

## What are the school's aims for universal and SEND provision?

We believe that an outstanding education is the great start to a great future. Our Vision is to ignite a deep passion that will drive all our pupils to go on to become confident, independent global citizens who will continually develop their skills to improve their world.

Together We Learn,

Together We Grow,

Together We Excel.

At St Monica's, our aim is to be an Outstanding Catholic Community and an Outstanding provider of education, growing in faith through the teachings of Christ our Lord.

At St Monica's Catholic Primary School, we endeavour to empower all of our children to achieve progress in every area of their development – intellectual, physical, spiritual, emotional and social – so that they can fulfil their potential. In order to do this, we strive to personalise academic, social and emotional provision to support children through their learning journeys. High quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets.

St Monica's is an inclusive school in which we target children's needs and support their development and to celebrate effort and achievement. Our school's SEND policy document is available on this website, detailing our philosophy and procedures in relation to SEND. Additional and/or different provision is currently being made in school for children with a range of needs, including:

- Cognition and Learning – Moderate learning difficulties; Specific learning difficulties - dyslexia, dyspraxia.
- Sensory, Medical and Physical – sensory processing difficulties, epilepsy.
- Communication and Interaction – autistic spectrum condition, Asperger's Syndrome, speech and language difficulties.
- Social, Emotional and Mental Health – attachment disorder, attention deficit hyperactivity disorder.

## What types of SEN do we provide for?

## How do we identify and assess pupils with SEN?

Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap

Progress in areas other than attainment is also considered, e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to high school. If behaviour is causing concern, it is always considered whether there are any underlying difficulties; if there are none, the class teacher would speak to parents/carers about anything that might have happened at home.

The class teacher/SENCO would gather information about incidents occurring, at what time of day, during which lessons and behaviour checklists may also be used to analyse and consider any patterns of behaviour. Observations would be conducted in class/on playground to record behaviours, considering involvement of others/environmental factors and an intervention devised taking into account all information gathered. See SEN and Behaviour policies for further information relating to behaviour support.

Parents are always informed if school staff considers that their child has an additional need and parents and children (as appropriate depending upon age and capability) are involved in the planning to meet the need.

We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.

At St Monica's a range of specific, more specialised tests are used (often by the SENCo) to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions.

**Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?**

**What is our approach to teaching pupils with SEN?**

To obtain further understanding of a child's learning difficulties, we may use:

- PM Benchmarking;
- Sandwell Maths Assessment;
- Speech and Language Assessments (carried out by a specialist Speech and language specialist);
- Dyslexia Screening Test (DST)

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At St Monica's we are committed to providing the best education possible and a caring and supportive learning environment for all of our pupils, fostering a partnership approach between parents and staff.

The class teacher is regularly available to discuss children's progress or any concerns parents/carers may have and to share information about what is working well at home and school so similar strategies can be used. If parents/carers have been working with the SENCO, or any member of our pastoral support team they will be available to meet to discuss children's progress or any concerns/worries parents/carers may have. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a written report. Following the identification and assessment of need, an individual education plan (IEP) may be written – and if this is the case- it will be reviewed with parent/carer involvement each term. Homework will be adjusted as needed to children's individual needs. A home/school contact book may be used to support communication with parents/carers, when this has been agreed to be useful for children/families.

**How do we adapt the curriculum and learning environment?**

We have very high expectations of all of children's learning and this includes those with SEND. Our teachers are judged to be consistently good or outstanding at effectively differentiating work in class to ensure all children can access the learning and progress.

This might involve changing the task to be more suitable for your child or providing sufficient scaffolds [such as writing frames, word banks or physical apparatus such as Numicon]. Adult support is often on hand if required but we are keen to build children's independence when they are ready.

Our classrooms are well resourced and have resources displayed, such as visual timetables and clear visual behaviour reminders. If a child needs one, there is capacity and expertise to set up an individual workstation. This is used for targeted work and when a child needs time and space to focus away from peers and distractions. These can be highly personalised and the class teacher will often act on advice from specialist teachers or Speech and Language Therapists to maximize their effectiveness.

**How do we consult parents of pupils with SEN and involve them in their child's education?**

We have termly IEP reviews which look at the provision for every child on the SEN register. This will be an opportunity to meet with the SENCO and class teacher, as well as other professionals who work with your child, and review targets set previously and set meaningful, relevant new ones.

For children with EHCPs, there are also more in depth annual reviews, where all professionals involved in the provision and care for the child are invited to look at the EHCP and review its outcomes and level of support.

Beyond that there are SEN coffee mornings. The focus of the meetings varies, but is a platform for parents to share experiences and resources in a safe and supportive environment.

**How do we consult pupils with SEN and involve them in their education?**

All children on the SEN register complete an all about me questionnaire (pupil passport) to voice their opinions about: their likes/dislikes, needs, preferences for support and aspirations

Children in KS2 are invited to be part of their IEP meetings and all EHCP pupils are invited to participate in their annual reviews. Additionally, targets are regularly discussed with the child.

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

At St Monica's, our system of assessing children's progress and attainment in numeracy and literacy is based on the Fundamentals approach put forward by the Hackney Learning Trust following the discontinuation of levels. Within this assessment system, children work toward achieving end of year curricular goals over the course of each academic year.

Staff begin assessing by looking at each child's individual starting points to identify the Fundamentals at which they are currently working. Each Fundamental has a clear set of descriptors. A tracking sheet has been devised which shows progression across the curriculum and Fundamentals to support all staff in the assessment process.

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

There is an effective transition program in place for children with SEND transitioning into St Monica's from Toddler Class through the end of Key Stage 2. With on entry transition, the SENCO meets with parents and arrange visits to see if our setting is suitable and discuss possible provision and available resources. This has ensured a smooth transition where we are very clear about the needs of the child.

There is a similarly thorough transition process from Y6 to Secondary school. If the child as an EHCP, then we arrange visits to the secondary school to familiarise them with the building, staff, expectations and procedures of their new school.

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

There are highly-skilled support staff members who are trained to run interventions in social and emotional aspects of learning [SEAL] as well as work 1:1 with children who are experiencing difficulties in managing their feelings and behaviour. There are also a range of other targeted interventions focused on friendship and social skills that our staff are trained to carry out, such as Circle of Friends.

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

We use restorative approaches at St Monica's so all staff promote conflict resolutions and management of feelings in a calm and structured way. Children with SEND benefit from this, getting the opportunity to: calm down and follow a well-rehearsed and scaffolded dialogue to articulate how they are feeling, who has been affected by their actions and how they can make things better.

We have a thorough in-house professional development program for all our staff. These sessions are run by the SENCO or outside agencies such as the EP or SALT. Additionally, staff can identify areas of training in their appraisals and the school will pay for them to go on external courses. These have included in recent past identified staff in phases to go on training for ASD, Colourful Semantics for Speech and Language and the use of ICT to support SEND children.

**How will we secure specialist expertise?**

We work with excellent specialists from outside agencies including: an Educational Psychologist and Speech and Language Therapist who carry out a number of services from in class observations to specific assessments. They also contribute reports when making EHCP requests. They may also be present for Annual Reviews and write reports for EHCP requests. They can train staff in effective Speech and Language interventions and are a hugely valuable resource in identifying other specific learning difficulties such as Dyslexia and ASD.

Children with an EHCP have a specialist teacher to advise and quality assure the class team on the best support for the child. They are often present in SEND reviews and annual reviews. They have a huge depth of knowledge around all additional need.

All these specialist services are bought in by the school through Hackney Learning Trust's Services for Schools.

**How do we evaluate the effectiveness of our SEN provision?**

We ensure there is a provision map in place that lets the Leadership Team see what every child with SEND has in place, either through in class support or specific interventions. The school uses SIMs & SchoolPod as online provision mapping tools.

All interventions have a baseline assessment, clear targets and a review date. They are clear in their purpose to meet a specific need and progress the children involved. These are over seen by class teachers and phase leaders.

**What support services are available to parents?**

The SENCO carries out termly SEND Learning Walks that quality assures intervention, class environments and effective differentiation in books. This is reported to the Leadership team and Governors.

The following services are available for parents to children with SEND at St Monica's:  
SENDIAGS: A free and confidential service, offering support to parents and carers of children with special educational needs (SEN) and disabilities in Hackney.

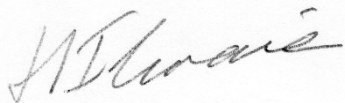
<https://www.learningtrust.co.uk/SEND/Pages/SENDIAGS.aspx>

HIP [Hackney Independent Parents]: Their aim is to involve parents in influencing and shaping services for children with disabilities. HIP is led by and for parents and carers and has a large network of members. <http://www.hiphackney.org.uk/whoweare.html>

<http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page>

**Where can the LA's local offer be found?  
How have we contributed to it?**

St Monica's participates in local authority consultation events to assist in the local offer provision being tailored to meet the needs of our community. The SENCo also attends Hackney SENCo fora to contribute best practice from our setting in order to support the offer within the borough. The workshops and training provided for parents complement the external providers' offers within Hackney.



Signed:

**Chair of Governors**

**Date: 13<sup>th</sup> December 2021**