Special Educational Needs and Disabilities Policy

Date: September 2026

Adopted: September 2026

Review: July 2027

Vision and Values

We are a shared community working together in a culture of trust, respect and love, offering wider educational opportunities for all our children, young people and staff to achieve and excel throughout their educational life.

Through our shared values of love, faith and service to others, St. Gabriel the Archangel Multi Academy Trust will provide an excellent education so that all our children become the people that God meant them to be, enjoying *"life in all its fullness"*. John 10:10. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are committed to providing distinctive, strong, sustainable Catholic education. At all the schools in St. Gabriel the Archangel Multi Academy Trust we will provide all pupils with access to a broad and balanced curriculum.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

We serve our local communities with strong links to our parishes and neighbourhoods as well as working collaboratively with other schools, teaching school alliances, multi academies and local authorities.

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Record of Amendments

Amendment Number	Brief Description	Board Endorsement Date	Amended By

1. Aims

Our SEND policy aims to:

- Make sure St. Gabriel the Archangel Multi Academy Trust fully implements national legislation and guidance regarding pupils with Special Educational Needs and Disabilities (SEND)
- Set out how St. Gabriel the Archangel Multi Academy Trust will:
    - support and make provision for pupils with SEND
    - provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
    - help pupils with SEND fulfil their aspirations and achieve their best
    - help pupils with SEND become confident individuals living life in all its fullness
    - help pupils with SEND make a successful transition into adulthood
    - communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

Please see the individual schools' addendum at the end of this policy for specific school details and information regarding this policy.

2. 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, SEN co-ordinators (SENCOs) 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 directors' and local 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

This policy also complies with our funding agreement and articles of association.

3. Inclusion and equal opportunities

At St. Gabriel the Archangel Multi Academy Trust, our schools 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.

4. Definitions

4.1 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.

4.2 Disability

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

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

4.3 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.

AREA OF NEED	
Communication & interaction	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. Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition & learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • 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
Social, emotional & mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

5. Roles and responsibilities

5.1 The SENCo

The SENCo's in Christ the King Catholic Collegiate are:

School	Name	Contact details
Our Lady & St Werburgh's Catholic Primary School	S Durkin	01782 973 888 office.olsw@ctkcc.org.uk
St Mary's Catholic Primary School	J Ellerton	01782 619 685 inclusion.stm@ctkcc.org.uk
St Teresa's Catholic Primary School	G Dyke	01782 307 550 stteresa@ctkcc.org.uk
St Thomas Aquinas Catholic Primary School	K Hellawell	01782 307 530 office.sta@ctkcc.org.uk
St Wulstan's Catholic Primary School	J Wood	01782 973 722 office.wul@ctkcc.org.uk
St John Fisher Catholic College	E Lewis	01782 307 551 office-sjfcc@ctkcc.org.uk

They will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the Headteacher, SEND Governor and SEND Director 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 SEND, 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 SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND 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 SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner

- Work with the Headteacher, Local Governing Body and the Board of Directors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure 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 SEND, 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 SEND information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

5.2 The Board of Directors and the LGB

The Board of Directors and the LGB will:

- 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 SENCO 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

- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

5.3 The SEND link Director and Governors

The SEND link Director is D O'Leary.

The SEND link Governors are:

School	Name
Our Lady & St Werburgh's Catholic Primary School	J O'Hara
St Mary's Catholic Primary School	S Dodd
St Teresa's Catholic Primary School	P Hanrahan
St Thomas Aquinas Catholic Primary School	S Milne
St Wulstan's Catholic Primary School	K Templeton
St John Fisher Catholic College	J Bridgewater

The SEND Director/Governor will:

- Help to raise awareness of SEND issues at St. Gabriel the Archangel Multi Academy Trust Board and/or LGB meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the St. Gabriel the Archangel Multi Academy Trust Board and/or the LGB on this
- Work with the Headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school

5.4 The Headteacher

The Headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO 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 SENCO 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

5.5 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 SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND 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

5.6 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 at least 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.

Where the child with SEND is in the care of, or has been in the care of, the Local Authority(LAC), St. Gabriel the Archangel Multi Academy Trust schools will liaise with, and seek advice from the relevant Virtual School.

Stoke on Trent Virtual School

Staffordshire Virtual School

5.7 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
- Attending review meetings
- Giving feedback on the effectiveness of interventions

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

6. SEND information report

St. Gabriel the Archangel Multi Academy Trust and each school publishes a SEND 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.

7. Our approach to SEND support

7.1 The types of SEND that are provided for

St. Gabriel the Archangel Multi Academy Trust currently provides additional and/or different provision for a range of needs. Please see the relevant school Addenda for specific school information.

7.1.2 Identifying pupils with SEND and assessing their needs

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.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than academic attainment, for example, social needs or physical development.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND and listed on the school's SEND register.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/guardians/guardians. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

7.1.2 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/guardians
- The pupil's own views
- Advice from external support services, if relevant

The Assess, Plan, Do, Review cycle will be reviewed at least three times a year. This is in addition to the termly teacher assessments plus end-of-year internal or external testing.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

7.1.3 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents/guardians and pupils which information will be shared as part of this.

7.1.4 Our approach to teaching pupils with SEND

Class teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide a range of interventions appropriate to the type and level of need following diagnostic testing and recommendations from professionals including external agencies.

7.1.5 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, by type of support required etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, writing aids, concentration and processing resources etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

7.1.6 Securing equipment and facilities

School	Process for securing equipment and facilities
Our Lady & St Werburgh's Catholic Primary School	Where it is reasonable to do so any equipment necessary for the children to engage fully with the curriculum is obtained from recommended sources.
St Mary's Catholic Primary School	Where it is reasonable to do so any equipment necessary for the children to engage fully with the curriculum is obtained from recommended sources.
St Teresa's Catholic Primary School	Where required staff order any equipment recommended by external agencies or those recommended by the SENCo to the class Teacher or LSA (e.g. pencil grips, coloured overlay, SENCo wobble cushion, fidget helpers)
St Thomas Aquinas Catholic Primary School	We liaise with the Local Authority in order to apply for funding for additional equipment/facilities that may be required for pupils with SEND.
St Wulstan's Catholic Primary School	Liase with Health to secure physical aids/access to additional facilities/services. Where required staff order any equipment recommended by external agencies (e.g. writing slope), or those recommended by SENCo to class teacher/LSAs (e.g. pencil grips/reading ruler). Finance team liaise with county regarding any required adaptions to the physical environment to seek funding.
St John Fisher Catholic College	Where it is reasonable to do so any equipment necessary for the children to engage fully with the curriculum is obtained from recommended sources.

7.3 Consulting and involving pupils and parents

St. Gabriel the Archangel Multi Academy Trust schools 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 an early 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

Notes of these early discussions will be added to the pupil's record and given to their parents.

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

Where the child with SEND is in the care of, or has been in the care of, the Local Authority(LAC), St. Gabriel the Archangel Multi Academy Trust schools will liaise with, and seek advice from the relevant Virtual School.

Stoke on Trent Virtual School

Staffordshire Virtual School

7.4 The graduated response to SEND support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCo will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

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, and using Edukey and will be made accessible to staff in one of the following ways:

- pupil passport,
- an individual education plan or
- school-based support plan.

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

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or

specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions.

This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

7.5 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.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

7.6 Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

8. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO 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.

9. Links with external professional agencies

St. Gabriel the Archangel Multi Academy Trust 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 (CAMHS)
- Education welfare officers
- Social services

10. Admission and accessibility arrangements

- Admission for the normal age of entry: children with an Education, Health and Care Plan (EHCP) that names the school WILL be admitted first.
- In year admissions: children with an EHCP which names the school will be admitted where there is space to do so.
- Detailed admission arrangements for individual schools can be found on school websites.

11. Concerns about SEND Provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher or the SENCo (see below). 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.

School	SENCo	Contact details
Our Lady & St Werburgh's Catholic Primary School	S Durkin	01782 973 888 office.olsw@ctkcc.org.uk
St Mary's Catholic Primary School	J Ellerton	01782 619 685 inclusion.stm@ctkcc.org.uk
St Teresa's Catholic Primary School	G Dyke	01782 307 550 stteresa@ctkcc.org.uk
St Thomas Aquinas Catholic Primary School	K Hellawell	01782 307 530 office.sta@ctkcc.org.uk
St Wulstan's Catholic Primary School	J Wood	01782 973 722 office.wul@ctkcc.org.uk
St John Fisher Catholic College	H Hodges	01782 307 551 office-sjfcc@ctkcc.org.uk

12. Complaints about SEND provision

Formal complaints about SEND provision in St. Gabriel the Archangel Multi Academy Trust schools should be made to the following in the first instance. They will be handled in line with the school's complaints policy.

School	Headteacher	Contact details

Our Lady & St Werburgh's Catholic Primary School	Mrs R Wilson	01782 973 888
St Mary's Catholic Primary School	Mrs D Mellor	01782 619 685
St Teresa's Catholic Primary School	Mr N Price	01782 307 550
St Thomas Aquinas Catholic Primary School	Mrs S Moorhouse	01782 307 530
St Wulstan's Catholic Primary School	Mr B Grove	01782 973 722
St John Fisher Catholic College	Mr G Murray	01782 307 551

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier tribunal if they believe that our Academy has discriminated against their child/ren. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

If the parent or carer is not satisfied with the school's response, they can escalate the complaint.

In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

Information, including contact details about disagreement resolution and mediation services can be found here:

- Staffordshire schools
- Stoke on Trent schools

13. Contact details of support services for parents/carers of children with SEND

School	Agency	Contact details
Our Lady & St Werburgh's Catholic Primary School	**SEND Information and Support Services** *(SENDIASS)* SENDIASS Staffordshire **Advice and monitoring of Safeguarding Concerns** Staffordshire Children's Advice and Support Service	Staffordshire Family Partnership Staffordshire Place 2 Stafford ST16 2DH 01785356921 E-mail: sfps@staffordshire.gov.uk https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=N1WTd8-SHWM&localofferchannel=9-5 0300 111 8007/ 0345 604 2886.(Out of hours) Staffordshire Safeguarding Children Board (staffsscb.org.uk) Email:sscb.admin@staffordshire.gov.uk

School	Agency	Contact details
St Mary's Catholic Primary School	**SEND Information and Support Services** *(SENDIASS)* SENDIASS Staffordshire **Advice and monitoring of Safeguarding Concerns** Staffordshire Children's Advice and Support Service	Staffordshire Family Partnership Staffordshire Place 2 Stafford ST16 2DH 01785356921 E-mail: sfps@staffordshire.gov.uk https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=N1WTd8-SHWM&localofferchannel=9-5 0300 111 8007/ 0345 604 2886.(Out of hours) Staffordshire Safeguarding Children Board (staffsscb.org.uk) Email:sscb.admin@staffordshire.gov.uk
St Teresa's Catholic Primary School	**SEND Information and Support Services** *(SENDIASS)* SENDIASS Stoke **Advice and monitoring of Safeguarding Concerns** Stoke-on-Trent Safeguarding Children's Partnership Children's advice and Duty Team(CHAD)	The Crescent Children's Centre, Pinewood Crescent, Meir, Stoke-on-Trent ST3 6HZ 01782 234701 E-mail: iass@stoke.gov.uk https://sendiass-stoke.co.uk/ 0300 111 8007 0345 604 2886.(Out of hours) 01782 235100 01782 234234.(Out of hours) https://safeguardingchildren.stoke.gov.uk/
St Thomas Aquinas Catholic Primary School	**SEND Information and Support Services** *(SENDIASS)* SENDIASS Stoke **Advice and monitoring of Safeguarding Concerns** Stoke-on-Trent Safeguarding Children's Partnership Children's advice and Duty Team(CHAD)	The Crescent Children's Centre, Pinewood Crescent, Meir, Stoke-on-Trent ST3 6HZ 01782 234701 E-mail: iass@stoke.gov.uk https://sendiass-stoke.co.uk/ 0300 111 8007 0345 604 2886.(Out of hours) 01782 235100 01782 234234.(Out of hours) https://safeguardingchildren.stoke.gov.uk/
St Wulstan's Catholic Primary School	**SEND Information and Support Services** *(SENDIASS)* SENDIASS Staffordshire **Advice and monitoring of Safeguarding Concerns** Staffordshire Children's Advice and Support Service	Staffordshire Family Partnership Staffordshire Place 2 Stafford ST16 2DH 01785356921 E-mail: sfps@staffordshire.gov.uk https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=N1WTd8-SHWM&localofferchannel=9-5 0300 111 8007/ 0345 604 2886.(Out of hours) Staffordshire Safeguarding Children Board (staffsscb.org.uk) Email:sscb.admin@staffordshire.gov.uk
St John Fisher Catholic College	**SEND Information and Support Services** *(SENDIASS)* SENDIASS Staffordshire	Staffordshire Family Partnership Staffordshire Place 2, Stafford ST16 2DH 01785356921 E-mail: sfps@staffordshire.gov.uk

School	Agency	Contact details
	SENDIASS Stoke	https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=N1WTd8-SHWM&localofferchannel=9-5 The Crescent Children's Centre, Pinewood Crescent, Meir, Stoke-on-Trent ST3 6HZ 01782 234701 E-mail: iass@stoke.gov.uk https://sendiass-stoke.co.uk/ 0300 111 8007
	Advice and monitoring of Safeguarding Concerns Staffordshire Children's Advice and Support Service Stoke-on-Trent Safeguarding Children's Partnership Children's advice and Duty Team(CHAD)	0345 604 2886.(Out of hours) Staffordshire Safeguarding Children Board (staffsscb.org.uk) Email:sscb.admin@staffordshire.gov.uk 01782 235100 01782 234234.(Out of hours) https://safeguardingchildren.stoke.gov.uk/

14. The local authority local offer

The local authority's local offer is published here:

Academy	Local Offer Link
St John Fisher Catholic College	SEND Local Offer Staffordshire SEND Local Offer Stoke
St Mary's Catholic Primary School	SEND Local Offer Staffordshire
St Teresa's Catholic Primary School	SEND Local Offer Stoke
St Thomas Aquinas Catholic Primary School	SEND Local Offer Stoke
St Wulstan's Catholic Primary School	SEND Local Offer Staffordshire
Our Lady & St Werburgh's Catholic Primary School	SEND Local Offer Staffordshire

15. Monitoring and evaluation arrangements

15.1 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 commissioned an external review of SEND provision across all our schools.

We have staff trained to carry out Peer reviews in other schools and a programme of regular peer reviews within our schools.

We 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
- Early identification processes
- 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

15.2 Monitoring the policy

This policy will be reviewed annually. 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 Board

16. Links with other policies and documents

This policy links to the following documents

- Accessibility plans can be found on individual school websites
- SEND information report
- SEND Local Offer
- Equalities Policy
- Behaviour policy
- Supporting pupils with medical conditions policy
- Looked After Children Policy
- Attendance policy
- Safeguarding policy
- Complaints policy

Addenda 1: Our Lady & St Werburgh's Catholic Primary School – Detailed Information

1. Efforts to Achieve the best outcome:

Our Lady & St Werburgh's Catholic Primary School is an inclusive school and we strive to support all children to enable them to meet their potential and achieve at school. In order to do this, many steps are taken to support them through their learning journey at our school. This includes:

• Quality first teaching of every child to ensure the highest possible standards of education for all, including SEND

• Early identification of children who may have a SEND

• Ensuring that barriers to learning are overcome and all children are given equitable opportunity

• Raising aspirations of all learners to encourage ambition and success

• Working with children on their emotional and social learning, to develop and promote confidence, self-esteem and independence

• Ensuring the needs of individual children with medical issues or disabilities are fully supported through accessibility and care plans

• Additional regular reviews with parents of children with SEND so that school and home work effectively in partnership

• Working in collaboration with other agencies to ensure appropriate quality provision

Every teacher at Our Lady & St Werburgh's is a teacher of every child in their class including those with SEND. All our pupils have access to a broad and balanced curriculum. To deliver the best outcomes for all our pupils, all stakeholders work together contributing to our provision for pupils with SEND.

2. The types of SEND that are provided for

Our Lady & St Werburgh's Catholic Primary School currently provides additional and/ or different provision for a range of needs. These include:

• Speech, Language, Communication and Interaction needs e.g. autistic spectrum disorder (ASD) & speech and language difficulties.

• Cognition and Learning needs e.g. specific learning difficulties (SpLD) such as dyslexia, dyspraxia & dyscalculia.

• Social, Emotional and Mental Health needs e.g. attention deficit hyperactivity disorder (ADHD), attachment disorder & bereavement.

• Sensory and/or physical needs e.g. visual impairments, hearing impairments, processing difficulties (Sensory Processing Disorder), epilepsy, chronic life-limiting

medical conditions, complex medical conditions with physical disability.

• Moderate and multiple learning difficulties.

3. Consulting and involving pupils and parents/guardians

At Our Lady & St Werburgh's Catholic Primary School, we will have an early discussion with the pupil and their parents/guardians when identifying whether there is a need for special educational provision. These conversations will make sure that:

• Everyone develops a good understanding of the pupil's areas of strength and difficulty

Special Educational Needs and Disabilities Policy

• We take into account the parents/guardians' concerns plus the views of the pupil themselves wherever possible

• Everyone understands the desired outcomes sought for the child which will be listed on an individual Learning Support Plan

• Everyone is clear on what the next steps are

• Notes of these early discussions will be added to the pupil's record on Edukey and shared with parents/guardians where relevant

• We will formally meet with parents/guardians when it is decided that a pupil would benefit from SEND support.

• We aim to work with parents/guardians to identify an appropriate course of action including how parents/guardians can actively support their child at home.

• We ask for written consent from parents/guardians for inclusion on our SEND register.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

• The teacher's assessment and experience of the pupil

• Their previous progress and attainment and behaviour

• Other teachers' assessments, where relevant

• The individual's development in comparison to their peers and national data

• The views and experience of parents/guardians

• The pupil's own views

• Advice from external support services, if relevant

The Assess, Plan, Do, Review cycle will be reviewed three times a year. This is in addition to the termly teacher assessments plus end-of-year internal or external testing.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5. Supporting pupils moving between phases and preparing for adulthood

The strategies in place to enable the effective transition of pupils are listed below.

Upon entry:

• On entry into the Foundation Stage at Our Lady & St Werburgh's, a planned programme of visits are provided in the Summer Term for children starting the following September.

• Parent/ carers are invited to an induction meeting in June at the school and are provided with a range of information to support them in enabling their child to settle into the new school routine.

• The SENCo meets with all new parents/guardians of children who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges are considered prior to entry.

• If a child is transferring from another school, the previous school records will be requested immediately and a meeting will be set up with the parents/guardians to identify and reduce any concerns. Bespoke transition programmes are developed for children arriving at Our Lady & St Werburgh's mid-phase, or for those pupils who have the most complex and enduring additional needs.

Transition to the next school:

• Transition meetings are held between the Year 6 class teachers and SENCo at Our Lady & St Werburgh's and the Head of Year teachers/ SENCos from feeder high schools.

• A programme of visits to the chosen high school is organised for the children before they transfer.

• Additional transition visits can be arranged, in conjunction with the pastoral staff and/or SENCo at the chosen high school, for more vulnerable children.

• For pupils transferring to other local schools, the SENCos of both schools will liaise to discuss the needs of children with SEND in order to ensure a smooth transition.

• The Annual Review in Y5 for pupils with an Education Health Care Plan (EHCP), begins the process where parents/guardians are supported to make decisions regarding

high school choices.

• Parents/ guardians will be encouraged to consider options for the next phase of education and the school will involve external agencies, as appropriate, to ensure information is comprehensive and accessible.

• Parents/ guardians will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice website. Information on this service is located on the Staffordshire website at:
https://www.staffordshire.gov.uk/Education/Admissions-secondary/home.aspx

6. Our approach to teaching pupils with SEND

Class teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils using a range of scaffolds and support to ensure equality of access to the curriculum.

We will also provide a range of interventions appropriate to the type and level of need following in- school diagnostic screening or, if necessary, specialist assessments and recommendations where external agencies are involved in specific support.

7. Adaptations to the curriculum and learning environment

At Our Lady & St Werburgh's Catholic Primary School we will make the following adaptations to ensure all pupils' needs are met:

• Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, by type of support required etc.
Special Educational Needs and Disabilities Policy

• Adapting our resources and staffing

• Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, writing aids, concentration and processing resources etc.

• Differentiating our teaching, for example, giving longer processing times, preteaching of key vocabulary, reading instructions aloud, etc.

• Specific reasonable adjustments following recommendations from external agencies.

8. Additional support for learning

We have a number of teaching assistants who are trained to deliver a range of interventions.

These assistants will support on a 1:1 basis, or in small groups or support children to remain in the classroom and access quality first teaching.

We work with the following agencies to provide support for pupils with SEND:

• Health including: physiotherapy, occupational therapy, speech and language therapy, school nursing service

• Visual and Hearing Impairment teams, Staffordshire County Council

• Behaviour Support service, Entrust

• Education Psychology service, Staffordshire County Council

• Local Support Team, Social Services

• CAMHS (Childhood & Adolescent Mental Health Service)

• Dove

9. Expertise and training of staff

At Our Lady & St Werburgh's Catholic Primary School:

• Our SENCo is currently completing the NASENCo qualification and we have a qualified SENCO with many years' experience on our SLT who offers support

• We have a team of experienced teaching assistants who are trained to deliver SEND provision. Where a pupil's needs are complex, if may be possible to secure Local Authority funding for a 1:1 keyworker. However, this is only where the need is significant/ enduring and/ or life-limiting.

• In the last academic year, staff have been trained in staff as co-practitioners in the classroom, Educational Psychology Accelerated Reading pilot programme, Emotional Literacy Support, Precision Teaching, Autism training, Attachment and Trauma training, dyslexia support, relevant level of Safeguarding training, SENCo updates and Maths Mastery variance training

• We employ the services of an Independent Speech Therapist and an Educational Psychologist to support pupils with specific needs that require specialist input although are unable to access this specialist support immediately. We work closely with specialist staff from other agencies to meet the needs of pupils with significant enduring and/or life limiting medical conditions.

10. Evaluating the effectiveness of SEND provision

At Our Lady & St Werburgh's we evaluate the effectiveness of the provision for pupils with SEND by:

• Reviewing pupils' individual progress towards their pupil passport targets each term and identifying measurable (small steps) progress towards the desired outcomes;

• Reporting to parents/guardians at least once per term;
• Reviewing the impact of interventions after approx. 10 weeks, or sooner if the need arises;
• Including the pupil at every stage of their support so that it is meaningful and appropriate;
• Regular monitoring – drop-ins/ learning walks/ SEND paperwork scrutiny & book trawls carried out by the SENCo;
• Using learning passports to measure individual progress, and a whole school provision map to inform whole school progress data for those pupils with SEND.
• Holding Annual Reviews for pupils with EHC plans.

11. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Our Lady & St Werburgh's Catholic Primary School is an inclusive school and we strive to support all children to enable them to meet their potential and achieve at school. In order to do this, many steps are taken to support them through their learning journey at our school.
All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
All pupils are encouraged to go on our residential trips in Years 5 and 6.
All pupils are encouraged to take part in sports day/ school plays/ special workshops, reading at Mass and in assembly where appropriate, etc. No pupil is ever excluded from taking part in these activities because of their SEND or disability.
Our Lady & St Werburgh's is an inclusive school and in accordance with The Equality Act 2010 no child will be refused admission to the school on the basis of his/ her special educational need. We will not discriminate against children with disabilities and we will take all reasonable steps to provide effective educational provision to meet the needs of the child.
We are mindful of the Equality Act 2010 and have an Accessibility Plan in place. We are vigilant about making reasonable adjustments where possible. We value and respect diversity in our setting and do our very best to meet the needs of all our learners.
Adaptations to the school environment include:
• Disabled parking bay in front of school gates;
• A fully accessible, single-storey site – there are no stairs or steps to impede entrance or exit;
• Accessible toilets;
• Appropriate width of the doorways and corridors;
• Railings and handrails alongside steps/slopes;

• Appropriate height of the Reception counter and the lunch service hatch.

At Our Lady & St Werburgh's we ensure that all children are fully included in all aspects of the wider school life, including activities outside of school and on school trips. Depending on the child's need, an individual risk assessment may be necessary to ensure that we can provide the best support and resources in place to enable children with SEND to fully access and enjoy the activity or trip.

12. Support for improving emotional and social development

The wellbeing of every child at Our Lady & St Werburgh's is a key priority. All staff are trained to provide a high standard of pastoral support. Members of staff are readily available for children who wish to discuss issues and concerns. Our prayer garden is available for use by children at any time during the school day (supervised). Children who find unstructured time outside class challenging are supported with alternative small group opportunities or individual task-based activities within the school.

Additionally, the school follows a Personal, Health, Social, and Emotional (PHSE) curriculum called Healthy Mind, Happy Me, which is timetabled on a weekly basis in every class. Our PSHE curriculum is a spiral curriculum, which covers key issues such as Belonging, Friendships, Coping and Resilience and Being the Best Me I Can Be. Our school also follows Ten:Ten- Life to the Full, a Relationships Education Curriculum approved by the Archdiocese of Birmingham. The learning activities within this specialist programme provides all children (EYFS – Year 6) with the opportunity to improve their understanding and skills that they need to enhance their overall wellbeing with an understanding of how this works within the Catholic faith. To further support PSHE and Emotional wellbeing, we seek opportunities to work on other projects; this year having worked with GLOW on the Relationships Without Fear programme with our Year 5 and 6 children.
Our Lady & St Werburgh's has an anti-bullying policy and additionally, a child-friendly antibullying policy which is reviewed annually, written with and shared by the Pupil Leadership Team.
We continually undertake work within school to promote healthy lifestyles and we provide opportunities for the children to develop their emotional resilience.

Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and implemented by all staff. Exemplary actions, words attitude and behaviour is acknowledged every week in the Golden Book and celebrated in Merit Assembly every Friday.
We regularly monitor attendance and take the necessary actions to prevent prolonged

unauthorised absence in conjunction with external agencies. Additionally, the pupils' attitudes to school and their learning are regularly assessed and appropriate action is taken, if needed.
We provide support for pupils to improve their emotional and social development in the following ways:

• Pupils with SEND are encouraged to be part of the Pupil Leadership Team

• Pupils with SEND are also encouraged to be part of our extra-curricular clubs to promote teamwork/building friendships etc.

• Our SENCo provides bespoke Emotional Literacy Support interventions on a case-bycase basis to support pupils with significant or emergency needs.

• We have a zero-tolerance approach to bullying.

13. Working with other agencies

If progress rates in any area of child development in our pupils with SEND continues to be of concern despite the delivery of high-quality interventions and reasonable adjustments to support curriculum engagement and access, then a child may be considered to have special educational needs and placed on the SEND Register. Parents/guardians will be informed of this. At this point, advice can be sought from a variety of external agencies regarding strategies to best meet the specific needs of children with additional needs. This will only be undertaken after parental permission has been obtained and may include referral to:

• Special Educational Needs and Inclusion Service (SENDIS).

• Fr Hudson's Family Support Worker

• Autism Outreach Team.

• Hearing Impairment team.

• Visual Impairment team.

• Educational Psychologist Service.

• Educational Welfare Officers.

• Social Services.

• School Nursing Hub.

• CAMHS (Child & Adolescent Mental Health Service).

• Speech and Language Therapy.

• Dove Bereavement Services.

• Additional support practitioners where relevant, such as dyslexia/ dyscalculia specialists

Recommendations from external agencies are shared with parents/guardians, inform Learning

Support Plan target setting and are reviewed as part of the four-part APDR review cycle. Regular multidisciplinary Team around the Child (TAC) meetings are held in school for those pupils with complex needs. Pupils with SEND at Our Lady & St. Werburgh's will only have direct contact with visiting professionals from external agencies with parents/guardians' permission, except in cases where there are emergency safeguarding concerns.

For a very small percentage of children, whose needs are significant, complex and enduring, and where the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, with parents/ guardians' consent a request can be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education Health Care plan (EHCP) being provided.

Addenda 2 : St Mary's Catholic Primary School – Detailed Information

1. Efforts to Achieve the best outcome:

• Ensure early identification of additional needs.
• Raise the aspiration of all learners with Special Educational Needs (SEN), and those working with them, encouraging their ambition and success.
• Allow opportunities for all learners to aim to achieve their full potential.
• Promote learners self-esteem and emotional well-being by helping them to form and maintain meaningful relationships.
• To be outcome focused meeting outcomes through provision tailored to the learners' needs; working in partnership with parents/guardians/carers.
• Provide Quality First Teaching to ensure the highest possible standard of education for all learners
• Foster greater independence for all learners, particularly those with special educational needs.
• Ensure the needs of children with disabilities/medical needs are met by supporting them through accessibility plans and medical provision to meet individual requirements.
• Recognise the need for effective multi-agency collaboration; liaising with learners, parents/guardians and professionals to build a strong foundation of provision.
• Through working with the District Inclusion Hub develop robust strategies to promote ensure the best provision for learners

2. The types of SEND that are provided for

St Mary's Catholic Primary School currently provides additional and/or different provision for a range of needs. These include:

• Communication and interaction, for example, Autistic Spectrum Condition, Asperger's Syndrome, speech and language difficulties

• Cognition and learning, for example, dyslexia, dyspraxia,

• Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

• Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, medical conditions with physical disability

3. Consulting and involving learners and parents/guardians

At St Mary's Catholic Primary School we will have an early discussion with the learner and their parents/guardians when identifying whether there is a need for special educational provision. These conversations will make sure that:

• Everyone develops a good understanding of the learner's areas of strength and difficulty

• We take into account the parents/guardians' concerns

• Everyone understands the agreed outcomes sought for the child

• Everyone is clear on what the next steps are

Notes of these early discussions will be added to the learner's record and shared with parents/guardians where relevant.

We will formally notify parents/guardians when it is decided that a learner would benefit from additional support and request their agreement for the learner to be added to the register of children with SEN.

4. Assessing and reviewing learners' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the learner's needs. This will draw on:

• The teacher's assessment and experience of the learner

• Their previous progress and attainment and behaviour

• Other teachers' assessments, where relevant

• The individual's development in comparison to their peers and national data
• The views and experience of parents/guardians
• The learner's own views
• Advice from external support services, if relevant

The Assess, Plan, Do, Review cycle will be reviewed three times a year. This is in addition to the termly teacher assessments plus end-of-year internal or external testing.

All teachers and support staff who work with the learner will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the learner's progress.

5. Supporting learners moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the learner is moving to. We will agree with parents/guardians and learners which information will be shared as part of this.

Upon entry:

• On entry into the Foundation Stage at St. Mary's a planned programme of visits are provided for children starting the following September.
• Parents/guardians/carers are invited to an induction meeting in June at the school and are provided with a range of information to support them in enabling their child to settle into the new school routine.
• The SENCo meets with all new parents/guardians of children who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges are considered prior to entry.
• If a child is transferring from another school, the previous school records will be requested immediately and a meeting will be set up with the parents/guardians to identify and reduce any concerns.

Transition to the next school or setting

• The SENCo and other key staff with knowledge of the learner will liaise with the setting that the learner is moving to. Opportunities for visits will be offered to ensure a smooth transition and to build the learner's confidence during these periods of change.
• Extra sessions are offered in school for children in Year 6 who we think would benefit from additional support to increase confidence and self-esteem.
• Children have opportunities to take part in induction/transition days at their new setting and will be supported by known staff as necessary

6. Our approach to teaching learners with SEND

Teachers are responsible and accountable for the progress and development of all the learners in their class.

High quality teaching is our first step in responding to learners who have SEND. This will be differentiated for individual learners.

We will also provide interventions as necessary which we feel will be of benefit to our children. These could include numeracy interventions either 1:1 or in a small group as well as confidence building, social interaction and anger management.

7. Adaptations to the curriculum and learning environment

St Mary's Catholic Primary School will make the following adaptations to ensure all learners' needs are met:

• Differentiating our curriculum to ensure all learners are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

• Adapting our resources and staffing

• Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

• Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

• Screen learners to identify their strengths and weaknesses

• Ramps have been added to school to allow access to all areas of the school

• Specific reasonable adjustments following recommendations from external agencies.

8. Additional support for learning

We have a number of teaching assistants who are trained to deliver a range of interventions. These assistants will support on a 1:1 basis, or in small groups or support children to remain in the classroom and access quality first teaching.

We work with the following agencies to provide support for learners with SEND:

• Occupational therapy, Speech and Language therapy, School Nursing Service

• Visual and Hearing Impairment teams, Staffordshire County Council

• Education Psychology service, Staffordshire County Council

• Local Support Team, Social Services

• CAMHS (Childhood & Adolescent Mental Health Service)

• Autism Inclusion Team

9. Expertise and training of staff

At St Mary's Catholic Primary School:

• The SENCo has the appropriate qualifications to carry out the responsibility for the role in school.

• All staff delivering specific interventions have been trained and have the skills to provide high level support.

• We use specialist staff for supporting learners with visual impairment. We work closely with specialist staff from other agencies to meet the needs of learners with significant enduring and /or life limiting medical conditions.

10. Evaluating the effectiveness of SEND provision

At St Mary's we evaluate the effectiveness of the provision for learners with SEND by:

• Reviewing learners' individual progress towards their goals each term

• Reviewing the impact of interventions after 12 weeks

• Using learner questionnaires

• Monitoring by the SENCo

• Holding annual reviews for learners with EHC plans

• Pupil Voice activities

• Annual Reviews for pupils with EHC plans

11. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

St.Mary's Catholic Primary School is an inclusive school and we strive to support all children to enable them to meet their potential and achieve at school. In order to do this many steps are taken to support them through their learning journey at our school.

All of our extra-curricular activities and school visits are available to all our pupils,

All pupils are encouraged to go on our residential trips to Laches Wood

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

St.Mary's is an inclusive school and in accordance with The Equality Act 2010 no child will be refused admission to the school on the basis of his/her special educational need. We will not discriminate against children with disabilities and we will take all reasonable steps to provide effective educational provision to meet the needs of the child.

We are mindful of the Equality Act 2010 and have an Accessibility Plan in place. We are vigilant about making reasonable adjustments where possible. We value and respect diversity in our

setting and do our very best to meet the needs of all our learners.

Adaptations to the school environment include:

• All floors levelled and all classrooms accessible in KS1, Ramps are located to allow access to classrooms and ICT room in KS2.

• Accessible toilets suitable for adults and children.

• Appropriate width of the doorways and corridors.

• Appropriate height of the Reception counter.

Activities and school trips are available to all. Risk assessments are carried out for all day trips and residential visits, and procedures are put in place to enable all children to participate in all school activities.

12. Support for improving emotional and social development

The wellbeing of every child at St. Mary's is a key priority. All staff are trained to provide a high standard of pastoral support. Members of staff are readily available for children who wish to discuss issues and concerns. Our prayer garden and chapel is available for use by children at any time during the school day in a supervised manner.

Additionally, the school follows a Personal, Health, Social, and Emotional (PHSE) curriculum which is delivered in class through such opportunities as 'circle time'. These activities provide our children with the opportunity to improve their understanding and skills that they need to enhance their overall wellbeing.

St. Mary's has an anti-bullying policy.

We continually undertake work within school to promote healthy lifestyles and we provide opportunities for the children to develop their emotional resilience.

We provide support for pupils to improve their emotional and social development in the following ways:

• Pupils with SEND are encouraged to be part of the school council and all

• Support from our Family Support Worker, based in school, to work to resolve any pastoral issues The family support worker, as well as working with children and families, signposts to external agencies where necessary

• We have a zero tolerance approach to bullying.

13. Working with other agencies

If progress rates in any area of child development in our pupils with SEND continues to be of concern despite the delivery of high quality interventions and reasonable adjustments to support

curriculum engagement and access, then a child may be considered to have special educational needs and placed on the SEND Register. Parents/guardians will be informed of this. At this point advice can be sought from a variety of external agencies regarding strategies to best meet the specific needs of children with additional needs. This will only be undertaken after parental permission has been obtained and may include referral to:

• Special Educational Needs and Inclusion Service (SENDIS).
• Behaviour Support Service.
• Autism Outreach Team.
• Hearing Impairment team.
• Visual Impairment team.
• Educational Psychologist Service.
• Educational Welfare Officers.
• Family Support Worker
• Social Services.
• School Nurse.
• CAMHS (Child & Adolescent Mental Health Service).
• Speech and Language.
• Arch
• Glow

Recommendations from external agencies are shared with parents/guardians, inform individual target setting and are reviewed as part of the four part APDR review cycle. Pupils with SEND at St. Mary's will only have direct contact with visiting professionals from external agencies with parents/guardians' permission, except in cases where there are emergency safeguarding concerns.

For a small percentage of children, whose needs are significant, complex and enduring, and where the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, with parents/guardians' consent a request can be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education Health Care plan (EHCP) being provided

Addenda 3: St Teresa's Catholic Primary School – Detailed Information

1. Efforts to Achieve the best outcome:

• St. Teresa's Catholic Primary School is an inclusive school and we strive to support

all children to enable them to meet their potential and achieve at school. In order to do this many steps are taken to support them through their learning journey at our school.

• Every teacher at St. Teresa's is a teacher of every child in their class including those with SEND. All our pupils have access to a broad and balanced curriculum. To ensure that these aims are met to deliver the best outcomes for all our pupils all stakeholders work together contributing to our provision for pupils with SEND.

2. The types of SEND that are provided for

St Teresa's Catholic Primary School currently provides additional and/or different provision for a range of needs. These include:

• Speech, Language, Communication and Interaction needs e.g. autistic spectrum disorder (ASD) & speech and language difficulties.

• Cognition and Learning needs e.g. specific learning difficulties (SpLD) such as dyslexia, dyspraxia & dyscalculia.

• Social, Emotional and Mental Health needs e.g. attention deficit hyperactivity disorder (ADHD), attachment disorder & bereavement.

• Sensory and/or physical needs e.g. visual impairments, hearing impairments, processing difficulties (Sensory Processing Disorder), epilepsy.

• Moderate and multiple learning difficulties.

3. Consulting and involving pupils and parents/guardians

At St Teresa's Catholic Primary School we will have an early discussion with the pupil and their parents/guardians when identifying whether there is a need for special educational provision. These conversations will make sure that:

• Everyone develops a good understanding of the pupil's areas of strength and difficulty

• We take into account the parents/guardians' concerns plus the views of the pupil themselves

• Everyone understands the desired outcomes sought for the child which will be listed on an individual Pupil Passport

• Everyone is clear on what the next steps are

• Notes of these early discussions will be added to the pupil's record and shared with parents/guardians where relevant

• We will formally meet with parents/guardians when it is decided that a pupil would benefit from SEND support.

• We aim to work with parents/guardians to identify an appropriate course of action including how parents/guardians can actively support their child at home.
• We ask for written consent from parents/guardians for inclusion on our SEND register.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.
The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:
• The teacher's assessment and experience of the pupil
• Their previous progress and attainment and behaviour
• Other teachers' assessments, where relevant
• The individual's development in comparison to their peers and national data
• The views and experience of parents/guardians
• The pupil's own views
• Advice from external support services, if relevant
The Assess, Plan, Do, Review cycle will be reviewed three times a year. This is in addition to the termly teacher assessments plus end-of-year internal or external testing.
All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5. Supporting pupils moving between phases and preparing for adulthood

A number of strategies are in place to enable the effective transition of pupils and are listed below.
Upon entry:
• On entry into the Foundation Stage at St. Teresa's a planned programme of visits are provided in the Summer Term for children starting the following September.
• Parent/carers are invited to an induction meeting in June at the school and are provided with a range of information to support them in enabling their child to settle into the new school routine.
• The SENCo meets with all new parents/guardians of children who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges are considered prior to entry.
• If a child is transferring from another school, the previous school records will be

requested immediately and a meeting will be set up with the parents/guardians to identify and reduce any concerns. Bespoke transition programmes are developed for children arriving at St. Teresa's mid-phase, or for those pupils who have the most complex and enduring additional needs.

Transition to the next school:

• Transition meetings are held between the Year 6 class teachers and SENCo (where necessary) at St. Teresa's and the Head of Year teachers/SENCos from feeder high schools.

• A programme of visits to the chosen high school is organised for the children before they transfer.

• Some children may benefit from further Transition support. This can be supported through the Learning Mentor or by our Father Hudson worker.

• For pupils transferring to other local schools, the SENCos of both schools will liaise to discuss the needs of children with SEND in order to ensure a smooth transition.

• The Annual Review in Y5 for pupils with an Education Health Care Plan (EHCP), begins the process where parents/guardians are supported to make decisions regarding high school choices. Parents/guardians will be encouraged to consider options for the next phase of education. The school will involve external agencies, as appropriate, to ensure information is comprehensive and accessible. This will take place at the Year 6 review which will be held in the Autumn Term.

6. Our approach to teaching pupils with SEND

Class teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide a range of interventions appropriate to the type and level of need following, diagnostic testing and recommendations from professionals including external agencies.

7. Adaptations to the curriculum and learning environment

St Teresa's Catholic Primary School will make the following adaptations to ensure all pupils' needs are met:

• Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, by type of support required etc.

• Adapting our resources and staffing

• Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, writing aids, concentration and processing resources etc.

• Differentiating our teaching, for example, giving longer processing times, preteaching of key vocabulary, reading instructions aloud, etc.

• Specific reasonable adjustments following recommendations from external agencies.

8. Additional support for learning

We have a number of teaching assistants who are trained to deliver a range of interventions. These assistants will support on a 1:1 basis, or in small groups or support children to remain in the classroom and access quality first teaching.

We work with the following agencies to provide support for pupils with SEND:

• Health including: physiotherapy, occupational therapy, speech and language therapy, school nursing service

• Visual and Hearing Impairment teams, Stoke County Council

• Local Support Team, Social Services

• CAMHS (Childhood & Adolescent Mental Health Service)

• Dove

• Arch

• North Staffordshire Young Carers Association

9. Expertise and training of staff

At St Teresa's Catholic Primary School:

• Our SENCo is allocated 2 days a week to manage SEND provision across the school.

• We have a team of experienced Learning Support Assistants (LSA), who are trained in many interventions both at a group level and on a 1:1 basis. Where a pupils' needs are complex, the City may provide funding for a LSA to work with the said child. This support will only be offered to students with complex needs that cannot be met through our usual support.

• We work closely with Services who can offer support for children with hearing or visual impairment.

• Learning support Assistants have had the following training (where appropriate for the needs of the children): Peer Massage, precision spelling, Precision maths, Rapid maths, Power of 2 and Plus 1, Toe-By-Toe, Inference reading, reading between the lines, Talk Boost, Switch on Literacy, Level 2 Safeguarding training.

10. Evaluating the effectiveness of SEND provision

At St Teresa's we evaluate the effectiveness of the provision for pupils with SEND by:

• Reviewing pupils' individual progress towards their pupil passport targets termly and identifying measurable progress towards the desired outcomes and report to parents/guardians.

• Gathering data from Vernon Spelling tests, British Picture Vocabulary tests, NTS maths and NTS reading and GAPS (Grammar, punctuation and spelling), to identify strengths, difficulties and progress.

• Using provision maps to measure progress over time.

• Pupil voice activities.

• Monitoring by the SENCo – drop-ins, learning walks, paperwork scrutiny and book trawls.

• Reviewing the impact of interventions over 10 weeks, sooner if required.

• Holding annual reviews for pupils with EHC plans.

11. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all of our pupils.
All of students are encouraged to attend our residential trips to Stanley Head in Year 5 and PGL in Year 6..

Activities and school trips are available to all. Risk assessments are carried out for all day trips and residential visits, and procedures are put in place to enable all children to participate in all school activities. Parents/guardians/carers of children with SEND are encouraged to be involved in the planning of day trips and residential visits that their child will participate in during their time at St. Teresa's with the relevant members of staff and social stories may be shared to ensure children have an understanding about their trip before leaving school
All pupils are encouraged to take part in sports days, school plays/concerts and special workshops. No child is ever excluded from these activities because of their SEND of disability.

St. Teresa's is an inclusive school and in accordance with The Equality Act 2010 no child will be refused admission to the school on the basis of his/her special educational need. We will not discriminate against children with disabilities and we will take all reasonable steps to provide effective educational provision to meet the needs of the child.
We are mindful of the Equality Act 2010 and have an Accessibility Plan in place. We are vigilant

about making reasonable adjustments where possible. We value and respect diversity in our setting and do our very best to meet the needs of all our learners.

Adaptations to the school environment include:

• Disabled parking bays on the school car park.

• Accessible toilets.

• Appropriate width of the doorways and corridors.

• Railings and handrails alongside steps/slopes.

12. Support for improving emotional and social development

St. Teresa's has an anti-bullying policy. We are a Healthy School, we continually undertake work within school to promote healthy lifestyles and we provide opportunities for the children to develop their emotional resilience.

Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and implemented by all staff.

We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence in conjunction with external agencies. Additionally, the pupils' attitudes to school and their learning are regularly assessed and action taken if needed.

We provide support for pupils to improve their emotional and social development in the following ways:

• Pupils with SEND are encouraged to be part of the school council.

• Pupils with SEND are encourages to be part of our extra-curricular clubs to promote teambuilding and build friendships.

• We encourage class teachers to use Peer Massage to build positive relationships between students.

• We follow 10:10 RSHE, use some Jigsaw PSHE and SEAL resources whilst teaching PSHE. Circle time is also used to support our PSHE sessions.

• Children can be referred to our Learning Mentor to resolve pastoral difficulties. They can also provide bespoke interventions for children who are having any Social, emotional difficulties, including bereavement.

• We also use Father Hudson Service to support families who may be facing difficulties.

• We may refer children to Changes or MIND.

• The SENCo and learning Mentor attended a number of course held by Changes (Managing self-harm in Children & Young people, Building Self-esteem in Children & Young people, Helping Children cope with Bereavement and Loss, Practical skills to Support Children and Young People).

13. Working with other agencies

If progress rates in any area of child development in our pupils with SEND continues to be of concern despite the delivery of high quality interventions and reasonable adjustments to support curriculum engagement and access, then a child may be considered to have special educational needs and placed on the SEND Register. Parents/guardians will be informed of this. At this point, if necessary, advice can be sought from a variety of external agencies regarding strategies to best meet the specific needs of children with additional needs. This will only be undertaken after parental permission has been obtained and may include referral to:

• Autism Outreach Team.

• Hearing Impairment team.

• Visual Impairment team.

• Educational Welfare Officers.

• Social Services.

• CAMHS (Child & Adolescent Mental Health Service).

• Speech and Language.

• Dove

Recommendations from external agencies are shared with parents/guardians, inform pupil passport target setting and are reviewed as part of the four-part APDR review cycle. Pupils with SEND at St. Teresa's will only have direct contact with visiting professionals from external agencies with parents/guardians' permission, except in cases where there are emergency safeguarding concerns.

For a very small percentage of children, whose needs are significant, complex and enduring, and where the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, with parents/guardians' consent a request can be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education Health Care plan (EHCP) being provided.

Addenda 4: St Thomas Aquinas Catholic Primary School – Detailed Information

1. Efforts to Achieve the best outcome:

At St Thomas Aquinas we aim to be an inclusive school, actively seeking to remove barriers to learning that can hinder or exclude individual pupils. We ensure that equality of opportunity is a reality for all our pupils. In order to do this we strive:

• To provide first quality teaching for all children,

• To remove the barriers to learning and participation that can hinder or exclude

individuals or groups of pupils,

• To have an inclusive approach to meeting the needs of all children within a secure and supportive environment,

• To enable each child to develop to his/her full potential with equal access to a broad, balanced and differentiated curriculum,

• To identify and assess Special Educational Needs at an early stage of development and provide appropriate intervention and support,

• To establish a partnership between school and parents/guardians and specialist services,

• To hold regular reviews which report on progress made, support provided and inform future planning,

• To celebrate achievements with the child and their parents/guardians/carers,

• To provide appropriate resources and support for staff to meet children's special educational needs,

• To meet the statutory requirements as described by the Special Educational Needs and Disability () Code of Practice: 0 – 25 years (2014).

2. The types of SEND that are provided for

St Thomas Aquinas Catholic Primary School currently provides additional and/or different provision for a range of needs. These include:

• Communication and interaction difficulties, for example, autistic spectrum condition (ASC) and speech and language difficulties

• Cognition and learning needs, for example Specific Learning difficulty (SpLD) such as dyslexia, dyspraxia,

• Social, Emotional and Mental Health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment and bereavement

• Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, medical difficulties with a physical disability

• Moderate and multiple learning difficulties

3. Consulting and involving pupils and parents/guardians

At St Thomas Aquinas we will have an early discussion with the pupil and their parents/guardians when identifying whether there is a need for special educational provision. These conversations will make sure that:

• Everyone develops a good understanding of the pupil's areas of strength and difficulty

• We take into account the parents/guardians' concerns
• Everyone understands the agreed outcomes sought for the child
• Everyone is clear on what the next steps are
Notes of these early discussions are added to the pupil's record
We will formally meet with parents/guardians when it is decided that a pupil will receive support and seek parental consent to include children on our register.
Parent voice will be paramount, and will be listened to, and included during all meetings.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of Assess, Plan, Do, Review.
The class, subject teacher or ELSA (Emotional Literacy Support Assistant) will work together with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:
• The teacher's assessment and experience of the pupil
• Their previous progress and attainment and behaviour
• Other teachers' assessments, where relevant
• The individual's development in comparison to their peers and national data
• The views and experience of parents/guardians
• The pupil's own views
• Advice from external support services, if relevant
The assessment will be reviewed regularly.
All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and the impact on the pupil's progress.

5. Supporting pupils moving between phases and preparing for adulthood

Upon entry
As part of the transition to our Early Years Foundation Stage, children take part in a transition program. Children are invited to take part in Stay and Play sessions in the Summer term prior to them attending our school. Staff will also visit children in their current setting or at home. If a child has SEND needs, a meeting will be organised with the SENDCo, EYFS lead, parents, previous settings, Early Years forum etc. in order to help create a smooth transition and to share strengths, difficulties and strategies that are successful.

If a child transfers from another setting, records will be requested immediately and a meeting

arranged with parents to help alleviate any concerns and to support the transition of the child into the relevant class.

Transition to the next school or setting
We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents/guardians and pupils which information will be shared as part of this.
All pupils will undergo transition days/induction at their new school. Additional transition sessions will be requested if needed. Teachers and SENDCo from primary and secondary settings will meet to discuss transition. Any pupils identified as requiring additional support during transition may receive this from Father Hudson's Care or our ELSA.

For pupils in Year 5 with an Education Health Care Plan (EHCP), the annual review begins the process where parents/guardians are supported to make decisions regarding high school choices. Parents/guardians will be encouraged to consider options for the next phase of education and the school will involve external agencies, as appropriate, to ensure information is comprehensive and accessible.

6. Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.
High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.
We will also provide a large number of interventions that may include:

- Talk Boost
- Precision Teaching
- Colourful Semantics
- Language for Thinking
- Word Aware
- Asking Good Questions
- Asking Specific Questions
- Several others as deemed appropriate/advised by the Department of the Local Authority reviewed regularly and updated etc.

7. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

• Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

• Adapting our resources and staffing

• Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

• Differentiating our teaching, for example, giving longer processing times, preteaching of key vocabulary, reading instructions aloud, etc.

• Specific reasonable adjustments as recommended by external agencies

8. Additional support for learning

We have teaching assistants who are trained to deliver a range of interventions.

Teaching assistants can support pupils on a 1:1 basis, within small groups or within the whole class to access high quality teaching as deemed appropriate.

We have a trained ELSA (Emotional Literacy Support Assistant)/ Father Hudsons representative to support children with SEMH needs.

We work with the following agencies to provide support for pupils with SEND:

• Inclusive Learning Services

• Autism Outreach Team

• Education Psychology

• Occupational Therapy

• Physiotherapy

• CAMHS (Childhood & Adolescent Mental Health Service

• Speech and Language therapy

• Father Hudson Care

• School Nurse Team

• Dove

• Social services

9. Expertise and training of staff

At St Thomas Aquinas Catholic Primary School:

• Our SENDCo has the NASENCo award and 2 years' experience in this role. She also works as a class teacher within school. She is allocated a day per week to manage SEND provision.

• We have a team of teaching assistants, including 3 Higher Level Teaching Assistants (HLTAs) who are trained in various interventions both at a group and 1:1 level.

• We have a trained ELSA (Emotional Literacy Support Assistant)
• We have a Father Hudson Support worker for half a day per week to support children and families
• We have 2 members of staff trained in the Rainbow Bereavement training

10. Evaluating the effectiveness of SEND provision

At St Thomas Aquinas we evaluate the effectiveness of the provision for pupils with SEND by:
• Reviewing pupils' individual progress towards their goals each APDR cycle to report to parents/guardians
• Reviewing the impact of interventions after the stated intervention period and at least termly as part of the APDR cycle
• Completion of standardised tests such as Vernon Spelling, British Picture Vocabulary tests, Renfrew Action Picture and vocabulary tests every 6 months
• Completion of more diagnostic tests such as Numicon Intervention Program
• Gaining pupil and parent voice
• Monitoring by the SENDCO – learning walks, drop ins, book scans, analysis of paperwork
• Using provision maps to measure progress over time
• Holding annual reviews for pupils with EHCP (Educational Health Care Plans)

11. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
All Y6 pupils are encouraged to go on a residential trip.
All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
No pupil is ever excluded from taking part in these activities because of their SEND or disability.
Pupils with disabilities will be supported by staff as appropriate.
We are an inclusive school and in accordance with The Equality Act 2010 no child will be refused admission to the school on the basis of his/her special educational need. We will not discriminate against children with disabilities and we will take all reasonable steps to provide effective educational provision to meet the needs of the child
Access to the school is appropriate for pupils with disabilities and where necessary, reasonable adjustments will be made. Our Accessibility Plan is available to view on our website.

12. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

• Our school ethos promotes love and respect for all individuals, regardless of their faith, culture, disability or educational need.

• Pupils with SEND are encouraged to take part fully in school life, including clubs, School Council etc.

• We have a zero tolerance approach to bullying and we celebrate the talents of every child at every level.

• Families can access Father Hudson Care

• Children can access our trained ELSA as part of an intervention cycle

• SENDCo can make a referral to CAHMS or MIND

• Our older pupils have been trained as Mental Health Champions and have accessed the MACCA project

• We offer workshops from external agencies where applicable

• Our older pupils have taken part in a variety of workshops run by North Staffs Mind

• Currently the SENCo is working with Changes Health and Well Being completing the Train the Trainer course to be able to deliver mental health workshops to groups of children prior to external agency involvement

• We have a Trainee Mental Health Practitioner as part of Wave 8 Mental Health Support Teams trailblazer project starting in January 2023.

• SENDCo is a trained Senior Mental Health Lead

13. Working with other agencies

If progress rates in any area of child development in our pupils with SEND continues to be of concern despite the delivery of high quality interventions and reasonable adjustments to support curriculum engagement and access, then advice can be sought from a variety of external agencies regarding strategies to best meet the specific needs of children with additional needs. This will only be undertaken after parental permission has been obtained and may include referral to:

• Inclusive Learning Services

• Abbey Hill Outreach

• Occupational Therapy

• Physiotherapy

• CAMHS (Childhood & Adolescent Mental Health Service)
• Speech and Language therapy
• Father Hudson Care
• Hearing Impairment team
• Visual Impairment team
• Educational Psychologist Service.
• Educational Welfare Officers.
• Social Services.
• School Nurse.
• CAMHS (Child & Adolescent Mental Health Service).
• Dove

Recommendations from external agencies are shared with parents/guardians, inform pupil passport target setting and are reviewed as part of the four part APDR review cycle. Pupils with SEND will only have direct contact with visiting professionals from external agencies with parents/guardians' permission, except in cases where there are emergency safeguarding concerns.

For a very small percentage of children, whose needs are significant, complex and enduring, and where the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, with parents/guardians' consent a request can be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education Health Care plan (EHCP) being provided.

Addenda 5: St Wulstan's Catholic Primary School – Detailed Information

1. Efforts to Achieve the best outcome:

• St. Wulstan's Catholic Primary School is an inclusive school and we strive to support all children to enable them to meet their potential and achieve at school. In order to do this, many steps are taken to support them through their learning journey at our school.

• Every teacher at St. Wulstan's is a teacher of every child in their class including those with. All our pupils have access to a broad and balanced curriculum. To ensure that these aims are met to deliver the best outcomes for all our pupils all stakeholders work together contributing to our provision for pupils with SEND.

2. The types of SEND that are provided for

St Wulstan's Catholic Primary School currently provides additional and/or different provision for a range of needs. These include:

• Speech, Language, Communication and Interaction needs e.g. autistic spectrum disorder (ASD) & speech and language difficulties.

• Cognition and Learning needs e.g. specific learning difficulties (SpLD) such as dyslexia, dyspraxia & dyscalculia.

• Social, Emotional and Mental Health needs e.g. attention deficit hyperactivity disorder (ADHD), attachment disorder & bereavement.

• Sensory and/or physical needs e.g. visual impairments, hearing impairments, processing difficulties (Sensory Processing Disorder), epilepsy, chronic life-limiting medical conditions, complex medical conditions with physical disability.

• Moderate and multiple learning difficulties.

3. Consulting and involving pupils and parents/guardians

At St Wulstan's Catholic Primary School we will have an early discussion with the pupil and their parents/guardians when identifying whether there is a need for special educational provision. These conversations will make sure that:

• Everyone develops a good understanding of the pupil's areas of strength and difficulty

• We consider the parents/guardians' concerns plus the views of the pupil themselves

• Everyone understands the desired outcomes sought for the child which will be listed on an individual Pupil Passport

• Everyone is clear on what the next steps are

• Notes of these early discussions will be added to the pupil's record and shared with parents/guardians where relevant

• We will formally meet with parents/guardians when it is decided that a pupil would benefit from SEND support.

• We aim to work with parents/guardians to identify an appropriate course of action including how parents/guardians can actively support their child at home.

• We ask for written consent from parents/guardians for inclusion on our SEND register.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

• The teacher's assessment and experience of the pupil

• Their previous progress and attainment and behaviour
• Other teachers' assessments, where relevant
• The individual's development in comparison to their peers and national data
• The views and experience of parents/guardians
• The pupil's own views
• Advice from external support services, if relevant

The Assess, Plan, Do, Review cycle will be reviewed three times a year. This is in addition to the termly teacher assessments plus end-of-year internal or external testing.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5. Supporting pupils moving between phases and preparing for adulthood

A number of strategies are in place to enable the effective transition of pupils and are listed below.

Upon entry:

• On entry into the Foundation Stage at St. Wulstan's a planned programme of visits are provided in the Summer Term for children starting the following September.
• Parent/carers are invited to an induction meeting in June at the school and are provided with a range of information to support them in enabling their child to settle into the new school routine.
• The SENCo meets with all new parents/guardians of children who are known to have additional needs to allow concerns to be raised and solutions to any perceived challenges are considered prior to entry.
• If a child is transferring from another school, the previous school records will be requested immediately and a meeting will be set up with the parents/guardians to identify and reduce any concerns. Bespoke transition programmes are developed for children arriving at St. Wulstan's mid-phase, or for those pupils who have the most complex and enduring additional needs.

Transition to the next school:

• Transition meetings are held between the Year 6 class teachers and SENCo at St. Wulstan's and the Head of Year teachers/SENCos from feeder high schools.
• A programme of visits to the chosen high school is organised for the children before they transfer.

• Additional transition visits can be arranged, in conjunction with the pastoral staff and/or SENCo at the chosen high school, for more vulnerable children.
• For pupils transferring to other local schools, the SENCos of both schools will liaise to discuss the needs of children with additional needs in order to ensure a smooth transition.
• The Annual Review in Y5 for pupils with an Education Health Care Plan (EHCP), begins the process where parents/guardians are supported to make decisions regarding high school choices.
• Parents/guardians will be encouraged to consider options for the next phase of education and the school will involve external agencies, as appropriate, to ensure information is comprehensive and accessible.
• Parents/guardians will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice website. Information on this service is located on the Staffordshire website at http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx

6. Our approach to teaching pupils with SEND

Class teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have additional needs. This will be differentiated for individual pupils as required
We will also provide a range of interventions appropriate to the type and level of need following, diagnostic testing and recommendations from professionals including external agencies.

7. Adaptations to the curriculum and learning environment

St Wulstan's Catholic Primary School will make the following reasonable adaptations to ensure all pupils' needs are met:
• Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, by type of support required etc.
• Adapting our resources and staffing
• Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, writing aids, concentration and processing resources etc.

• Differentiating our teaching, for example, giving longer processing times, preteaching of key vocabulary, reading instructions aloud, etc.

• Specific reasonable adjustments following recommendations from external agencies.

8. Additional support for learning

We have a number of teaching assistants who are trained to deliver a range of interventions. These assistants will support on a 1:1 basis, or in small groups or support children to remain in the classroom and access quality first teaching.

We work with the following agencies to provide support for pupils with SEND:

• Health including: physiotherapy, occupational therapy, speech and language therapy, school nursing service

• Visual and Hearing Impairment teams, Staffordshire County Council

• Behaviour Support service, Entrust

• Education Psychology service, Staffordshire County Council / Abacus Psychology

• Local Support Team, Social Services

• CAMHS (Childhood & Adolescent Mental Health Service)

• Dove

• Arch

• North Staffordshire Young Carers Association

9. Expertise and training of staff

At St Wulstan's Catholic Primary School:

• Our SENCo has 7 years experience in the role. She is allocated 2.5 days a week to manage SEND provision across the school.

• We have a team of experienced teaching assistants, including 5 who are trained to deliver SEND provision. Where a pupil's needs are complex, county may provide some hours of funding for a 1:1 keyworker. However this is only where the need is significant/enduring and/or life limiting.

• In the last academic year, staff have been trained in Pre-teach, Same day catch up in Maths, SUMO wellbeing training, Star Outcomes, Level 2 Safeguarding, SENCo updates, P4C Lunchtime provision planning, Maths Mastery variance training,

• We use specialist staff for supporting pupils with hearing impairment. We work closely with specialist staff from other agencies to meet the needs of pupils with significant enduring and /or life limiting medical conditions.

10. Evaluating the effectiveness of provision

At St Wulstan's we evaluate the effectiveness of the provision for pupils with by:

• Reviewing pupils' individual progress towards their pupil passport targets each term and identifying measurable progress towards the desired outcomes and report to parents/guardians.

• Reviewing the impact of interventions after approx. 10 weeks, or sooner if the need arises.

• Pupil voice activities

• Monitoring by the SENCo – drop-ins/learning walks/SEND paperwork scrutiny & book trawls.

• Using pupil passports to measure individual progress, and a whole school provision map to inform whole school progress data for those pupils with SEND.

• Holding Annual Reviews for pupils with EHC plans

11. Enabling pupils with SEND to engage in activities available to those in the school who do not have additional needs.

St. Wulstan's Catholic Primary School is an inclusive school and we strive to support all children to enable them to meet their potential and achieve at school. In order to do this many steps are taken to support them through their learning journey at our school.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips to Standon Bowers, York and Llandudno.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their needs or disability.

St. Wulstan's is an inclusive school and in accordance with The Equality Act 2010 no child will be refused admission to the school on the basis of his/her special educational need. We will not discriminate against children with disabilities and we will take all reasonable steps to provide effective educational provision to meet the needs of the child.

We are mindful of the Equality Act 2010 and have an Accessibility Plan in place. We are vigilant about making reasonable adjustments where possible. We value and respect diversity in our setting and do our very best to meet the needs of all our learners.

Adaptations to the school environment include:

• Disabled parking bay in front of school gates.

• Internal steps edged with yellow to ensure they are easier for those with visual impairments to negotiate.

• Ramps to the mobile classrooms and the Foundation Stage building are in place to ensure the site is accessible to all.
• Internal stair lift inside the main entrance door of the school to provide access for all to the school hall.
• Accessible toilets.
• Appropriate width of the doorways and corridors.
• Railings and handrails alongside steps/slopes.
• Appropriate height of the Reception counter and the lunch service hatch.

Activities and school trips are available to all. Risk assessments are carried out for all day trips and residential visits, and procedures are put in place to enable all children to participate in all school activities. Parents/guardians/carers of children with are encouraged to get involved in the planning of day trips and residential visits that their child will participate in during their time at St. Wulstan's with the relevant members of staff.

12. Support for improving emotional and social development

The wellbeing of every child at St. Wulstan's is a key priority. All staff are trained to provide a high standard of pastoral support. Members of staff are readily available for children who wish to discuss issues and concerns. Our prayer garden is available for use by children at any time during the school day in a supervised manner. Children who find unstructured time outside class challenging can be provided with alternative small group opportunities within the school. Additionally, the school follows an agreed Personal, Health, Social, and Emotional (PHSE) curriculum which is delivered in class on a regular basis through such opportunities as 'circle time'. These activities provide our children with the opportunity to improve their understanding and skills that they need to enhance their overall wellbeing.

St. Wulstan's has an anti-bullying policy. We are a Healthy School and we continually undertake work within school to promote healthy lifestyles and we provide opportunities for the children to develop their emotional resilience.

Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and implemented by all staff. We have a whole school Team Point system which is a school wide positive behavior management system and is actively used each school day.
We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorized absence in conjunction with external agencies. Additionally, the pupils' attitudes to school and their learning are regularly assessed and action taken if needed.

We provide support for pupils to improve their emotional and social development in the following ways:

• Pupils with SEND are encouraged to be part of the school council

• Pupils with SEND are also encouraged to be part of our extra-curricular clubs to promote teamwork/building friendships etc.

• Support from a full-time onsite Family Support Worker to resolve any pastoral issues with an in-house referral system to ensure all issues are moved forward in a timely manner. The family support worker refers to external agencies where necessary

• Learning Support Assistants provide bespoke interventions on a case by case basis to support a pupil with significant or emergency needs.

• We have a zero-tolerance approach to bullying.

13. Working with other agencies

If progress rates in any area of child development in our pupils with SEND continues to be of concern despite the delivery of high-quality interventions and reasonable adjustments to support curriculum engagement and access, then a child may be considered to have special educational needs and placed on the SEND Support list. Parents/guardians will be informed of this. At this point advice can be sought from a variety of external agencies regarding strategies to best meet the specific needs of children with additional needs. This will only be undertaken after parental permission has been obtained and may include referral to:

• Special Educational Needs and Inclusion Service (SENDIS).

• Behaviour Support Service.

• Autism Outreach Team.

• Hearing Impairment team.

• Visual Impairment team.

• Educational Psychologist Service.

• Educational Welfare Officers.

• Social Services.

• School Nurse.

• CAMHS (Child & Adolescent Mental Health Service).

• Speech and Language.

• Dove

• Arch

Recommendations from external agencies are shared with parents/guardians, inform pupil

passport target setting and are reviewed as part of the four part APDR review cycle. Regular multidisciplinary Team around the Child (TAC) meetings are held at St. Wulstan's for those pupils with complex needs. Pupils with SEND at St. Wulstan's will only have direct contact with visiting professionals from external agencies with parents/guardians' permission, except in cases where there are emergency safeguarding concerns.

For a very small percentage of children, whose needs are significant, complex and enduring, and where the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, with parents/guardians' consent a request can be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education Health Care plan (EHCP) being provided.

Addenda 6: St John Fisher Catholic College – Detailed Information

1. Efforts to achieve the best outcomes

St John Fisher Catholic College's efforts to achieve the best outcomes for pupils with SEND and disabilities include:

- Ensuring that all children are valued equally, regardless of their abilities and behaviours.
- Ensuring that all pupils have access to a broad and balanced curriculum so that they can reach their full potential and enhance their self-esteem.
- Providing a differentiated curriculum appropriate to the individual's needs and ability.
- Identifying and assessing pupils as early and thoroughly as is possible and necessary. Involving learners, parents/guardians and staff in the identification, assessment and delivery of provision.
- Ensuring that Learners, irrespective of need can access a wide range of activities within and beyond the academic curriculum.
- Ensuring parents/guardians of Learners with SEND are kept fully informed of their child's progress and attainment.
- Ensuring that Learners with SEND are involved in decisions affecting their future provision where appropriate.
- Striving for close co-operation between all agencies concerned.
- Meeting the needs of all learners who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

2. The kind of SEND that are provided for

St John Fisher Catholic College currently provides additional and/or different provision for a range of needs. These include:

- Communication and interaction, for example, Autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, specific learning difficulties as well as moderate or severe learning difficulties.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments and support for learners with a physical disability.

3. Identifying learners with SEND and assessing their needs

3.1 Initially we will liaise with feeder Primary schools by speaking to their SENCo and Year 6 teacher. We will attend Year 5/6 Annual Reviews and observe the learner in their current school, where appropriate. Additional meetings with learners, parents/guardians, prior to starting at the school, may be held as appropriate.

3.2 We will assess each learner's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all learners and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a learner is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the learner and their parents/guardians. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

4. Consulting and involving learners and parents/guardians

At St John Fisher Catholic College we will:

- Invite parent/guardian of the learner to school for meetings to discuss their child.
- Invite parent/guardian to discuss their child's pupil passport strategies.
- Hold transition meetings with parent/guardian and learner.
- Invite Parent/guardian/guardians to Annual Review meetings
- Attend Parent/guardian Evenings (SENCo and Higher Level Learning Support Assistant (HLLSA)).

We will have an early discussion with the learner and their parents/guardians when identifying whether they need special educational provision. These conversations will make sure that:

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

Notes of these early discussions will be added to the learner's record and given to their parents/guardians, if requested.

We will formally notify parents/guardians when it is decided that a learner will receive support or formally adding them to the register.

5. Assessing and reviewing learners' progress towards outcomes

At St John Fisher Catholic College, we will:

- Speak to the Primary SENCo and Year 6 teacher to ascertain reading, spelling age and numeracy skills.
- Be guided by EHC plans.
- Discuss KS2 results.
- Use termly learning plans to track and monitor progress towards SMART targets.

6. Supporting learners moving between phases and preparing for adulthood

At St John Fisher Catholic College, we will support learners moving between phases and prepare for adulthood by:

- Holding KS2 link days at St John Fisher Catholic College
- Holding Year 6 induction day
- Arranging Learning Express Department Coffee Mornings. Parents/guardians and learners are invited.
- Holding transition sessions with Learning Support Assistants (LSAs) in the Learning Express Department during June/July for vulnerable learners.
- Visiting Primary schools to meet with their SENCo, Year 6 teacher and learners.
- Invite colleagues from colleges to attend annual reviews for Y11 learners.
- Support Y11/13 learners in their transition to their next phase of education.

7. Our approach to teaching learners with SEND

At St John Fisher Catholic College we believe that all learners, irrespective of SEND, should receive quality first teaching across the curriculum. This will enable learners to progress, from their baseline.

Where further support is needed, interventions in class, and beyond will be utilized. Where a learner is still not making expected progress, following the graduated response, we may also provide the following interventions:

- Maths and English interventions
- Reading Programmes
- Emotional support – pastoral catch-ups, emotional coaching, ELSA sessions and MIND counselling.
- Mentoring of vulnerable learners

Please note that this list is not exhaustive.

8. Adaptations to the curriculum and learning environment

In addition to the items listed in the above policy (paragraph 5.7), at St John Fisher Catholic College:.

- LSAs liaise with teachers and enlarge classwork/homework for learners with a visual impairment
- LSAs support physical disability learners in accessing and operating the lift.
- Learners may be supported either one-to-one or in small groups with interventions.
- All learners will receive reasonable adjustments to ensure that both the curriculum and learning environment are suited to their needs.

9. Additional support for learning

At St John Fisher Catholic College we currently have one HLLSA and twelve LSAs who primarily support Learners with SEND in class. They are also trained to deliver one-to-one and small group interventions such as:

- Social skills programme
- Numeracy Intervention
- Literacy Intervention
- 'Switch On' and Ruth Miskin Fresh Start reading interventions.
- Social, emotional and mental health support
- Reading and scribing for learners during tests and examinations

Additional responsibilities include:

- Supporting vulnerable Year 11 learners who may be attending Reaseheath College each week.
- Attending Annual Reviews
- Mentoring all learners with SEND ensuring that a pupil passport is reflective of their needs.
- Attend parents' evenings to meet with learners and parents.
- Enlarging power points and classwork/homework for VI learners.
- Supporting wrap around care in Learning Express (before school, break, lunchtime and after school).

10. Evaluating the effectiveness of SEND provision

At St John Fisher Catholic College we evaluate the effectiveness of the provision for learners with by:

- Reviewing learners' individual progress each term using progress profiles, attendance records, behaviour/achievement records and a learner's individual learning plan.
- Reviewing the impact of interventions.
- Using Pupil Passports to ensure that strategies and interventions are used effectively in the classroom by teachers and support staff.
- Holding Annual Reviews for learners with EHC plans.
- Ensuring that teachers and learning support assistants receive regular professional development to equip them with the skills and knowledge to be effective in their work.
- Gathering parent and learner voice on provision.

11. Expertise and training of staff

At St John Fisher Catholic College:

- The SENCo has the SENCO accredited award and a reduced teaching timetable to manage provision.
- All staff receive regular, calendared CPD, ensuring quality provision targeted to need.
- We use specialist staff for our visual impaired, hearing impaired, physically impaired and learners with ASD.

12. Enabling learners with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our learners, including our before-and after-school clubs.

All learners are encouraged to go on our residential trip(s) to, for example, Alton Castle, Music tours, drama productions and opportunities with the History department.

All learners are encouraged to take part in sports teams, music and choir.

No learner is ever excluded from taking part in these activities because of their SEND or disability.

In addition:

- SENCo meets with the parent/guardian and learner to discuss their disability and how best to support them in school.
- Advice and strategies are followed from outside agencies and this information is made available to teachers and support staff.
- SENCo ensures that all staff at SJFCC are aware of the needs of Learners with SEND and how best to support them.
- SENCo visits the learners' Primary school and meets with their SENCo and Year 6 teacher.
- SENCo is invited to Year 6 Annual Review.
- Supervised access to lifts to all floors in both the tower block and Romero building are available for those learners who require it.

- Ramps have been installed where there is a change in floor height.

A mentor meetings will be used to gather the thoughts of learners and respond to their feedback.

13. Support for improving emotional and social development

We provide support for learners to improve their emotional and social development in the following ways:

- Our Wellbeing and Pastoral Team meet to discuss vulnerable learners and ensure that they are effectively supported across all areas of the school.
- Each year group has a Progress Leader and Pastoral Leader with an overview of all learners.
- Vulnerable learners are able to enter school via the door into the Learning Express Department and are supported by LSAs.
- Form tutors have daily check-ins with learners in their group.
- Vulnerable learners are supported in the Learning Express Department during break time and lunchtimes.
- Learners with SEND are encouraged to be part of the Fishers group.
- Learners with SEND are also encouraged to be part of clubs to promote teamwork/building friendships etc.
- We have a zero-tolerance approach to bullying.
- Interventions specifically aimed at Social, Emotional and Mental Health (SEMH).
- Further advice, guidance and support is gained from external specialist services.

14. Working with other agencies

At St John Fisher Catholic College our SENCo:

- Liaises and works closely with all outside agencies to ensure that the learner can access all areas of the curriculum.
- Liaises with Staffordshire and Stoke Education Authority, particularly with regard to EHC plans.

We work with the following agencies to provide support for learners with SEND:

- Visual Impairment Team (VI)
- Hearing Impairment Team (HI)
- Educational Psychologist (EP)
- Special Educational Support Service (SENDSS)
- Occupational Health (OH)
- Autism Outreach Team (AOT)
- Child and Adolescent Mental Health Services (CAMHS)

- Special Education Needs and Disabilities Information Advice and Support Services (IASS)
- School Nurse and Child Protection Nurse
- Physical Disability Service for Handling support

Please note that this list is not exhaustive.

Addenda 7: Glossary of Terms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional and Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CLA	Children who are Looked After
COP	Code of Practice
CP	Child Protection
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
KS	Key Stage
LA	Local Authority
LAC	Children in the care of, or previously in the care of the LA
OT	Occupational Therapist
PM	Provision Map
SALT	Speech and Language Therapy
SEMH	Social, Emotional and Mental Health
SENCo	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disability
SENDIASS	SEND Information and Support Services
SpLD	Specific Learning Difficulty
VI	Visual Impairment