- We review our SEND and Inclusion policies annually
- We use online systems (CPOMS and EduKey) to capture information and monitor trends and effectiveness of provision

How do we assess and review pupils' progress towards their outcomes?

Termly pupil progress meetings in school include the SENDCO, Assessment Lead, class teacher and senior leadership team. Progress is measured against national data and based on their age and starting points. Termly reviews and target setting meetings are planned to coincide with parents' evenings where possible. Some children may need more frequent reviews or at times to coincide with assessments from outside agencies. We use a four part cycle of assess, plan, do, review through which earlier decisions and actions are revisited, refined and revised. This leads to a growing understanding of the pupil's needs and what helps them to make progress and secure good outcomes. During this process information may be captured in a SEND Support Plan. This plan is intended to be a working document, which is regularly updated as more is understood about the child's SEND. Views may also be captured using a one page pupil profile. Not every child with a one page pupil profile will be placed on the SEND register as we may be able to meet need through our universal offer.

What is our approach to teaching pupils with SEND?

Every teacher is a teacher of every child, including those with SEND. At St Monica's Catholic Primary School we believe that all children have the right to a broad and balanced curriculum. High quality teaching, adapted for individual pupils, is always the first step in responding to pupils who have SEND. All staff members are committed to creating an inclusive learning environment in their classrooms believing this to be the key to ensuring

children with SEND are making good progress and eliminating underachievement. We also recognise there are times when some children require a more personalised curriculum and support staff within each year group will work with small groups or individual children to provide intervention to meet need.

All children with an EHC Plan will have suitable provision in class with appropriate intervention as necessary. This provision is monitored and tracked regularly through progress meetings, year group meetings and teacher/TA briefings. Every child at St Monica's Catholic Primary, including those with SEND, is an individual and is treated as such. Support and intervention for children on the SEND register is planned to meet their individual needs. We take a holistic view to supporting children with SEND, encouraging participation in the wider school curriculum and supporting the family around the child.

How do we adapt the curriculum and learning environment?

All teachers match the tasks, support and resources to the differing needs of the children. All our teachers are clear on the expectations of 'High Quality Teaching' and are monitored by the leadership team. Where appropriate the curriculum is personalised and individual learning targets are set. Teachers plan lessons to accommodate different learning styles and to engage auditory, visual and kinaesthetic learners.

When a child with complex SEND needs meets the criteria of disability, the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to enable access to all areas of the school curriculum for pupils and their parents/carers with a disability (eg. adapted seating or auxiliary aids in the classroom.) Where there are concerns of safety and access, further consideration is given to planning for an activity and where applicable parents/carers are consulted. If necessary, additional staff members are provided to ensure SEND pupils can be included and risk assessments are carried out. Personalised risk assessments are created for any pupils with a physical disability which prevents them from accessing the school environment independently. This is created with the child, their parent/carer, the class teacher and relevant healthcare professionals involved. The personalised risk assessments will also be adapted for pupils with significant SEMH difficulties that are impacting their access to the mainstream learning environment and may include temporary reduced hours contracts to support the child reintegrate to full time education.

What additional support for learning is available?

We work alongside other agencies to provide support for those children whose needs require multi-agency partnerships. Support in school can take many forms such as adult support in class, focused 1:1 or small group intervention, additional resources in class or supporting the use of auxiliary aids.

How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?

At St Monica's Catholic Primary School we are committed to giving all our children every opportunity to achieve their potential and develop as well rounded individuals. We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement in the wider curriculum are reviewed with discussions on what can be done to overcome these. We always make reasonable adjustments so that all learners can join in with activities regardless of their needs.

How do we support pupils with SEND to improve their emotional and social development?

The needs of all children are known by staff who are able to provide a high standard of pastoral support. St Monica's has a Pastoral Lead, who works alongside the SENDCo to triage and plan a clear support pathway. The school works with the Mental Health Support Team and has a trainee Emotional Mental Health Practitioner supporting the school weekly on meeting specific SEMH need. The SENDCo is currently training to be a Senior Mental Health Lead and, alongside the Pastoral Lead, will lead a whole school initiative: The Zones of Regulation. This will be used to support children's emotional regulation. Pupils will also develop understanding of their own emotional and social development through a comprehensive PSHE curriculum taught explicitly in weekly lessons.

The Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and adhered to by all staff. We have a zero tolerance approach to bullying (Behaviour Policy/Equalities objectives) in our school and will address the causes of bullying as well as the negative behaviours. We regularly monitor attendance and take the necessary actions to help improve both attendance and punctuality.

All children are encouraged to participate in a wide range of extra-curricular activities, where able, and are fully included in all clubs. Weekly mindfulness clubs are offered to children in Key Stage 1 and Key Stage 2; places are offered after discussions with teachers, children and parents/carers. A Good Morning club is available for children who suffer with anxiety coming into school; it is a calming environment to regulate before beginning the school day. Children have the opportunity to access the Sensory Room offering a therapeutic space for children with autism and other special needs. Children also have the opportunity to access 'The Quiet Room' for lunch which offers time for pastoral support.

How do we support children with medical needs?

Specific staff are trained to support the medical needs of pupils and where relevant, individual care plans are put in place as required. Advice is sought from external agencies, including health professionals, to support any medical need or disability.

Who can you contact at the school?

If you have any concerns regarding your child, your first point of contact should always be the class teacher who can then refer you to the SENDCO for further advice as necessary. All relevant information is made available to the Head teacher, Mr J Gouldbourne.

SENDCO: Mrs Fate

Contact details: senco.stmonicas@schools.sefton.gov.uk

Tel: 0151 525 1245

What expertise and training do our staff have to support pupils with SEND?

We have staff who are trained to deliver evidence based interventions to support children in reading, writing and maths. Additional programmes recommended by external agencies are also in place to support speech and language development, social skills, handwriting and fine motor skills, and emotional regulation. The SENDCO has a teacher's qualification and has completed the National Award in Special Educational Needs Coordination. The SENDCo is currently studying for the CACHE Early Years SENDCo qualification.

As part of the graduated response to special educational needs, school can request further advice, support or assessment for pupils from specialist services:

- Educational Psychology Service
- Special Educational Needs and Inclusion Service
- Speech and Language Therapy Services
- Occupational Therapy Service
- School Nurse
- Visual Impairment Team
- Hearing Needs Team
- Autism Education Team
- Parenting 2000
- Children's Services - Early Help
- Sensory Advisory Service
- Mental Health Support Team
- Alder Hey specialised teams

Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and only proceed with parental consent.

How will we secure equipment and facilities to support pupils with SEND?

The school provides resources for children with SEND pupils, where appropriate. However, if equipment or facilities were required which were beyond the school's budget, appropriate sources of funding would be explored through applying to Sefton Local Authority for additional support. Resource needs are discussed with specialist services, class teachers and the SENDCO.

How do we consult parents of pupils with SEND and involve them in their education?

We operate a policy where parents are strongly encouraged to come into school to speak to the SENDCO if they have concerns about progress or SEND provision for their child. We share feedback about the children's learning on an on-going basis with parents and formally at the termly parents' consultation meetings. At these meetings we share next steps in learning and also discuss ways in which parents can support their child's learning at home. Parents can also arrange to meet the class teacher to discuss their child's individual SEN support plan each term. General information regarding the curriculum and learning is available on the school's website.

How do we handle complaints from parents of children in school with SEND about provision made at school?

If parents/carers have any concerns regarding the SEND policy or the provision made for their child at St Monica's Catholic Primary School, please speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the Headteacher, Mr J Gouldbourne.

How do we support pupils moving between different phases of education?

We aim to ensure all learners and their families feel welcome and to quickly become part of our school community. Transition meetings are held between both Key Stages where necessary information is shared between the SENDCO and class teacher. Parents are encouraged to visit the school prior to entry and welcome meetings timetabled. Identified children are given enhanced transition through visuals and additional time in the new phase. Each year group has a transition plan and children work in groups on preparing to move between year groups and onto year 7.

In Year 6 for particular children, an enhanced transition plan is agreed between the primary and secondary school; parents and children are aware of the process. There are specific transition programmes available for children with SEND recommended by the Autism Education Trust. For any pupils moving to secondary schools, who require a high level of transition support, the SENDCO meets with the high school SENDCO to discuss provision needed.

Where can the Local Authority Local Offer be found?

Sefton's Local Offer provides information for children and young people with special educational needs and disabilities (SEND), their parents or carers – all in one place. It is a place to find out about the support on offer.

On the Local Offer website there is information regarding a range of agencies including education, health and social care.

Visit their website at:

<https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>