



St Monica's RC Primary School
Special Educational Needs and Disability (SEND) Information Report – 2025-2026

Trafford's local offer makes it easier for families to find out about the support that is available for children and young people with Special Educational Needs or who are Disabled (SEND).

All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress.

Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen.

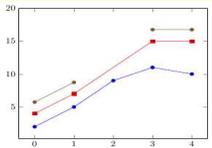
Trafford's Graduated Approach document provides guidance on what should usually be available within school's resources.

<p>1. The kinds of Special Educational Needs and Disabilities that we provide for here at St Monica's School.</p> 	<p>St. Monica's School, in line with our school mission statement, has an inclusive ethos and staff here support children with special educational needs and/or disabilities across the 4 areas of need as laid out in the SEND Code of Practice 2015:</p> <ul style="list-style-type: none">• Communication and interaction (speech and language difficulties or autistic spectrum disorders)• Cognition and learning (general or specific)• Social, emotional and mental health development• Physical and sensory needs (hearing difficulties, visual impairment, physical and medical difficulties)
<p>2. Who can parents contact when they need support or further information?</p>	<ul style="list-style-type: none">• Mrs Joanne Agnew - SENDCo - 0161 748 3353 / j.agnew@stmonicasrc.co.uk• Mrs Jenny Hess- SEND Governor - 0161 748 3353



- If you feel these issues need to be discussed with the Head Teacher,
 - Mr. M Doherty, then again an appointment can be arranged by contacting the school office.
- Trafford council also provide other services that may be of use to you, for instance, Parent Partnership Service. A list of these can be found on our website or through the Trafford Services directory website www.trafford.gov.uk/servicedirectory

2a. Information about school policies for identification and assessment of children with SEND.

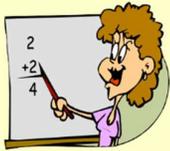


2b. Information about how we evaluate the effectiveness of the provision made for children with SEND.

From their arrival in school, children are continually observed and monitored to ensure they are making good progress in all aspects of their development and learning. Parents know their children best and if you have any concerns please contact your child's class teacher, in the first instance to discuss their needs. Discussions can then be held with the school SENDCO, Mrs Agnew and an action plan will then be put into place as needed, to further assess or monitor such concerns.

- In line with the SEND Code of Practice 2015, all teachers at St. Monica's are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage.
- Information is passed on from Nursery and previous settings and then from class to class.
- Information from test results, feedback from staff, parents and children, observations and progress data is used to track children's progress across school.
- Information gathered by other professionals eg Educational Psychologist, School Nurse, Medical support, Trafford SENAS
- Monitoring pupil progress is crucial in aiding a child's development through assessment of their progress or through observation of their learning styles, social and emotional needs or medical needs. Pupil progress meetings are held termly and discussions from these meetings determine whether the child is in need of additional support. If a child's class teacher, in consultation with parents, concludes that a child may need further support to help their progress, the teacher will seek the advice and help of the SENDCO.
- A graduated approach is taken, whereby current achievement is evaluated and next steps planned to support the child in reaching expected outcomes. Regular reviews are held with parents and children

	<p>to discuss progress. These are at least termly and may be more frequent depending on need. This is followed by further Assess, Plan, Do, Review cycles as appropriate. This graduated approach is carefully monitored to track progress and improve outcomes for children with SEND.</p> <ul style="list-style-type: none"> • When a child takes part within small group sessions or intervention groups, their progress is monitored, to measure the impact, which this is having upon their learning. This will be shared with the parent during meetings where necessary. If a child is not responding effectively to intervention, i.e. if there is no change in their progress, groups will be revised and new methods considered, where appropriate. • Where support additional to that of normal class provision is required this may be requested from external agencies such as Speech and Language therapy team, Trafford's Special Educational Needs Advisory Service (SENAS) and an Educational Psychologist. • Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment - applying for an Education, Health Care Plan (EHCP). • Parents will be fully consulted and involved at all stages of the decision making process - whether it be concerning in house support from school or greater support as suggested by Trafford, the local authority. Any concerns can be raised at any time with the appropriate staff involved. • Monitoring will be shared so that everyone involved will be aware of the support in place, as well as the impact it is having in supporting the child's needs. • Progress and evaluation of outcomes for children with SEND is reported to the SEND Governor and a report is presented to the Governing Body termly. • Further information is detailed in our SEND policy which is also posted on the website.
<p>3. St Monica's approach to teaching children with SEND and how adaptations are made to the curriculum and the learning environment for these children.</p>	<p>Provision for children with SEND includes:</p> <ul style="list-style-type: none"> • Quality first teaching. This includes appropriate differentiation in class and the use of various teaching styles. The Class Teacher is responsible for overseeing and planning the child's education programme & such plans will be shared with other adults supporting the child as needed. • The curriculum and/or learning environment may be adapted by groupings that target specific levels of progress.



- Appropriate choices of texts and topics may be adapted to suit the learner.
- Use of additional resources, including ICT.
- Additional support from the Teacher and Teaching Assistant (TA), including 1-1 support as needed & where possible.
- Small group support as needed and where possible (both in and outside of classes).
- Personalised provision through adapted resources and interventions.
- Access arrangements made for tests and/or examinations.

Examples of Interventions or support:

- Following assessment by a SALT, a TA delivers SALT interventions in school if required. Trafford Speech and Language department provides training for TAs.
- Emotional Literacy Support Assistant (ELSA) - Mrs King is our school ELSA.
- Social and Emotional Aspects of Learning (SEAL) and Zones of Regulation groups
- Precision teaching sessions across all departments - 1-1 support in Maths and/or English
- Speedy maths interventions based on the NCETM
- Phonics booster and Maths basic skills sessions across Reception and Key Stage 1 and KS2
- Streamed phonic sessions across Reception and Key Stage 1
- Individual Reading support
- Motor skills programmes
- Pre-teaching in preparation for a new topic or skill
- Lexia
- Access to Clicker 7 and other computer software to support learning

4. How are parents and children involved and supported in school?

How will you know how your child is doing in school?

Home-school communication is highly regarded and encouraged within our school.

- Children are actively encouraged to be involved and talk about their learning with their class teacher and other adults who work with them. Discussions revolve around what they feel they are good at, areas they find difficult and how best they can be supported in school.
- Parents are actively encouraged to share any concerns they may have about their child. This can be through the class teacher, the SENDCO Mrs Agnew or Headteacher, Mr. Doherty.



- There are two Parents' Evenings throughout the year, which allows teachers and parents to discuss progress and any issues.
- Each child receives an annual report in the Summer term.
- Informal discussions are regularly held between parents and the child's class teacher and at least termly review meetings document progress towards expected outcomes for children with SEND.
- Parents can contact the SENDCO, Mrs Agnew at any time to discuss their child's needs. She is available in school on Monday, Tuesday and Wednesday.
- Where a child has an EHCP, an Annual Review meeting is held with all those involved in the child's education and/or healthcare. The review process is an opportunity for all those working with the child and their family to come together and discuss what has been working well and outline any changes that may need to occur to ensure best outcomes for the child.
- Parents are encouraged to share their views about provision for children with SEND in our school e.g. Pupil and parent surveys are used to gather information about school related areas or opinions of specific matters.
- Parents are directed towards the Trafford Local Offer to gain further information when needed and information is regularly sent out via School dojo.

5. What support will there be for my child's overall wellbeing?



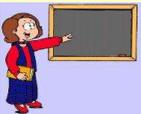
In line with our mission statement and as members of God's loving family, our school recognises the importance of all children to feel happy and secure in order for them to thrive. Children are actively encouraged to share any concerns they have with their class teacher and/or other adults working in the setting.

Pupils are well supported by:

- Caring, skilful adults who work within our school community on a day-to-day basis. All school staff have taken part in basic safeguarding training and First-Aid at the required levels. The Head Teacher, Deputy Head and a member of the Senior Leadership Team have completed safeguarding

training at a higher level. All staff are aware of who to contact if they have any concerns about a pupil.

- Being encouraged to understand they can share concerns with their teacher or adults working in the school and to have the confidence to do so.
- An anti-bullying policy that is actively supported by all members of staff.
- A GIFT Team - a group of Year 5 children who support the spiritual development of children across the school, supported by Miss Keville, the RE Coordinator.
- A 'Worry monster' where children can post any fears, worries or concerns which they want an adult to be aware of. Teachers and support staff follow these up either on an individual basis, within class or in a small group setting. SEAL and the 'Zones of Regulation' materials help support the children with these concerns.
- Behaviour values are used across school at all times during the school day. These include being kind, being ready, being safe and being respectful.
- We have a bereavement resource bag available in school to support families who may have experienced loss
- Mrs Agnew and Mrs Cosgrove have recently completed the Emotional based school non attendance (EBSNA) training with Trafford Educational Psychology team. Further training was shared with all staff during staff inset.
- Trained first aid staff on site with particular staff having undertaken training in the administration of specific medicines such as insulin and epipens. Care plans are put in place for children with specific medical needs, including all children with Asthma and training is updated annually for all staff.
- A school Nurse with regard to the health needs of our children. Further information and support is available from the Local Authority SEND Advisor for medical needs.
- Staff follow the school Behaviour Policy and such strategies are amended as and where needed to

	<p>cater for children with behavioural needs. Members of our Senior Leadership Team have the overall responsibility of overseeing the management of behaviour across the school and they are aware of such needs.</p> <ul style="list-style-type: none"> • School work hard monitoring and responding to issues with attendance and those on the SEND register are included within this process. • Pupil Premium support, as appropriate, allows us to offer additional support eg financial support with regard to music lessons, trips, uniforms and the provision of additional resources to support specific needs. • If we feel that a pupil is in need of a higher level of professional support for social, emotional and mental health concerns we will support parents to achieve a referral to Trafford's Child and Adolescent Mental Health Service - Healthy young Minds. • The Deputy Head teacher can also refer children and parents to the Trafford Teams Together Service (TTT) and will coordinate further meetings with this service. Trafford Teams Together may then offer families further support and guidance from services around Trafford and the wider community.
<p>6. Information about the expertise and training of staff in relation to children with SEND.</p> 	<p>Ongoing training and continual professional development is highly regarded at our school for all staff, including support staff.</p> <p>The SENDCO, Mrs Agnew</p> <ul style="list-style-type: none"> • Has completed the National Award for SEND Coordination (NASENCO). • Attends termly SEND Forum meetings and training delivered by the Local Authority and EMMAUS. • Will attend specific training to support her role and ensure best outcomes for all children with SEND. • Regularly audits staff knowledge, support and skills in supporting children with SEND, thereby identifying particular training needs as they arise, including support for Newly Qualified Teachers. <p>Whole school training includes:</p>

- The SEND Code of Practice 2014 and the Graduated Approach.
- Emotion coaching with our school EP.
- EBSNA training
- Prevent Training
- Safeguarding training
- Read, Write Inc Phonic training for all support staff and refreshers for teachers.
- Whole school training with regards to the Get Spelling program (Read, Write Inc)
- Training re. the use of assistive technology: Lexia, Clicker 7, use of IPADs and apps to support children with various special educational needs.
- Power Maths training
- Precision Teaching strategies delivered by Trafford Educational Psychology service to all staff, with programmes monitored and reviewed for impact.
- Supporting children with medical needs: Diabetes, Epilepsy, Asthma and Anaphylaxis. All training with regard to specific children's care plans is delivered by the appropriate nursing team and updated annually. First-Aid training for key staff members across the school. Defibrillator training for key staff members across the school.
- Supporting children with Speech and Language difficulties: Training has been delivered to staff by the Trafford Speech and Language Therapy Service who support our children and the service also provides targeted training for TAs who deliver speech and language groups across the school following assessment. Training has included: Identification of children with speech and language difficulties and provision within the classroom; supporting children with articulation difficulties and how to use the STAR assessment system; supporting children with social, communication difficulties in the classroom and Lego based therapy.
- Supporting children with challenging behaviour difficulties: Training has been delivered to all staff by Longford Park Outreach Support Service and Delamere School and focused on the use of risk assessing and de-escalation techniques. Jackie Tarpey from SENAS has provided support to all staff.
- The Educational Psychologist has also delivered training to all staff relating to children with ADHD and support in creating social stories for specific children.
- Whole school training relating to Trauma and Attachment.
- Whole school training to support children experiencing loss and bereavement through the Rainbow program.

	<ul style="list-style-type: none"> • Whole school training delivered by SENAS with regard to the identification of children with Dyslexia and how to support their needs in the classroom. One of our Teaching Assistants has specialist training in Dyslexia. • Whole school training on identifying children and supporting children with Social and Communication concerns. • Whole School training on writing SMART targets • Whole school training on completing TASC (Trafford Autism and Social Communication) documentation • Teacher training on 'Zones of Regulation' for social and emotional concerns • Mid-Day Assistant training on 'strategies to support children with social and emotional needs'. • Mrs King is trained to deliver ELSA sessions. • Bucket therapy training
<p>7. How will my child be included in activities outside the classroom, including trips?</p> 	<ul style="list-style-type: none"> • All children will be included in activities outside the classroom including physical activities and school trips where possible. • Arrangements will be made to cater for physical and medical needs in relation to transport, access to medication and support provided during day visits and residential trips. • St. Monica's RC Primary School adopts an inclusive ethos and therefore aims to embrace all opportunities available for every pupil.
<p>8. How accessible is the school environment?</p> 	<ul style="list-style-type: none"> • Most parts of our school are accessible for those with wheelchairs or those with physical walking aids, as most of the grounds are on one level. • Disabled toilet facilities are available within both buildings. • Please refer to the School Accessibility Plan on the school website for further information.

9. What specialist services are available to my child?



How are they involved in meeting the needs of my child and in supporting families?

- Where support additional to that of normal class provision is required support may be requested from external agencies such as Speech and Language Therapy team, Trafford's Special Educational Needs Advisory Service (SENAS) Stockport Ethnic Diversity Service, Longford Park Service, Delamere Outreach Service or the Educational Psychologist.
- Parents are involved during the process and once a referral has been sent updates are given regarding appointments or assessments that are consequently given.
- The Educational Psychologist and SENAS team will suggest recommendations for how best to support the child within school, these will be discussed with parents and teachers, and the impact monitored over time in line with the graduated approach.
- Where concerns remain despite sustained intervention and with parental consent, the school will consider requesting a Statutory Assessment - applying for an Education, Health Care Plan (EHCP).
- The School Nurse can offer support concerning medical and child development concerns for children age 5+. Children under 5 should be seen by their community health visitor.

10. How will school prepare and support my child to join the school or transfer to a new school?



- Appropriate transition meetings are held for parents on entry to Nursery including home visits. Transition meetings are also held prior to starting Reception, before the move into Key Stage 1 in Year 1, before the move into key Stage 2 in Year 3 and then prior to the move into high school. This is to ensure a smooth transition for both children and parents.
- Any issues will be discussed and support will be amended where appropriate.
- Transition meetings are held with SENDCo's from feeder schools.
- It is our aim to equip children effectively for later life by helping them to become as independent as possible in both the short and long term. For those children who find transitions difficult a range of strategies are used to support the process including regular visits to the new teacher and classroom

	<p>prior to the move and pictures of any new adults and environments. These are then sent home for use by the child and their family over the holidays to provide ongoing support and ease transition process for the child.</p>
<p>11. What other support is available?</p>	<ul style="list-style-type: none"> Find out more about the local offer of support which is available for disabled children and young people and those who have SEND within Trafford on the Trafford Service Directory: www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page <p>https://sendiass.trafford.gov.uk/Home.aspx) provide free, impartial, confidential and accessible advice, information and support on matters relating to special educational needs (SEN) and disabilities including concerns relating to health and social.</p> <p>Telephone: 0161 912 3150 / 0161 912 1050/ 0161 912 3271/ 0161 912 1091 E-mail: sendiass@trafford.gov.uk Website : sendiass@trafford.gov.uk Twitter: Trafford SENDIAS Twitter Facebook: Trafford SENDIASS Facebook</p> <p>Trafford Independent Support Service. The government has provided some funding so that every local authority has trained Independent supporters who will work with families and guide them through the system so that their views, wishes and feelings are at the heart of the EHC Plan. In Trafford, the Independent Support service is being delivered by Voluntary and Community Action Trafford and Wrap around Partnership. They are based at Town Hall, 1Waterside PlazaSaleM33 7ZF Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm</p> <p>E-mail: FIS@trafford.gov.uk Website: https://www.trafforddirectory.co.uk/kb5/trafford/fsd/home.page Facebook:https://www.facebook.com/TraffordFIS Twitter: @traffordfis</p>

The full local offer of services available within Trafford can be found at www.trafford.gov.uk/servicesdirectory or by contacting the Family Information Service on 0161 912 1053 or FIS@trafford.gov.uk