

# St Monica's Catholic Primary School



## Special Educational Needs and Disabilities (SEND) Policy

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# 1. Aims and objectives

The Special Educational Needs and Disability Code of Practice: 0-25 years 2014 states, “All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential” (Chapter 6.1). In line with the SEN and Disability Regulations 2014 (Part 3), the school has a designated SENDCO who will monitor and track the progress of any child with SEND, inform parents of any provision made and will ensure that all pupils with SEND are included in the whole school curriculum and extra-curricular activities, allowing them to achieve their full potential. We will not discriminate against any pupils and will make reasonable adjustments to the curriculum where required in accordance with the Equalities Act 2010 (Part 6, chapter 1). This Special Educational Needs Policy will provide guidance to ensure that the school meets its statutory responsibilities for children with SEND in line with this Government guidance.

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

- To ensure that the learners' individual and special educational needs are met effectively so that they receive their educational entitlement; and are given equal access to a broad, balanced and relevant curriculum
- To ensure that provision for learners with individual and special needs is central to curriculum planning
- To operate an inclusive environment, encompassing the St Monica's mission statement: Success for All in a Christ Centred Community
- To create an ethos and educational environment that is person centred and has the views and needs of the child/young person at its heart along with their families/carers.
- To work in partnership with parents/carers and children so that everyone involved has their view heard and makes a contribution to high quality provision and successful outcomes.
- To encourage a strong focus on high aspirations and on improving outcomes for young children with SEND which will enable them to succeed in their education and make a successful transition into high school and beyond
- To make sure our school fully implements national legislation and guidance regarding pupils with SEND. To adhere to the SEN Code of Practice (2014) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff, (p93, para 6.4). Every teacher is a teacher of every child including those with special educational needs or disabilities (Teaching Standards 2012)
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To fully adopt a 'graduated approach' to ensure that all pupils with special educational needs and/ or disabilities are identified early, assessed and monitored within the school. We have high expectations for the best possible progress and are committed to ensuring all learners may achieve high standards.
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities; thus developing positive self-esteem with a long term goal of independence and preparation for their next stage in education
- To work in co-operation and productive partnerships with the Local Education Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To ensure that all staff accept responsibility for the planning, organisation, and provision of appropriate educational materials and resources for pupils with individual and special needs

## 2. Vision and values

Our school mission statement is 'Success for All within a Christ Centred Community' and this is central to our vision of promoting the whole school ethos of inclusion and equality for the St Monica's school community. We aim to provide a high quality learning experience for every child, where staff are committed to making sure all our pupils have the chance to thrive and meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

We achieve the above through our four key values:

- Faith: We value our Faith and are committed to establishing a loving and caring approach, underpinned by the teachings of Christ
- Aspiration: We want our pupils to demand the best from themselves, and have the highest of aspirations - both now, for high school and in employment
- Resilience: We teach our pupils to overcome challenges and become resilient, helping them develop a growth mindset to ensure challenges are seen positively
- Respect: We teach our pupils to respect everybody as an equal, so that love and understanding of all people and different cultures and faiths is embedded whilst in our school

Any learner may have special educational needs at some time during his/her time in school and therefore a wide variety of strategies will be used to meet these needs as they are identified. This policy will ensure that the school meets the needs of all learners and that no learners, including those with a special educational need or disability, are discriminated against. As a school, we aim to involve parents and children in key decisions, knowing that parents are the first educators of their child. In St Monica's, the school community works together to accept and celebrate differences, supporting each other along the way.

## 3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

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

## 4. Inclusion and equal opportunities

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

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

The school is proactive in removing barriers to learning. The use of visual timetables, visual cues and low stimulus classrooms support children with SEN. Classroom routines and the school structure provide stability

and reassurance to children, particularly those with a diagnosis of ASC. Quality first teaching strategies are employed throughout the school, with reasonable adjustments made to ensure inclusion and accessibility.

The school promotes access for a child with a disability, working closely with health professionals to ensure participation in the curriculum and accessibility through the physical environment.

## 5. Definitions

### 5.1 Special educational needs

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

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

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

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

### 5.2 Disability

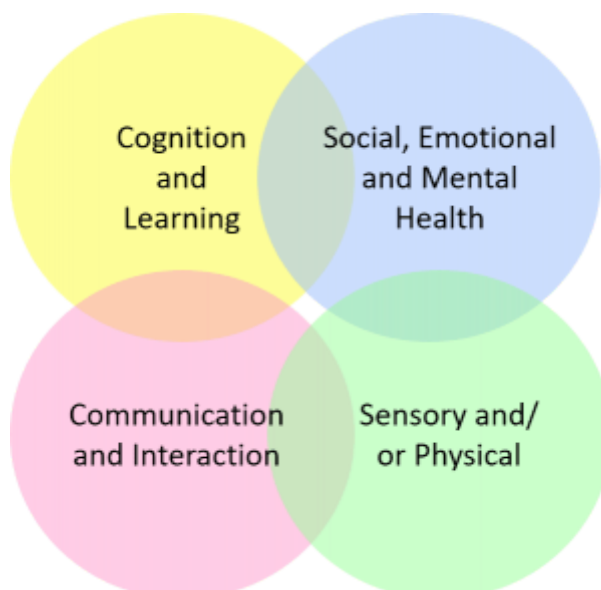
Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

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

### 5.3 The 4 areas of need

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

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time. They are indicative of good teaching and benefit a range of learners, whether they have been identified as requiring SEN support or not. For convenience the strategies have been grouped within the types of need identified by the Code of Practice. Approaches could vary considerably depending upon the needs of the pupils. Teachers will make a professional judgement regarding the strategies they employ to promote progress.



AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p> <p><u>Approaches to support Communication and Interaction:</u></p> <ul style="list-style-type: none"> <li>• Clear and simple instructions</li> <li>• Clear classroom organisation and structures</li> <li>• Clear unambiguous use of language</li> <li>• Time provided for pupils to process language</li> <li>• Outcomes modelled and demonstrated</li> <li>• Opportunities to work independently, without interruption</li> <li>• Teacher able to access and employ method of communication appropriate to need</li> <li>• Visual timetables and supports</li> <li>• Access to talking partners or alternative approaches</li> <li>• Strategies and approaches to manage change and transitions</li> </ul>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul> <p><u>Approaches to support cognition and learning needs:</u></p> <ul style="list-style-type: none"> <li>• A curriculum that is pertinent to pupil's level of attainment or development,</li> <li>• where the pupil is aware of the next steps in learning</li> <li>• Curriculum differentiated by changing presentation, task or outcomes (as appropriate to learning)</li> <li>• Reading material accessible to students</li> <li>• Students can present their knowledge / views in a variety of ways</li> <li>• Accessibility to personalised learning aids and scaffolds such as word banks, number lines, memory prompts, etc</li> <li>• Collaborative working opportunities</li> <li>• Repetition and reinforcement of skills</li> <li>• Visually supported learning environments</li> <li>• Adjustments to alleviate visual stress</li> <li>• Multi-sensory approaches to learning</li> <li>• Methods to summarise and highlight key teaching points</li> <li>• Questions differentiated in accordance to level of understanding and emotional needs</li> <li>• Interactive learning opportunities</li> <li>• Teaching adapted to a range of learning preferences</li> </ul>

AREA OF NEED	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p> <p><u>Approaches to support social, emotional and mental health difficulties:</u></p> <ul style="list-style-type: none"> <li>• A clear and understood behaviour policy, detailing rewards, sanctions and other motivators</li> <li>• An environment where pupils feel safe, and free from bullying and harassment</li> <li>• A range of opportunities to support social and emotional development, including a sense of self efficacy and self-confidence</li> <li>• Consistent use of positive language and clear expectations from adults</li> <li>• Positive, regular communication with parents and carers</li> <li>• A curriculum that takes into account concentration levels, aptitudes and interests</li> <li>• Tactile sensory objects to calm student - school own</li> <li>• Time Out and Time Away Arrangements</li> <li>• Recognition of sensory needs and appropriate adjustments made</li> <li>• Class and school mediation strategies</li> </ul>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p> <p><u>Approaches to support sensory and / or physical needs</u></p> <ul style="list-style-type: none"> <li>• Environmental adaptations to suit cohort or individual pupils</li> <li>• Access to equipment provided to ensure mobility</li> <li>• Awareness of seating positions to take into account sensory difficulties</li> <li>• Adaptations to resources to ensure accessibility</li> <li>• Access to developmentally appropriate materials and resources</li> <li>• Adaptations to presentation of learning</li> <li>• Effective use of resources and access technology</li> <li>• Support as detailed in access plan or health care plan</li> </ul>

**St Monica's will also provide support in the form targeted interventions aimed to boost learning for a short period of time. Such programmes are part of the school's quality first offer to all children, targeted where and when they are required.**

## **6. Roles and responsibilities**

### **6.1 The SENCO**

The SENCO at our school is Mrs L Fate. Contact details: [senco.stmonicas@schools.sefton.gov.uk](mailto:senco.stmonicas@schools.sefton.gov.uk)

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching



## 6.2 The governing body

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

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

## 6.3 The SEND link governor

The SEND link governor is Miss C Roughneen. Contact details: [finance.stmonicas@schools.sefton.gov.uk](mailto:finance.stmonicas@schools.sefton.gov.uk)

The SEND governor will:

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

## 6.4 The headteacher

The headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review

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

## 6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

## 6.6 Parents or carers

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

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

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

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

## 6.7 The pupil

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

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes

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

## 7. SEN information report

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

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

## 8. Our approach to SEND support

### 8.1 Identifying pupils with SEND and assessing their needs

We 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)

At St Monica's Catholic Primary School we believe that quality first teaching is an entitlement of all children. This high quality teaching, differentiated for individual pupils, 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 intervention/adjustments that are part of good quality teaching. (Code of Practice sect 6.44)

The Code of Practice describes four broad categories of need as: Communication and interaction Cognition and learning Social, emotional and mental health difficulties Sensory/physical needs These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to decide what action the school needs to take, not to fit a pupil into a category. At St Monica's Catholic Primary we identify the needs of pupils by considering the needs of the whole child and the outcomes we wish to achieve.

Early identification of pupils with SEN is a crucial factor in overcoming barriers to learning; we are committed to the earliest possible identification of children with SEN. The following systems and procedures help to achieve this aim:

- The school's assessment procedures and in-house data analysis assists in the identification and tracking of children with SEN. The SENCo works closely with the assessment coordinator and the Headteacher to analyse the available data.
- Evidence obtained by teacher observation and formative assessment.
- Listening to and acting upon any concerns raised by parents/carers.
- Regularly reviewed Provision Mapping across the school enables us to identify those children who are a cause for concern and who may have SEN.
- Continuing Professional Development for staff to raise awareness of the nature of the difficulties children may have in the classroom.
- Regular discussions with teaching staff and the SENCo regarding children who may not be making as much progress as expected and have difficulties with the curriculum.
- Links with the LEA, other agencies and institutions to work towards early identification of difficulties.
- We also recognize that there may be a range of other factors that can impact upon a child's progress and attainment that may include: Disability Attendance and punctuality Health and welfare Children in the receipt of pupil premium or pupil premium plus LAC Being a child of servicemen/women EAL.

Intervention for these vulnerable children is carefully considered and monitored in line with the process for the children with SEN.

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

## 8.2 Consulting and involving pupils and parents

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

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

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

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

## 8.3 The graduated approach to SEN support

The school follows a 'graduated response' as stated in the Code of Practice 2014. This is a four part, continuous cycle that is the foundation of our support and provision for children with SEN:

The four part cycle is: **ASSESS - PLAN - DO - REVIEW** •

**ASSESS:** The decision to make special educational provision involves discussions between the class teacher and SENCo, alongside an analysis of school tracking data, national data and expectations of pupil progress. We use high quality formative assessment, using effective tools and early assessment materials. For some pupils, outside agencies will be involved and will carry out specialized assessments. Parents/carers form an important part of this process and will already be aware that differentiation/intervention had been made for their child prior to the decision to place their child on the SEN register.

**PLAN:** When a child is formally placed on the SEN register a SEN support plan will be drawn up. The teacher and SENCo agree in partnership with the parent/carer and pupil the adjustments, interventions and support to be put in place; as well as the expected impact on progress, development or behaviour. The focus of the plan will be on the desired outcomes for the pupil and not just on hours of provision/support. A clear date will be set for a review of the plan which is normally three times a year. However, first and foremost the plans are working documents and it may be necessary to amend the plans outside of the review date.

**DO:** The school's SENDCO, Mrs Fate, supports the class teacher in problem solving and advising on the effective implementation of the support plan and of any further adjustments or assessments that may be necessary. The class teacher is responsible for all pupils in their class; including those with SEN. Therefore, it is the class teacher who is responsible and accountable for the overseeing of the plan and working closely with teaching assistant or specialist staff in order to monitor and evaluate the effectiveness of the support.

**REVIEW:** Reviews normally take place three times a year and they are to evaluate the impact of the support provided and whether the desired outcomes have been achieved. The class teacher, parent/carer and pupil are involved in the review; the SENDCO may also be present. The review feeds back into the analysis and assessment of the pupil's needs and a new support plan is then formulated. Parents and pupil will be involved in the new plan and clear information about the impact of support and interventions provided enabling them to be involved in all stages.

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

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

## **8.4 Levels of support**

### **School-based SEN provision**

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. SEN Support Plans are reviewed each term and targets set for the next phase.

### **Education, health and care (EHC) plan**

In some circumstances a child may need such highly specialized and full time support that an application for an Education Health Care Plan (EHCP) can be made to the Local Authority. If successful the plan will outline the child's needs and can continue until the age of 25. The plan will also enable parental choice in terms of mainstream or specialist provision.

## **8.5 Evaluating the effectiveness of SEN provision**

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

- Tracking pupils' progress using In-school data tracking systems
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil voice to inform plans
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

## **9. Expertise and training of staff**

Training will be provided to teaching and support staff and will be aimed at meeting the needs of children within school. The headteacher and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

## **10. Links with external professional agencies**

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

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services
- Education welfare officers
- Social services

## **11. Admission and accessibility arrangements**

All applications will be considered at the same time and we will not discriminate against any child. Please see our admissions policy on the school website: <https://www.stmonicascatholicprimaryschool.co.uk>

The school increases and promotes access for disabled pupils to the school curriculum.

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. In line with this there is a fully developed accessibility plan which is available on the school website and in writing.

The school increases and promotes access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school: such as participation in after school clubs, leisure and cultural activities or school visits. Within school, seating arrangements for those children with hearing or visual impairments and attention difficulties is carefully considered. Enlargement of texts, the layout of worksheets, the use of technology, ensures that our children with disabilities can participate in the curriculum and make good progress.

The school improves access to the physical environment of the school by utilising Occupational Therapy Services for any child that requires this. This covers the physical environment of the school and physical aids to access education. The school site is wheelchair accessible with two disabled toilets large enough to accommodate changing.

## **12. Complaints about SEND provision**

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

Formal complaints about SEND provision in our school should be made to the SENDCO in the first instance and if not resolved it will go to the headteacher. They will be handled in line with the school's complaints policy.

## **13. Monitoring and evaluation arrangements**

### **13.1 Evaluating the effectiveness of the policy**

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

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

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

### **13.2 Monitoring the policy**

This policy will be reviewed by the SENDCO and Senior Leadership Team every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

## **14. Links with other policies and documents**

This policy links to the following documents:

- SEN information report
- Accessibility plan
- Behaviour policy

- Equality information and objectives
- Administration of medicines and supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy