St Monica's RC Primary School – SEND Policy 2026 -2027

Our Mission Statement

Here at St Monica's,
We recognise that we are all cherished members of God's family.
We love and care for one another and trust God to guide us in all that we do and say.
Together, we love, learn and grow, becoming the people God calls us to be
St Monica, help us, this we pray.
Amen

Statement of Intent

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND. This policy was developed in consultation with staff, governors, parents and children and reflects the guidance as set out in the SEND Code of Practice 0-25 (2015).

We aim to provide every child with a broad, balanced education and in doing so raise the aspirations of and expectations for all pupils, including those with SEND. At St Monica's we focus on outcomes for children and not just hours of provision and support.

Contextual Information

St Monica's RC Primary School is a larger than average primary school with most pupils of white British heritage. Early years' nursery provision is available through both part-time and full-time places. The proportion of children who are supported by SEN support or an Education Health Care plan is above the national average. The proportion of disadvantaged children eligible for support through the pupil premium funding is lower than the national average. The pupil premium is funding to support children known to be eligible for free school meals and children who are looked after by the local authority.

Name of Special Educational Needs and Disability Coordinator (SENDCo)	Mrs Joanne Agnew
Contact details:	0161 748 3353 joanne.agnew@stmonicasrcps.co.uk
SEND Governor	Jenny Hess Contactable via the school office

Definition of SEND

Our school recognises the definitions of Special Educational Needs and Disabilities (SEND) described in Section 20 of the Children and Families Act 2014.

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

- ***Have significantly greater difficulty in learning than the majority of others of the same age;***
  or
- ***Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.***

Children must not be regarded as having a learning difficulty solely because their home language is different from the language in which they will be taught.

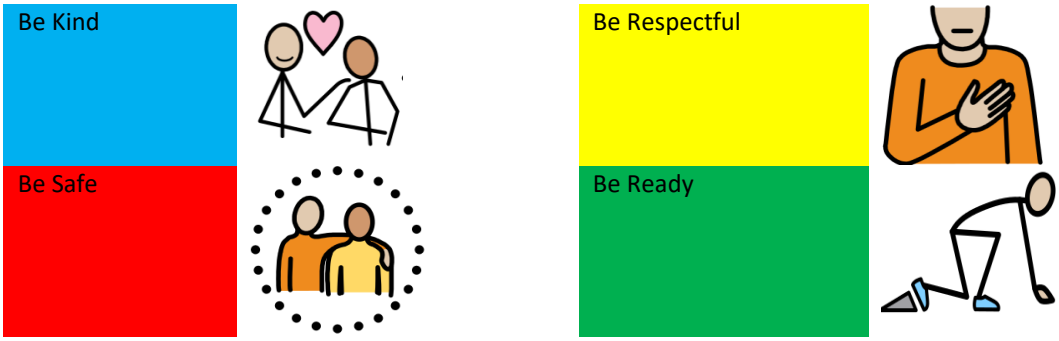
Our approach to supporting pupils with SEND

At St Monica's Roman Catholic Primary School, we pride ourselves on being a happy, caring and welcoming community where every child is valued, respected and included. We are committed to ensuring that all children feel a strong sense of belonging and are

supported to flourish. Through a rich and varied curriculum, a nurturing learning environment and a wide range of opportunities, we encourage every child to reach their full potential and make the most of the unique gifts and talents given to them by God.

We believe that every teacher is a teacher of every child, including those with Special Educational Needs and Disabilities (SEND) and our SEND policy recognises the need for quality first teaching that is fully inclusive.

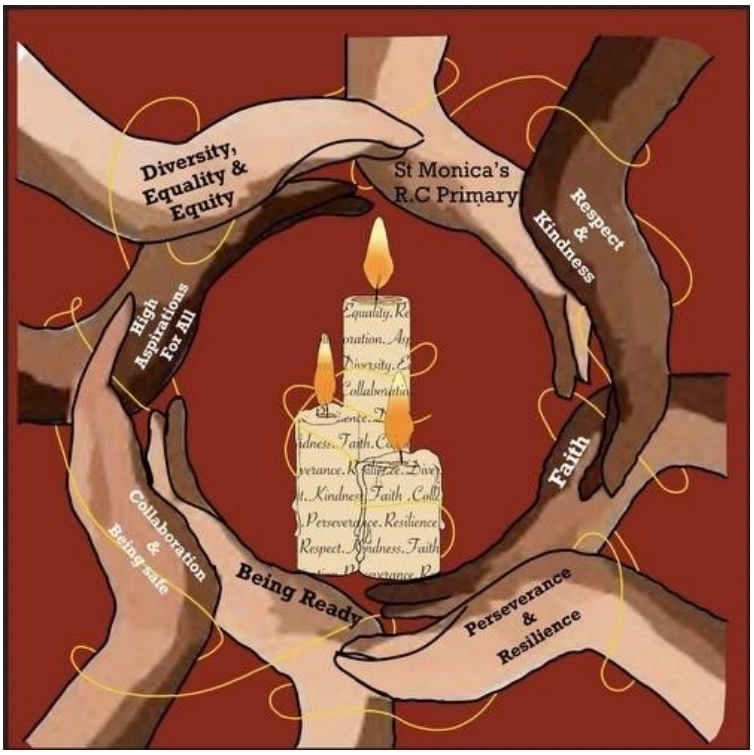
Inspired by the life and example of St Monica, our school is built on the values of faith, gentleness, perseverance and patience. They are linked with our **behaviour values** of being:



These values shape our Catholic ethos and guide us in all that we do, fostering a culture of kindness, respect, compassion and service to others. We believe that every child has a voice and a valuable contribution to make to our school community.

The six golden threads, taken from our mission statement and values, that then drive our curriculum are:

- Collaboration & being safe
- High aspirations for all
- Being read, perseverance and resilience
- Diversity, equality and equity
- Respect & Kindness
- Faith



Objectives

Our ethos is inclusive and we work hard with families and outside agencies to ensure the best possible educational outcomes for all of our children, irrespective of their level of need. We strongly recognise that every teacher is a teacher of every child, including those with SEND.

Our objectives are:

- To provide an environment where barriers to learning and participation are reduced to a minimum, therefore encouraging children to feel respected, confident and able to succeed.
- To ensure all children have access to a broad, stimulating and balanced curriculum and are able to reach their potential.
- To ensure that children and parents participate as fully as possible in decisions that affect them, recognising that partnership with parents plays a key role in enabling children to achieve their potential.
- To develop links with the wider community through co-operation, involvement and consultation.

Equal Opportunities & Inclusion

The school welcomes and values those with a disability taking an active part of school life. St Monica's RC Primary School is keen to make sure that we do not make it difficult for disabled children, young people and adults to be involved in every part of school life.

We have a legal duty not to discriminate against those with disabilities and to comply with the Equalities Act 2010. We recognise that disabilities are very diverse and include people with a physical impairment, visual impairment, hearing impairment, learning difficulty, specific learning difficulty, mental health issues, people who are deaf, British sign language users and people with long term health conditions. This policy should be read in conjunction with our **Equal Opportunities and Inclusion policies**.

Admissions & Accessibility

St Monica's RC Primary School recognises that each child will have unique needs and welcomes children with special educational needs where adequate and appropriate resources allow. We strive to provide access to a broad, balanced and relevant curriculum ensuring children share the same equal opportunity. The school building however may be restrictive for some pupils with physical disabilities. We welcome parents to visit the school to view existing facilities. A separate **Accessibility Plan** is available on the school's website, as required by the Children and Families Act 2014 and the Equalities Act 2010.

The School's Governing Body is responsible for taking decisions on applications for admissions across the school. There is a separate policy for admissions to Nursery and a place in the school Nursery does not guarantee a place in the main school. Please refer to our **Admission Policy** on the school website.

High-quality classroom teaching - and how this is reviewed

We undertake that all children will receive high quality classroom teaching. This means that all pupils are included so that they can do well at school. The curriculum for a child with SEND is adapted to allow them to access the work at their level. Class teachers are responsible and accountable for the progress and development of all of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND.

Classroom teaching is regularly monitored by the SLT. This ensures that pupils, especially those at risk of underachievement, know and understand what is expected of them in lessons and how they can succeed. Pupils are always encouraged to ask if they do not understand. The children's books and other work are regularly monitored by the senior leadership team and termly pupil progress meetings are held with class teachers.

Identification of Children with SEND

St Monica's RC Primary School has an inclusive ethos. The staff support children with special educational needs in all areas:

- **Cognition and learning** – this includes children who have moderate or specific learning difficulties, such as dyslexia.

- **Communication and interaction** – this includes children with speech and language delay and those with difficulties in social communication.
- **Social, emotional and mental health** – this includes children who may be withdrawn or isolated, disruptive, hyperactive or who lack concentration.
- **Physical and sensory issues –** this includes children with impairments including hearing or visual difficulties, or other physical difficulties, such as dyspraxia – developmental coordination delay.

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset and as a school we strive to work with our families to identify any specific needs.

Behavioural difficulties do not necessarily mean that a child or young person has a SEND and will not automatically lead to a pupil being registered as having SEND. However, consistent disruptive or withdrawn behaviours can be an indication of unmet SEN, and where there are concerns about behaviour, there will be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with ASD, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Monitoring

From their arrival at school, the children are continually observed and monitored to check that they are making good progress in all aspects of their learning and development. Human development does not follow a checklist format and it is not always immediately clear how or why a child is finding learning difficult.

Parents know their children best of all and so we welcome input from families about their child's learning. Parents and the school team may agree that further advice should be sought, for example from the School Nurse or the family's GP as a starting point.

The children's progress and attainment is tracked by the school team every term on INSIGHT. For any child who does fall behind there will be vigorous intervention to bring them back on track, either within or outside class. The school will decide to put in place catch up provision or more specialist SEND provision considering all of the information gathered about a pupil's progress to get them back on course to meet or exceed national expectations.

We are always especially proud when our pupils with clearly identified SEND, which has been established following detailed and specialist assessment, go on to make good progress and meet national expectations.

There are a number of ways in which a child's needs may be identified:

- Children entering Early Years (nursery and Reception) may be involved with Trafford SENAS (Special Educational Needs Advisory Service) or other partners, such as Trafford Speech and Language Therapy

- At any point within the child's school journey, parents or a class teacher may raise a concern. This may be regarding the child's day to day functioning at school or at home, or following routine classroom termly assessments, such as reading, writing and maths. Consideration is also given to a child's functioning in social situations, such as on the playground. We work hard to ensure that difficulties are identified and addressed as early as possible. We use an identification of need toolkit to help establish clear areas of SEND.

- More detailed assessments may be completed, with the consent of parents, by any of the following: a Teaching Assistant – under the direction of a teacher & the School SENDCo.

- Some families are choosing to privately assess their child for specific learning difficulties and provide school with a report of their findings.

Links with outside agencies.

We work closely with outside agencies across all key stages. We have access to professionals who work directly with our children and families:

- A Caritas Social Worker
- An Educational Psychologist
- Longford Park Behaviour Outreach team
- Trafford Occupational Therapy Team
- Delamere Outreach Service
- School Nurse
- Trafford SEN Advisory Service (SENAS)
- Trafford Early Development Service (TEDS)
- Trafford Sensory Impairment Teams (TSISS) – for Hearing (HI) and Visual Impairments (VI).
- Trafford Speech and Language Therapy Team (SALT)
- Trafford Occupational Therapy Team (Motor skills and Sensory pathway)
- NHS Paediatricians
- T Thrive
- Barnardos, My Time
- CARITAs counsellor
- Trafford Teams Together (TTT)

Staff Training & Support

The SENDCo has completed the National Award for SEND Coordination (NASENCO), attends regular Inclusion meetings, conferences and training both delivered by the Local Authority and Emmaus Catholic Academy Trust to ensure best outcomes for all children with SEND.

The SENDCo alongside SLT regularly identify training needs as they arise, including support for Early Career Teachers. Further information regarding staff expertise and training can be found in the SEND Information Report, posted on the website. The school will facilitate all staff to develop their knowledge about children with SEND and what they may do to support them, through a range of meetings and continuing professional development opportunities.

Provision

Staff will collectively decide to put in place pupil catch up provision or more specialist SEND provision taking into account all of the information gathered about a pupil's progress on INSIGHT. This includes Teacher Assessments for reading, writing and maths for every pupil, which are reviewed every term. Pupil scores are considered alongside national data and expectations of progress.

A pupil is not assumed to have Special Educational Needs (SEN) just because they have fallen behind in their learning. Equally, it should not be assumed that a child working at age-related expectations does not have a Special Educational Need or Disability (SEND). For any child who does fall behind there will be vigorous intervention with the aim of bringing them back on track with their peers. Interventions are fluid. They are regularly reviewed and groups altered as needed throughout the year.

Pupils needs are identified using the School's Identification of need document. Following this they will be supported using our universal offer which applies to every child across mainstream schools and nurseries. They will be in receipt of high quality adaptive teaching, calm environments, clear instructions and visuals. Early Help from Trafford Teams Together may be sought to gather a whole family approach to support, if required.

Trafford Ordinarily Available Inclusive Provision (OAIP)

The Ordinarily Available Inclusive Provision (OAIP) summarises a range of activities, opportunities and strategies considered as basic good practice to meet a range of additional needs without the need for a formal diagnosis, specialist support or SEN Support, with the belief that the vast majority of children will have their needs met by universal and mainstream services through an ethos of best practice and reasonable adjustments (Equality Act, 2010) (Teacher Standards, 2012 Section 5 and Early Careers Framework, 2019 Section 5).

The document has been produced by Trafford Local Authority and sits alongside Greater Manchester's Ordinarily Available Provision for the Early Years document. It has been written in collaboration with schools/settings, parents/carers, children and young people (CYP), Neurodiversity in Education (formerly Autism in Schools), Local Authority professionals, GMCA, health professionals and other specialists. This document should be read in the context of the SEND Code of Practice (2015), The Equality Act (2010) and guidance from each Local Authority's Local Offer detailing their Graduated Approach to need.

The document is a sample of best practice and be found here- Trafford Directory | Ordinarily Available Inclusive Provision

The information below is set out into sections that outline the expectations on all educational settings to meet the needs of children and young people. It outlines some of the practices and adaptations that are part and parcel of quality first teaching. Some of the provision and strategies outlined may be especially supportive for children and young people with SEN and/or disabilities but will undoubtedly be of benefit to many of the learners in a setting.

1. Partnerships	
Expectations of all settings	Strategies
The setting works in partnership with learners, parents and carers in decision making.	• There is a focus on building and maintaining relationships between school, families and the wider community which are respectful, understanding, non-judgmental and supportive. Co-production is central to practice. • Families know who to talk to in settings about their child and are aware of the range of communication channels available for sharing information about their child. • Families are signposted to the local offer and local SEND parent support agencies, where required. This is referenced on the school's website. • Families are aware of the progress of their child as well as the support and any individually tailored interventions in place. • The family voice is considered through formal and informal events to seek views in relation to provision in the school e.g. learner and parent surveys or coffee mornings. • Policies ensure consideration of family context and the range of children and young people that may have attachment difficulties or who have experienced trauma e.g. children and young people that are adopted, cared for or who have previously been open to Social Care,
An effective partnership with learners, parents and carers is evident through their participation in assessment and review processes	• Learners are constructively helped to understand their own strengths and areas for development within their learning and to value their achievements, whatever their starting points. • Progress and success is valued and celebrated in a variety of ways. • Feedback is used to collaborate and plan with families, to ensure consistency between the home and setting.

Effective partnerships with professionals	• Settings work with relevant professionals for information, advice, guidance and implementation, where appropriate.

2. Ethos and Culture

Expectations of all settings	Strategies
The setting has a clear system for effective pastoral support, and an inclusive ethos and culture that is embedded and shared with stakeholders.	• Awareness and sensitivity of peers and staff towards difference is raised at a whole setting level. • Focussed work is planned for classes and groups regarding specific needs or conditions where necessary. • All staff know about and implement trauma informed practices and relational approaches to behaviour. • Systems are in place which ensure pastoral/safeguarding/SEND/disadvantage leads work collaboratively. • Mechanisms or policies to support learners with attendance barriers are in place. • Staff use Trafford EBSNA guidance for support: School Attendance Difficulties and Emotionally Based School Non-Attendance (EBSNA). • Policies ensure reasonable adjustment duties have been considered and implemented. Behaviour policies consider reasonable adjustments, in compliance with Equalities Act. • An ethos to ensure staff maintain unconditional positive regard towards all learners, including those who may be under attaining in comparison with their peers. • Knowledge of Individual Health Care Plan (IHCP), including medical needs, physical access plan, intimate care plan, Personal Emergency Evacuation Plan and consider when event planning e.g. for trips, if appropriate.
The setting recognises, and responds to, the need for pastoral support for learners, bearing in mind a learner's social and emotional needs and other relevant contextual circumstances.	• There is a calm and purposeful climate for learning where learners feel they belong, and their contributions are valued. An agreed safe space is identified. • Language used in the classroom and all areas of school demonstrates unconditional positive regard for learners (e.g. restorative approaches). • Settings are emotionally friendly with the use of strategies to consistently promote good self-esteem and boost confidence in supporting behaviour and well-being. • Personal, social, health and economic (PSHE) is used to develop wellbeing and resilience. Peer awareness and sensitivity towards difference (including additional needs) are raised at a whole school level to develop an inclusive and accessible culture. Work is done with classes and groups regarding specific needs or conditions as appropriate. • Awareness that some learners may be potentially more vulnerable to bullying and an appropriate level of support and monitoring is in place. Awareness that those who bully may also be vulnerable and require additional support. • Ensure a range of adapted opportunities for social and emotional development are in place e.g. buddy systems, friendship strategies, circle time are in place. • Strategies to support positive peer interactions and alternative activities are available at unstructured times. • Recognise that all behaviour is a form of communication and it may be triggered by identifiable factors. These triggers could have occurred before the school day began or during an earlier session. • Avoidance of interrogation, lecturing or promoting shame as these are likely to reinforce the behaviour rather than reduce its likelihood. This may cause camouflaging/masking or learners internalising their needs and if done publicly may invite scapegoating by peers. • Ensure a focus on what the learner should be doing rather than what they should not, helping the learner to substitute more acceptable behaviours. • Model alternative strategies for expressing feelings and having needs met e.g. emotion coaching or zones of regulation, social interaction support and self-belief. • Implement the right intervention at the right time such as, the use of therapeutic stories, puppets and role play, relaxation techniques, growth mindset approaches, focusing on learning rather than outcomes, journalling, worry box, physical activity, team games and green/outdoor spaces to support. • Follow up any unexplained absence, before it becomes entrenched, to communicate that the young person is held-in-mind and will be welcomed back with supportive strategies in place. • Regular home school contact when/if learner is not in school to maintain 'sense of belonging' with peers and school community, e.g. hospital stays. • Awareness of physical symptoms that are medically unexplained e.g. soiling, stomach pains. Keep a log and analyse patterns or trends to identify triggers. Liaison with school nurse, if appropriate. Some symptoms may be a sign of anxiety or distress. • Ensure opportunities for emotional regulation (if the learner is dysregulated) before any requests/commands are communicated or problem solving is attempted as part of Emotion Coaching. e.g. the use of a script, such as - You're obviously upset/angry. Do you need time to sit quietly? • Focus on reducing anxiety/stress and thereby unhelpful behaviours. • Giving the learner positive attention proactively and regularly before dysregulation begins with distractions rather than consequences. • Expectations for the whole school community, prompts for pupils, staff and parents are clearly visible throughout school. • Forward planning for off-site visits, which may include risk assessments, preliminary visits, transportation, key staff identification in line with the Equality Act.
Learners feel safe and valued. They know that they can	• Trusted adults are used as a point of contact to maintain emotional stability for some students when appropriate.

approach staff and that their opinions and concerns are valued.	• Positive and inclusive attitudes, beliefs, practices and culture is encouraged and developed, with staff modelling positive attitudes in the classroom, the wider school and society. • The voice of the learner and family is regularly encouraged using different support systems and is considered and reflected in planning and adaptations. • Opportunities are provided for learners to learn how to use specific tools, such as time-out cards. • A safe space is available for needs that may temporarily support learners e.g. upset due to bereavement. • Consider positive use of the learner's name e.g. "As X said …". • Consider choice and time options to support dysregulated learners – including change-of-face, the opportunity to revisit an activity • Check-ins as needed to support motivation and momentum.

3. Physical and Sensory Environment

Expectations of all settings	Strategies
The physical environment is adapted to meet the needs of learners.	• The physical aspects of the building and individual learning spaces are accessible. The accessibility plan is on the school's website and outlines proactive planning to further improve accessibility and "reasonable adjustments" are made according to individual needs. • Classrooms are well-organised and equipped with supportive resources. • Environments are communication-friendly to include opportunities for everyone to talk, listen, understand and take part, to support learning and social and emotional development. • Consider curriculum specific adaptations. • The furniture is the appropriate size/height/type for all learners. • Personal care facilities/resources ensure dignity, privacy, and safety for all learners. • Extra-curricular activities and educational visits are planned to fully include all learners in line with the Equality Act (2010). • Learners' views are routinely sought and are used to inform any planning for physical or sensory adaptations that they may require. • Developmentally appropriate signage around the setting is clear and communicated with an accessible approach e.g. symbols, pictures, tactile/braille labels as advised, or bilingual if appropriate. • Consider noise and busy social areas e.g. staggered lunches to reduce noise in canteens or staggered class departures to reduce congestion in corridors. • Risk assessments and risk-management plans are in place when required.
Practitioners are aware of sensory needs and issues that may impact on learners.	• Consideration to the environment to create a calm learning environment e.g. noise levels, room temperature, proximity to other areas, smells, reduced visual clutter/glare, clear labels and contrast between furnishings or signage. •Any necessary hearing technology, or adjustments to the acoustic environment and classroom are in place. •Classroom seating for learners with visual/hearing impairments is considered: seating arrangement is ideal for focus, visibility of each other, facial expressions and lip patterns to support with listening and attention. •Efforts are made to reduce noise; carpeting, soft furnishing, rubber feet on the bottom of table legs and chair legs, closed doors to the corridor, line toy boxes with soft wipeable fabric, turn off extraneous noise, including fans/ projectors not being used. •Staff are aware of lighting in the room e.g. use of natural light, glare from the board, where staff stand in relation to the light e.g. shadow on mouth for lip-reading. They consider reduction of glare and ensure areas are appropriately illuminated. •Staff ensure good quality print and photocopying is used to ensure clear visual information. They avoid use of glossy paper. •Displays are meaningful and visually accessible to reduce sensory overload. •Learners' sensory needs are known, and they are consulted about their seating arrangements and/or movement breaks. •Left and right-handed learners can use equipment and seating comfortably. •Learners who are prescribed glasses and/or hearing aids are encouraged to use aids that are likely to support access to school life. •Consider access to subtitles or audio-visual material. •Consider the use of pale backgrounds and accessible font styles on the whiteboard, avoiding italics or ornate scripts and capitals for whole text.

	•Consideration of flexibility within the uniform policy linked to need in line with the Equality Act 2010. •Continuous lighting in areas of general use e.g. corridors.

4. Assessment

Expectations of all settings	Strategies
Regular monitoring of learner progress.	• Learners' strengths and difficulties are observed, monitored and shared to inform planning and interventions. • Formative assessment helps to identify the areas of need in consultation with the learner. • Staff are aware of learners' starting points so that progress can be measured. • Staff are supported to implement strategies, such as evidence-based interventions, following information gained from assessments.
Practitioners ensure that formative assessment and feedback are a feature of lessons and evident in marking and assessment policy.	• A wide range of assessment strategies and tools are used to ensure a thorough understanding of learners' holistic needs. • Staff all know to routinely check with parents/carers about hearing and vision assessments at the start of any exploration of need. • Learners have regular opportunities to evaluate their own performance. Self-assessment is routinely used to set individual targets. • The impact of interventions is routinely evaluated. Alternative approaches are explored to establish whether they result in better outcomes for the learners. • Observations and language assessments (for leaners with English as an additional language - EAL) are actioned to inform next steps. • Feedback encourages the development of metacognitive approaches to teaching and learning so learners can reflect on which strategies have worked for them.
Expertise is in place to manage reasonable examination arrangements (access arrangements) for tests and national tests and public examinations.	• Settings make adaptions to assessment arrangements as part of their everyday practice. This is used to establish a learner's normal way of working. Please refer to the relevant exam board guidelines. Arrangements could include: • supervised rest breaks, use of a reader / scribe / laptop, extra time, prompts, smaller examination rooms. • Adapted resources are used in assessments. • The learner and their parents are involved in planning for exam preparation.

5. Curriculum, Teaching & Learning

Expectations of all settings	Strategies
Settings should have a broad and balanced curriculum which promotes belonging, identity, confidence, and inclusion for learners, including school trips. The curriculum has successfully adapted to meet the needs of all learners. It is ambitious and supports the development of skills and knowledge to ensure children and young people are ready for the next phase of their education	• The curriculum builds from previous years and prepares for the next phase of learning. • Assessment data is used to inform next steps. • Planning includes adaptions and reasonable adjustments to support the needs of learners. • Adjustment, modifications, and adaptions of the curriculum, to enable all learners to fully access the curriculum and make progress. • Whole school policies around curriculum areas considers how the curriculum delivery will be adapted to meet the needs of all learners.
Practitioners are aware of the additional needs of their learners, understand the nature and impact of these and how to respond to them. The delivery of curriculum is adapted and ensures access for all learners.	• Adaptations are used according to learner needs e.g. visual timetables, clear concise instructions with written or visual prompts (e.g. now and next cards, photos and symbols), particularly during transitions. • Staff ensure a clear structure to the day and plan for times of the day that may be more difficult. • Tasks are broken down into small manageable steps. These steps are modelled explicitly. • Backward chaining – chain parts of the task together (e.g. build the sequence at the last part of the task and working back so the child experiences success and then gradually work back to increase more elements until they can do the entire task). • The pace, order and variety of activities are planned to maintain interest and attention of all learners. • Staff put in systems to support organisational difficulties e.g. with colour coded books or graphic organisers. • Provide additional time to complete tasks, assignments, and communications, if required. • Use of manipulatives e.g. CPA (Concrete, Pictorial, Abstract) models and images. • Feedback is clearly identified as being key to learning. Consult with learners so they share their perspective. • Appropriate support to fully access learning given to learners with English as an additional language. • Awareness of non-verbal communication (body language). • Awareness of an appropriate tone of voice (calm, not too loud). • Strategies to support memory and reduce cognitive load are deployed e.g. task planners; success criteria with visuals; repetition and learner repeating instructions back; practise of recall opportunities; practising

	retrieval/overlearning; stop and share progress at intervals; mind-mapping; repeated learning to promote fluency and other adaptive teaching methods which consider cognitive load. • Consider the use of adaptive teaching techniques – scaffolding, oral and hands-on activities and limiting copying from the board. • Identify and celebrate strengths, small steps of success, effort, and participation, including celebrating success in other areas of their life. • Emphasis on self-actualisation – activities designed to develop skills which will support independent learner behaviours. • Establish learners' interests. • Monitor and track to build understanding of any gaps or misconceptions. • Have clear expectations regarding learning behaviours and a clear and consistent response to unhelpful behaviours.
Practitioners use adaptive teaching strategies and cater for different learning needs. Individualised and/or small group planning and programmes where required. Use of steps-to success/goals or similar, to promote independence, scaffold and support learners.	• Modelling is used to support understanding - gradual release of responsibility allows for guided practice before independent working. • Visual/audio demonstrations and visual cues/audio commentary are used. • Alternatives to written recordings are used routinely e.g. graphics, charts or tables. • Tailor delivery styles according to the learner's needs. • Teachers' handwriting on the board and in learners' books is clear and legible. • Interactive whiteboard is used to effectively promote engagement and scaffold the lesson. • Assistive Technology is used to support learning where appropriate, e.g. the use of visualisers, reading pens, laptops • Study skills are explicitly taught. • Homework is adapted appropriately for learners. Learners have access to homework clubs, or additional support with homework. • Use of timers so learners know the comfortable amount of time to focus. • Ask learners to repeat back what they are going to do, when appropriate. • Effective use of, and a range of, open-ended questions. • Access to positive communication role models. • Good listening rules are displayed, modelled, and regularly referred to, rephrasing pertinent comments made by other learners. • Use of high-quality books, e-books and audio books and a range of texts. • Consider techniques - storytelling, choice boards, real-life experiences, sentence starters/graphic-organisers, where appropriate. • Teaching includes multisensory methods and practical activities. • Metacognitive approaches support self-reflective learner behaviours.
Practitioners ensure that learners have opportunities to work in different ways e.g. independently, in a variety of small groups, flexible groups and/or in pairs. Individualised and/or small group sessions.	• Strategies are used to actively promote independent learning e.g. through pre-teaching, overlearning, appropriately adapted resources. • Seating plans and flexible groupings take account of individual needs and routinely provide opportunities for access to positive role-models, peer support, mixed-ability groups, structured opportunities for conversation and sharing of ideas to promote independent learning. • Use of additional adults is planned to maximise learning and independence.
Practitioners ensure that collaborative learning and peer support is a feature of lessons and to implement best practice.	• Strategies are used to build and maintain positive relationships across the whole school community (e.g. restorative approaches). • There are opportunities to develop peer awareness/sensitivity and support for different needs and disabilities, both in, and out of the classroom. • Role play and drama, use of props and objects of reference. • Collaborative stories – each learner contributes. • Consider activities that provide a sense of belonging. • Encourage relevant and timely interactions and contributions

6. Communication with all learners

Expectations of all settings	Strategies
Learners are supported to understand what is said (comprehension) within the school environment.	• Staff ensure the language used is at an appropriate developmental level. • All staff to be aware of the expected language milestones for learners and how to use this to inform practice. • Use a learner's name first to engage their attention before talking to and giving an instruction. Give eye contact to support (if appropriate). • Provide clear and simple instructions, repeated, simplified and accompanied with visual cues. • Instructions are broken down into manageable chunks and shared in linear order.

	• Allow time for the learner to process and respond and allow additional take-up time to process information, if required (10 second rule) • Emphasise key vocabulary. • Approaches and tools provide an additional method of communicating e.g. use of ICT, symbols, pictures, alternatives to written recording, e.g. verbal descriptions / drama. • Use photographs and/or symbols to promote and support routines, for example: washing hands, getting ready for PE. (stage appropriate). • Displays are used to support learning. Key messages and vocabulary are displayed with visuals - pre-taught and post-taught for new topics e.g. working walls, word walls or vocab mats and labels. • Promote a speak-out culture, where learners are encouraged to say when they don't understand or to indicate in some discrete way that they need help (cards on desk). • Provide clear strategies and expectations around listening/being prepared to learn; these are displayed, taught, modelled and regularly reinforced. • Adapt teaching to include all learners in the learning process. • Give detailed explanations and examples of jargon and technical language to aid learning. Using literal language (avoiding idioms, sarcasm, and figures of speech unless being taught within curriculum content). • Use a structured approach for tasks and activities with a clear beginning middle and end. • Use targeted questioning to confirm, consolidate, and deepen understanding • Pre-teach new vocabulary. • Use visuals and multisensory approaches to maximise learners' understanding of new ideas and concepts. • Teach and encourage age appropriate self-support strategies to help learners to remember and follow instructions (e.g. chunking, visualisation, silent repetition, use of a written checklist).
Learners are supported to express thoughts and ideas (expressive language).	• Respond and indicate that you value all attempts at communication. Learners who are reluctant to contribute to discussions are supported to do so. • When learners use single words, repeat and expand the sentence to model more sophisticated language. This point aims to the development of language (not cognitive) by increasing the range of language. • Provide opportunities for communication throughout the school day in a range of lessons, including opportunities for discussion around books and narratives. • Teach how to use formal and informal language in a variety of social situations and offer opportunities to practise their use. • Teach and model the use of standard English. • Model language positively through reflecting back correct speech rather than correcting it. • Language is scaffolded and modelled to help learners develop the skills needed to articulate their views. • Create lessons where learners do most of the talking to develop their ability to communicate. • Choose texts to support the development of language and vocabulary. • Non-verbal communication is taught and encouraged as a way for learners to express their thoughts, views, and feelings. • Teach how to structure and transfer imaginative and creative ideas onto the page or to articulate them verbally. • Use phonological awareness activities (letter and sounds phase 1) to secure understanding of listening skills, oral blending, rhyme and alliteration.
Learners are supported to build social communication skills.	• Teach how to interact and respond in a variety of social situations. • Use group work flexibly to encourage and promote social interaction and independence by providing opportunities to develop social skills (the ability to listen, speak, negotiate, take turns), for example: paired work, small groups, large groups. • Create a safe space where relationships can develop, and communication skills built.

7. Resources

Expectations of all settings	Strategies
Resources are allocated appropriately to ensure additional needs are met. Quality and impact of support, is reviewed.	• All learners have easy access to resources that they require to support their learning, promote independence and reduce stigma. • Adapted physical resources are available to promote independence e.g. high contrast and different size balls in sport/physical education. • Resources are available to ensure dignity, privacy, and safety for all learners.
Specific resources and strategies are provided to overcome potential barriers to learning. Increased use of technology.	• Concrete apparatus and adapted resources are available for those learners who require it. • Assistive technology (that is up to date) is used to support and to promote independent learning e.g. iPad, laptop, Chrome book, text to speech or speech to text technology and voice recorders, keyboards • Use of bilingual texts for learners, where suitable. • Colour coded maps to support navigation e.g. different subjects in different colours.

	• For curriculum access, e.g. work chairs, appropriate height or specialist seating, adjustable height tables, accessible kitchen, adapted cookery equipment, appropriate electronic technology for recording.
Resources and guidance that would universally support many learners.	• Resources and learning spaces are clear and uncluttered, labelled using text and symbols/pictures. Print size and font is appropriate. • Solid-coloured backgrounds or matt paper rather than gloss are used to reduce visual glare. • Individual workstations are available for any learner when required to support learning. • Visual timetables are readily available and used consistently. • Visual resources and dual coding. • Access to a range of texts of different abilities. • Introduce new vocabulary language through a range of approaches, such as rhymes, songs. • Use of highlighters for identifying sounds, words, phrases or answers. • Access to resources such as, maths manipulatives, word banks, phonics mats, Mnemonics/visuals, success criteria with visuals, overlays, graphic organisers, storyboards, mind maps, sloped boards, magnification features e.g. low-vision aids, tablets, pencil grips, timetable squares, number lines, wobble cushions, fidget toys or sensory aids, ear defenders. • Accessible transport for trips.

8. Staff and Staff Training

Expectations of all settings	Strategies
There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of the current learners and workforce development in anticipation of future cohorts.	• Senior leaders, including governors, demonstrate the highest aspirations for all learners. • There is a planned programme of ongoing CPD for the whole setting and individual teams and departments. This may be delivered by those with lived experience, if possible and appropriate. • Effective planning informs training needs for future cohorts. • Whole school approaches are taken to support consistency.
All practitioners, including teaching assistants, make a positive contribution to learner progress.	• Additional adults are deployed proactively and their impact on the learner is monitored carefully to ensure progress is supported. They are used to support independence rather than create dependence. • Planning between adults to ensures additional adults have a shared understanding of the objectives and desired outcomes of input and tasks they are supporting. • Strategies used in interventions are integrated into class teaching so that learners can sustain progress. • There is investment in staff training for all staff including induction programmes.
Staff collaborate and have effective links with other relevant outside agencies and specialists.	• Practitioners know when to refer for extra support or advice. The setting is aware of, and regularly communicates with, any other professionals who are involved with learners and develop a collaborative approach, e.g. education, health and social care. • Advice received from other professionals is communicated, implemented and used to inform teaching and learning. • Where specific decisions to involve outside agencies in casework are made; this will be in partnership with families.

9. Transition and Transfer

Expectations of all settings	Strategies
Support is in place for routine and life transitions when required. Transitions include, but are not limited to: •moving around the setting. •preparing for weekends, the start of holidays and beginning of term if impacting the learner emotionally or academically. •moving from lesson to lesson. •changing from structured/unstructured times. •moving from break to lesson times. •moving from one activity to the next within a lesson. •changes of staff - permanent and temporary. •special events: visitors, visits, celebrations.	• Staff are aware of those who will need additional support for all or most transitions and plan for these transitions. • Visual timetables/schedules are used; events are removed or ticked off when finished as appropriate. • Where appropriate, timers are used to show learners how long they must work for / how long they have to finish. • Plans are made for untimetabled events, such as alarms where possible. • Additional preparation and nurturing approaches are in place for tricky transition times for learners, if required, which could include unstructured times and strategies to support, e.g. early lunch pass. • Staff positioned in key points, to support, at transitional times. • Appropriate visuals/signage are visible around school to indicate staff in different departments or pastoral staff. • Use of first, then, next… or Now (you are doing this) and Next (you are going to be doing that) boards where appropriate.

•life events: birth of a sibling, change in parenting arrangements e.g. change in parents' relationship status, loss and bereavement or contact visits. •puberty.	
Procedures are in place for ensuring smooth progression within settings, particularly during all transition phases, including on entry and exit.	• Information is actively sought and shared about learners to support successful transitions and manage change both within the school and beyond. • Information is shared with parents and carers, other colleagues within the setting and receiving or previous settings as required. • Practitioners are aware of learners who need additional support while transitions and adjustments are made, e.g. additional visits to a new setting / classroom with a familiar trusted adult, creating social stories.
Procedures are in place for ensuring smooth progression between settings, particularly during all transition phases, e.g. primary to secondary and secondary to post-16.	• The eight Gatsby benchmarks are used to provide learners with the best possible careers education, information, advice and guidance. Settings consider transitions within their careers plans in meeting the Gatsby benchmarks. Schools have a careers leader and careers governor to strategically plan for careers, including transitions to future destinations. • Consider transitional support such as taster days, additional visits or inductions, photos of new setting and key staff, travel training, buddy from new settings, additional visits in summer holidays/quieter times for vulnerable learners. • Allow time to become familiar with environments. • Opportunities for supporting transitional objects to bring to school. • Best practice is shared within the school and with other schools, where suitable e.g. Year 6 to year 7 transitions.
Teaching is delivered with the use of language in either a verbal or written form, so it is essential that teaching staff are aware of the speech and language skills of their pupils.	• Staff have an understanding of each learner's communication abilities to enable the effective delivery of support and/or scaffold where required. • Understand that the profile for every child or young person is different and their needs may change over time. • Create a communication friendly environment which might include clear spoken modelling of language they would want to hear; supporting students to ask key questions to facilitate thinking and learning; extending and expanding on what students say and introducing and explaining new words for learning and specific subject areas.

Support beyond Ordinarily Available Inclusive Provision

According to Section 20 of the Children and Families Act (CAFA) 2014, a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Special educational provision is defined as "educational provision that is additional to or different from that which is normally on offer to their peers of the same age" CAFA (Section 20:2014).

As such, if the expected level of ordinarily, inclusive provision is effectively in place within the setting and learners continue to have unmet needs and/or are making inadequate progress, despite high quality teaching targeted at their areas of need, the SENCO (or other professionals supporting them) will be able to work alongside teaching staff to provide information, advice and guidance on further additional support beyond what is ordinarily available for all learners. This may include a discussion about whether SEN support is required, as outlined in the Code of Practice (DfE/Department of Health - DoH, 2015).

A learner's difficulties or disabilities may be related to a wide range of needs but will sit within the following four broad areas of need, as set out in the SEND Code of Practice (2015):

- Cognition and Learning
- Communication and Interaction
- Social Emotional and Mental Health
- Sensory and/or Physical needs.

If it is agreed that Special Educational Provision is required, this will be designed through the process of assessing the needs of a learner and then providing appropriate support to meet these needs. This system should follow four stages, often referred to as Assess, Plan, Do and Review (APDR) - **the graduated approach** – which covers all ages and stages of education from early years to post-16.

This provision should be in addition to the expectations in section one.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all of the different aspects of speech, language or social communication at different times of their lives.

Strategies

-Whole school awareness and understanding of communication and interaction needs.
-Learners will access strategies and resources typically available in the ordinary classroom, with an emphasis on visual teaching aids to support learning and social activities.
-Delivery of task may need to be adapted.
-Aspects of structured pre or post teaching might be helpful.
-Staff are skilled in adjusting the pace and order of activities to maintain interest and attention.
-Ensure hearing and sight tests are up to date.

Cognition and Learning

Cognition refers to the thinking skills and thought processes that a child and young person has acquired through their prior experience. Learning needs are on a continuum and can vary across subjects and situations. CYP with learning needs may learn at a slower pace than their peers despite appropriate adaptions. Learning difficulties can be general or specific and related to one or more areas of the curriculum. Difficulties may be short-term in one or more areas or severe and long term.

Strategies

Appropriate adaptations to ensure the development of literacy, numeracy, expressive language, communication skills, minimise behaviour and emotional difficulties and promotion of appropriate interpersonal skills with other students.
-Arrangements to support the use and delivery of approaches/materials for students with Specific Learning Difficulties (SpLD) which may include multi- sensory teaching strategies, a focus on phonological awareness, motor skills programme.
-Effective use of IT equipment to support learning.
-TAs are trained and skilled in supporting students with general and specific learning difficulties.
-Ensure hearing and sight tests are up to date.

SEMH

All behaviours should be considered as a child or young person communicating some unmet need. The 2015 Code of Practice of Special Educational Needs (SEN) helps to promote a shift towards viewing behaviour as a communication of an unmet emotional need (whether conscious or unconscious) and responding accordingly. Many learners who struggle to learn or who experience stress and anxiety are likely to be having some difficulty managing the demands of school.

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying behaviour perceived to be challenging, disruptive, or distressing. These behaviours may reflect underlying neurodevelopment difficulties, such as ADHD or experiences of frustration or trauma. They can come across through anxiety or depression, self-harming, substance misuse, eating disorders, lying and stealing or physical symptoms. They may both contribute to and arise from difficulties in other areas of the Code of Practice.

Strategies

Settings should assess SEMH to help staff understand barriers to learning. Learning needs should also be reviewed using a school's own screening or assessment tools or external advice to ensure that any SEMH needs, or behavioural difficulties are not caused by an unmet learning need or communication difficulty.

- Use of whole school approaches to promote wellbeing and resilience with an emphasis on attuned relationships, growth mindset and a solution focus where possible.
- A behaviour policy underpinned by a clear ethos and values.
- Use of Restorative Approaches to build, maintain and repair relationships.
- Anti-bullying work.
- Identification of key adult to build positive and trusting relationship. Use of social stories.
- Small group or 1 to 1 work with ELSA / Learning Mentor or equivalent.
- Support available for staff working with learners with SEMH via group or individual supervision or debrief sessions.
- Emphasis on choice rather than control and "take up time" to respond to choose whenever possible.
- Use of distraction techniques and giving responsibility.
- Explicitly teaching de-escalation and self-management strategies.
- Use of PSHE, Circle time and curriculum approaches to explicitly teach rules and routines, build self-esteem, and develop social and emotional skills to all learners.
- Use of Nurture Groups.
- Developing attachment aware strategies.
- Emotionally Based School Avoidance strategies considered and used as appropriate to support consistent full-time attendance.

Physical/ Sensory

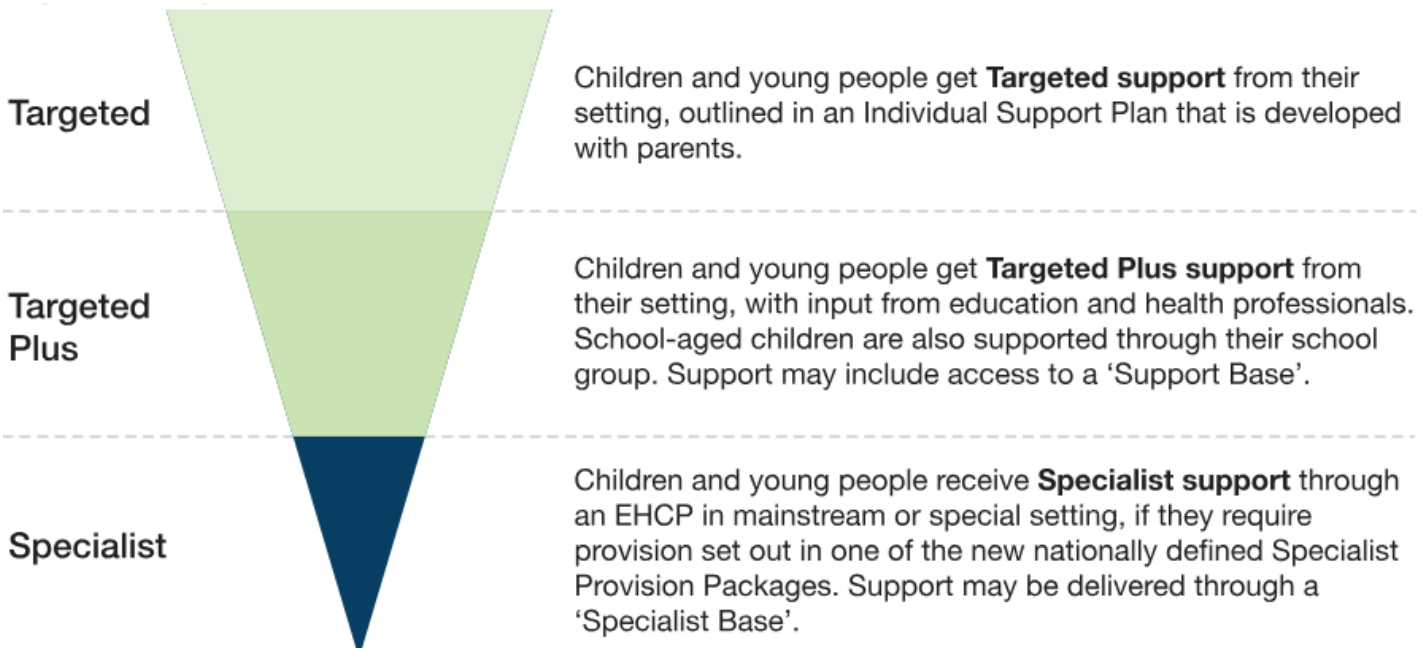
Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support.

Strategies

All staff are aware of individual learners' sensory / physical disability and implications in all teaching and learning environments.

-Favourable seating arrangements are identified.
-Staff are aware that for some learners, a sensory or physical disability could impact on their language and social interaction.
-Staff should encourage students to wear appropriate sensory equipment and use physical aids. Staff should ensure that all students have understood all instructions.

At St Monica's we have developed a tiered approach to SEND in accordance with the recent documentation from the Department of Education.



Our Tiered Approach

Universal Offer (Tier 1):
- Applies to every child
- Ordinarily Available Inclusive Provision
- Most children have their needs met at this level without a formal plan.
- Child is not on school SEND Register.

Targeted (Tier 2):
- Structured support within mainstream settings for children with identified SEN.
- Small-group interventions (like speech and language support), help managing sensory needs, or personalised classroom strategies.
- Child may have a diagnosis of ADHD/ Dyslexia.
- Recorded and tracked through INSIGHT
- Child is on school SEND Register.

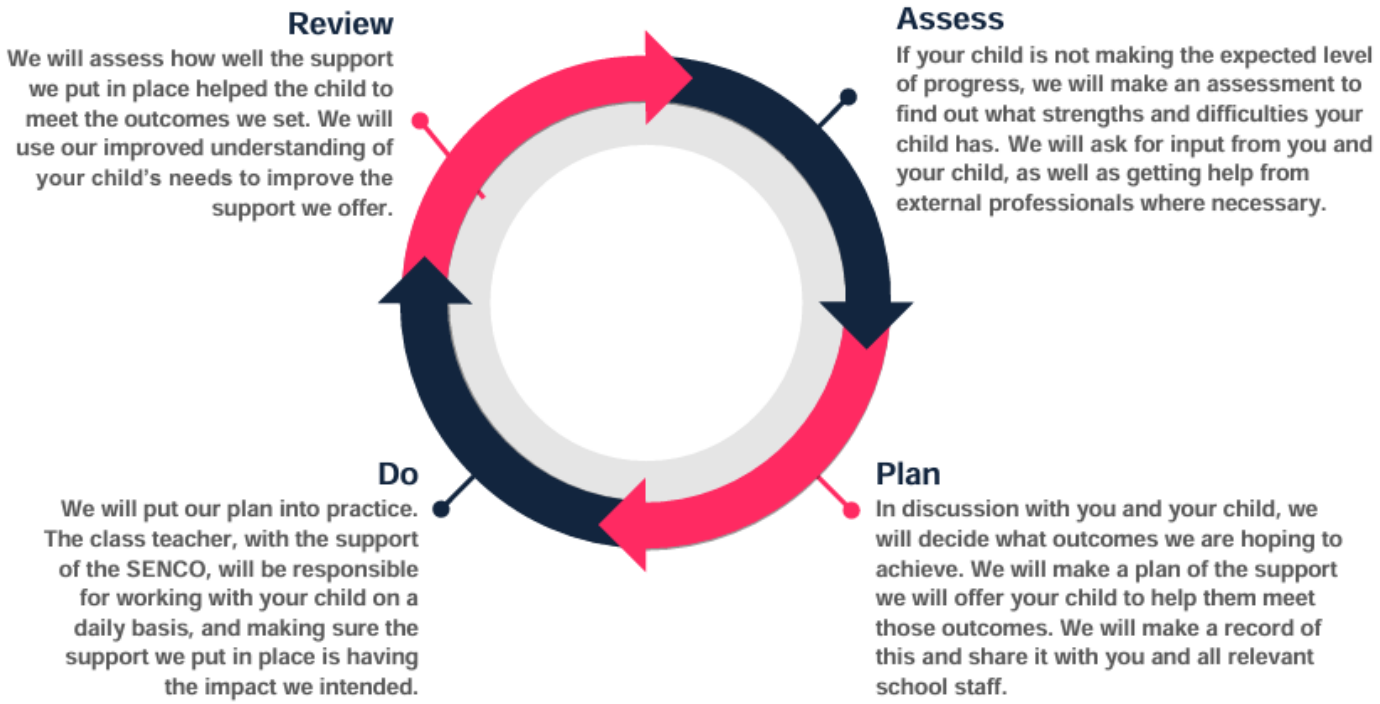
Targeted Plus (Tier 3):
- Specialised involvement with Educational Psychologists, Speech & Language Therapists, and Occupational Therapists
- Recorded and tracked through INSIGHT.
- Child is on School SEND Register.

Specialist / EHCP (Tier 4):
- The highest and most intensive level of support, reserved exclusively for children with the most complex and severe needs.
- Child has an Education, Health and Care Plan (EHCP) alongside a **Specialist Provision Package (SSPs)** or placement in specialist settings/inclusion bases where mainstream isn't appropriate.
- Children may access our nurture provision or internal alternate provision.

Where it is agreed that a pupil does have SEND, the child will be added to the SEND register at **Targeted Tier 2**. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

Support provided consists of a four-part process: **ASSESS-PLAN-DO-REVIEW.** This is an ongoing process, which begins with the regular formative assessments carried out by the class teacher in conjunction with the SENDCo, to enable provision to be refined and revised as the understanding of the needs of the pupil grows.

This cycle enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes. The more we can personalise intervention to the needs and interests of the child the better.



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

In identifying a child as needing SEND support the class teacher, working with the SENDCo should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staffs are already, involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

When it is decided to provide a pupil with SEN support, parents will be informed in writing. Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The teacher remains responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream class. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviewing pupil progress will be made at half termly through Pupil Progress meetings. A review meeting with parents will take place termly. The review process will evaluate the impact and quality of the support and interventions. The SENCo will revise the support and in light of pupil progress and development; making any necessary amendments going forward, in consultation with parents, pupils and subject teachers. Assessment will be tracked through scrutiny of children's books, interviews with pupils, tracking documentation of individual interventions, pupil progress meetings and reviews with parents.

Additional Funding – Education Health and Care Plans (EHCPs)

The school has an annual budget allocation for SEND based upon the number and age of children on roll, the level of free school meals and prior attainment. This funds a curriculum that is organised to address the learning needs of all the children and the cost of our team of teachers, teaching assistants and the school SENDCo. Trafford LA holds a small budget – the LA High Needs Block – for children with the most severe needs. Bids for these children are submitted to an LA panel, for them to be assessed in a wider context. This process may result in the issue of an **Education Health and Care Plans (EHCP)**. An Educational Psychology assessment would normally be carried out in school before a bid is made for funding from the LA High Needs Block. Requests for EHCPs are usually made by the school but can be requested by a parent. Applications for an EHCP will combine information from:

Parents	Class teacher
SENDCo	Other Educational Advisers
Health Professionals	Social Care

Parents have the right to appeal against a decision not to initiate an EHCP. If an EHCP is completed and agreed with the family, then progress is monitored and reviewed formally each year.

Removal from the SEND Register

Children who hold an EHCP will be monitored and reviewed as part of the school's ongoing assessment system, including termly pupil progress meetings and also via their termly SEND Support Plans and at a more formal annual review. Any decision to request reduced or increased support from the authority would be taken, with parents, at an annual review meeting.

All Children will be monitored and reviewed as part of the school's ongoing assessment system, including termly pupil progress meetings and also via their termly SEND Support plans. A decision to move to a lower tier or remove a child from the SEND register would be taken by the class teacher, in consultation with the SENDCo and the child's family.

Monitoring Register

Those children who have been identified by class teachers as not making sufficient progress in a particular area, but are currently not on the SEND register or have recently been removed from the SEND register are still tracked through the monitoring register to ensure that no child is overlooked and to ensure that progress is sustained.

Medical Needs Register

At St Monica's we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. For further information see the School's Policy for Supporting Children with Medical Needs and First Aid Policy. Some children with medical conditions may be disabled and where this is the case, the school will comply with the Equalities Act 2010. Please see the School's Accessibility Plan.

Those children with specific disabilities or medical needs and relevant health care plans are included in the Medical Needs register.

Partnership with Families

St Monica's is committed to working in partnership with parents, children and other members of the school community, as well as outside agencies to provide for the need of every child.

Children with SEND often have knowledge of their own needs and what may help them in their learning and so that is why they are consulted as part of their termly SEND Support Plan reviews. SEND pupils with an EHCP also contribute to their Annual Reviews, either in person, by video or via an adult – such as the parent, teaching assistant or SENDCo.

Parents have vital knowledge and experience of their child/children and therefore a close working relationship with parents is sought. It is important that we share views about a child's needs and what the school is doing to address these. The school is also very keen to work with families to help with ideas as to how they can support their child.

In order to support parents of SEND pupils the school is required to produce an SEND Information Report, which is available on the school's website. This forms part of the Trafford Local Offer for SEND. Our school SEND information report covers admission to the school and also transition into school, between classes and onto high school for SEND pupils. The full local offer of services available in Trafford can be found at www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service on 0161 912 1053 or fis@trafford.gov.uk.

The Trafford SEND Information Advice and Support Service (SENDIASS) also has a telephone help-line, answering calls from parents and professionals who need help and advice on various aspects of SEND. Representatives from the service can also meet with you at school, in the office or at home to discuss your child's case in more detail. Phone: 0161 912 3150 or email: sendiass@trafford.gov.uk

Supporting successful preparation for adulthood

The school will ensure that pupils are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to higher education.

The school will engage with secondary schools, as necessary, to help plan for any transitions.

The school will transfer all relevant information about pupils to any educational setting that they are transferring to.

If a pupil has been excluded, the school has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary, in accordance with the school's Exclusion Policy.

If it is in the best interest of the pupil, the school may commission alternative provision, in line with any EHC plans in place, for pupils who face barriers to participate in mainstream education.

The school will take an active role in preparing pupils with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of HE, FE or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integration and independence.

Role of the class teacher

Class teachers are responsible and accountable for the progress and development of all of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Therefore, class teachers are required:

- To be aware of the school's procedures for the identification and assessment of and subsequent provision for SEND pupils;
- To inform the SENDCo of concerns about a child;
- To gather information about the child;
- To keep parents informed of the child's progress and identified needs;
- To present a broad and balanced curriculum for all pupils based on the National Curriculum Programmes of Study;
- To scaffold work to cater for the special educational needs of children in the class, including extension activities;
- To incorporate multisensory teaching strategies into lessons, wherever possible;
- To liaise with and support any staff within school, or beyond school, who is conducting assessment of or intervention with a child in the class;
- To work with SEND pupils and their parents to generate, implement and monitor their SEND Support Plan targets;
- To review (at least once every term) the individual progress of children.

Role of the SENDCo

- To review and develop the school's SEND Policy;
- To oversee the day-to-day operation of the school's SEND Policy;
- To co-ordinate the provision for pupils with SEND;
- To maintain the school's SEND register and oversee all records of children identified on it;
- To provide advice and support to colleagues and to ensure maximum use of resources and expertise;
- To liaise with parents of special needs children in conjunction with their class teacher, in a positive and supportive manner;
- To liaise with the School SEND Governor and provide termly updates;
- To liaise with external agencies on behalf of pupils with SEND;
- To liaise with feeder and receiving schools to ensure continuity of action/support;
- To keep up-to-date with current developments in the SEND field;
- To contribute to the in-service training of staff, including teaching assistants.

Role of the Headteacher:

- To determine SEND policy;
- To monitor the implementation of the SEND policy, including progress and data reviews;
- To establish and recruit appropriate staff and to lead decision-making on the allocation of intervention work by the school team;
- To keep the Governing Body well informed about SEND in the school.

Role of the Governing Body:

- To ensure that provision of a high standard is made for SEND pupils;
- To ensure that SEND pupils are fully involved in the full range of school activities.

The SEND Governor and SENDCo meet regularly to evaluate the success of current provision for SEND pupils.

Health & Safety

All resources for children with Special Educational Needs will be subject to the school's Health and Safety policy and risk assessments will be carried out as appropriate for provision and equipment. Risk assessments are reviewed on a regular basis.

Storage of Information

Information collected on a child's SEND is confidential and will only be communicated to persons involved with the child with the knowledge and agreement of the parents, the Headteacher and SENDCo.

Confidential information regarding the child's special needs is recorded on CPOMs and INSIGHT and only staff involved with the child will have access to this information.

All classes have a SEND folder with current Individual Support Plans which include recommendations from reports as appropriate. Teachers ensure this information is kept securely and only shared with persons involved with the child as stated above. Further information can be found in the Data Protection and E-Safety policies, which include information regarding secure transfer of personal data.

Further Information

Further information on SEND at St Monica's is available in the school's SEND Information Report, which can be found on the school's website. Alternatively, please contact the School SENDCo, Mrs Joanne Agnew either by email: joanne.agnew@stmonicasrcps.co.uk or by phone on: 0161 748 3353.

Complaints Procedure

Our complaints procedure follows EMMAUS CAT & Trafford Local Authority guidelines. Such is our partnership with the children and parents, we would hope that all complaints would be dealt with at an early stage. Please refer to the school's Complaints Policy.

Policy / Provision Monitoring & Evaluation

The success of this policy will be judged by:

- The early and accurate identification of children's learning difficulties.
- The positive involvement of children and their parents.
- Children achieving the targets on their SEND Support Plans as this will indicate that the targets are specific, achievable and appropriate.
- Close working links with the LA advisory team.

This policy will be reviewed on an annual basis.

Reviewed: November 2026

Signed: **J. Agnew, SENDCo**

M. Doherty, Headteacher

Appendix A: Example of letter to parents

St. Monica's RC Primary School
Woodsend Road South, Flixton, Manchester, M41 6QB
Tel: 0161-748 3353 Fax: 0161 747 7860
E-mail: office@stmonicasrc.co.uk
Web: www.stmonicasschoolflixton.org.uk

Date: _____

Dear Parent

I am writing to inform you which Tier support your child is accessing here at school: Tier ____ .

Please find information regarding tiers below.

Trafford Local Offer: https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page

Universal Offer (Tier 1):

- Applies to every child
- Ordinarily Available Inclusive Provision
- Most children have their needs met at this level without a formal plan.
- Child is not on school SEND Register.

Targeted (Tier 2):

- Structured support within mainstream settings for children with identified SEN.
- Small-group interventions (like speech and language support), help managing sensory needs, or personalised classroom strategies.
- Child may have a diagnosis of ADHD/ Dyslexia.
- Recorded and tracked through INSIGHT
- Child is on school SEND Register.

Targeted Plus (Tier 3):

- Specialised involvement with Educational Psychologists, Speech & Language Therapists, and Occupational Therapists
- Recorded and tracked through INSIGHT.
- Child is on School SEND Register.

Specialist / EHCP (Tier 4):

- The highest and most intensive level of support, reserved exclusively for children with the most complex and severe needs.
- Child has an Education, Health and Care Plan (EHCP) alongside a **Specialist Provision Package (SSPs)** or placement in specialist settings/inclusion bases where mainstream isn't appropriate.
- Children may access our nurture provision or internal alternate provision.

Kind Regards

Mrs Agnew

Sendco

Appendix 2: Tiered Support Document for staff reference.

Universal Offer (Tier 1):

- Applies to every child
- Ordinarily Available Inclusive Provision
- Most children have their needs met at this level without a formal plan.
- Child is not on school SEND Register.

Targeted (Tier 2):

- Structured support within mainstream settings for children with identified SEN.
- Small-group interventions (like speech and language support), help managing sensory needs, or personalised classroom strategies.
- Child may have a diagnosis of ADHD/ Dyslexia.
- Recorded and tracked through INSIGHT
- Child is on school SEND Register.

Targeted Plus (Tier 3):

- Specialised involvement with Educational Psychologists, Speech & Language Therapists, and Occupational Therapists
- Recorded and tracked through INSIGHT.
- Child is on School SEND Register.

Specialist / EHCP (Tier 4):

- The highest and most intensive level of support, reserved exclusively for children with the most complex and severe needs.
- Child has an Education, Health and Care Plan (EHCP) alongside a **Specialist Provision Package (SSPs)** or placement in specialist settings/inclusion bases where mainstream isn't appropriate.
- Children may access our nurture provision or internal alternate provision.

Trafford Local Offer: https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page

Appendix 3: Trafford Ordinarily Available Inclusive Provision.

10. Partnerships	
Expectations of all settings	Strategies
The setting works in partnership with learners, parents and carers in decision making.	• There is a focus on building and maintaining relationships between school, families and the wider community which are respectful, understanding, non-judgmental and supportive. Co-production is central to practice. • Families know who to talk to in settings about their child and are aware of the range of communication channels available for sharing information about their child. • Families are signposted to the local offer and local SEND parent support agencies, where required. This is referenced on the school's website. • Families are aware of the progress of their child as well as the support and any individually tailored interventions in place. • The family voice is considered through formal and informal events to seek views in relation to provision in the school e.g. learner and parent surveys or coffee mornings. • Policies ensure consideration of family context and the range of children and young people that may have attachment difficulties or who have experienced trauma e.g. children and young people that are adopted, cared for or who have previously been open to Social Care,
An effective partnership with learners, parents and carers is evident through their participation in assessment and review processes	• Learners are constructively helped to understand their own strengths and areas for development within their learning and to value their achievements, whatever their starting points. • Progress and success is valued and celebrated in a variety of ways. • Feedback is used to collaborate and plan with families, to ensure consistency between the home and setting.
Effective partnerships with professionals	• Settings work with relevant professionals for information, advice, guidance and implementation, where appropriate.
11. Ethos and Culture	
Expectations of all settings	Strategies
The setting has a clear system for effective pastoral support,	• Awareness and sensitivity of peers and staff towards difference is raised at a whole setting level. • Focussed work is planned for classes and groups regarding specific needs or conditions where necessary.

and an inclusive ethos and culture that is embedded and shared with stakeholders.	• All staff know about and implement trauma informed practices and relational approaches to behaviour. • Systems are in place which ensure pastoral/safeguarding/SEND/disadvantage leads work collaboratively. • Mechanisms or policies to support learners with attendance barriers are in place. • Staff use Trafford EBSNA guidance for support: School Attendance Difficulties and Emotionally Based School Non-Attendance (EBSNA). • Policies ensure reasonable adjustment duties have been considered and implemented. Behaviour policies consider reasonable adjustments, in compliance with Equalities Act. • An ethos to ensure staff maintain unconditional positive regard towards all learners, including those who may be under attaining in comparison with their peers. • Knowledge of Individual Health Care Plan (IHCP), including medical needs, physical access plan, intimate care plan, Personal Emergency Evacuation Plan and consider when event planning e.g. for trips, if appropriate.
The setting recognises, and responds to, the need for pastoral support for learners, bearing in mind a learner's social and emotional needs and other relevant contextual circumstances.	• There is a calm and purposeful climate for learning where learners feel they belong, and their contributions are valued. An agreed safe space is identified. • Language used in the classroom and all areas of school demonstrates unconditional positive regard for learners (e.g. restorative approaches). • Settings are emotionally friendly with the use of strategies to consistently promote good self-esteem and boost confidence in supporting behaviour and well-being. • Personal, social, health and economic (PSHE) is used to develop wellbeing and resilience. Peer awareness and sensitivity towards difference (including additional needs) are raised at a whole school level to develop an inclusive and accessible culture. Work is done with classes and groups regarding specific needs or conditions as appropriate. • Awareness that some learners may be potentially more vulnerable to bullying and an appropriate level of support and monitoring is in place. Awareness that those who bully may also be vulnerable and require additional support. • Ensure a range of adapted opportunities for social and emotional development are in place e.g. buddy systems, friendship strategies, circle time are in place. • Strategies to support positive peer interactions and alternative activities are available at unstructured times. • Recognise that all behaviour is a form of communication and it may be triggered by identifiable factors. These triggers could have occurred before the school day began or during an earlier session. • Avoidance of interrogation, lecturing or promoting shame as these are likely to reinforce the behaviour rather than reduce its likelihood. This may cause camouflaging/masking or learners internalising their needs and if done publicly may invite scapegoating by peers. • Ensure a focus on what the learner should be doing rather than what they should not, helping the learner to substitute more acceptable behaviours. • Model alternative strategies for expressing feelings and having needs met e.g. emotion coaching or zones of regulation, social interaction support and self-belief. • Implement the right intervention at the right time such as, the use of therapeutic stories, puppets and role play, relaxation techniques, growth mindset approaches, focusing on learning rather than outcomes, journalling, worry box, physical activity, team games and green/outdoor spaces to support. • Follow up any unexplained absence, before it becomes entrenched, to communicate that the young person is held-in-mind and will be welcomed back with supportive strategies in place. • Regular home school contact when/if learner is not in school to maintain 'sense of belonging' with peers and school community, e.g. hospital stays. • Awareness of physical symptoms that are medically unexplained e.g. soiling, stomach pains. Keep a log and analyse patterns or trends to identify triggers. Liaison with school nurse, if appropriate. Some symptoms may be a sign of anxiety or distress. • Ensure opportunities for emotional regulation (if the learner is dysregulated) before any requests/commands are communicated or problem solving is attempted as part of Emotion Coaching. e.g. the use of a script, such as - You're obviously upset/angry. Do you need time to sit quietly? • Focus on reducing anxiety/stress and thereby unhelpful behaviours. • Giving the learner positive attention proactively and regularly before dysregulation begins with distractions rather than consequences. • Expectations for the whole school community, prompts for pupils, staff and parents are clearly visible throughout school. • Forward planning for off-site visits, which may include risk assessments, preliminary visits, transportation, key staff identification in line with the Equality Act.
Learners feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued.	• Trusted adults are used as a point of contact to maintain emotional stability for some students when appropriate. • Positive and inclusive attitudes, beliefs, practices and culture is encouraged and developed, with staff modelling positive attitudes in the classroom, the wider school and society. • The voice of the learner and family is regularly encouraged using different support systems and is considered and reflected in planning and adaptations. • Opportunities are provided for learners to learn how to use specific tools, such as time-out cards. • A safe space is available for needs that may temporarily support learners e.g. upset due to bereavement. • Consider positive use of the learner's name e.g. "As X said …". • Consider choice and time options to support dysregulated learners – including change-of-face, the opportunity to revisit an activity

	• Check-ins as needed to support motivation and momentum.

12. Physical and Sensory Environment

Expectations of all settings	Strategies
The physical environment is adapted to meet the needs of learners.	• The physical aspects of the building and individual learning spaces are accessible. The accessibility plan is on the school's website and outlines proactive planning to further improve accessibility and "reasonable adjustments" are made according to individual needs. • Classrooms are well-organised and equipped with supportive resources. • Environments are communication-friendly to include opportunities for everyone to talk, listen, understand and take part, to support learning and social and emotional development. • Consider curriculum specific adaptations. • The furniture is the appropriate size/height/type for all learners. • Personal care facilities/resources ensure dignity, privacy, and safety for all learners. • Extra-curricular activities and educational visits are planned to fully include all learners in line with the Equality Act (2010). • Learners' views are routinely sought and are used to inform any planning for physical or sensory adaptations that they may require. • Developmentally appropriate signage around the setting is clear and communicated with an accessible approach e.g. symbols, pictures, tactile/braille labels as advised, or bilingual if appropriate. • Consider noise and busy social areas e.g. staggered lunches to reduce noise in canteens or staggered class departures to reduce congestion in corridors. • Risk assessments and risk-management plans are in place when required.
Practitioners are aware of sensory needs and issues that may impact on learners.	• Consideration to the environment to create a calm learning environment e.g. noise levels, room temperature, proximity to other areas, smells, reduced visual clutter/glare, clear labels and contrast between furnishings or signage. •Any necessary hearing technology, or adjustments to the acoustic environment and classroom are in place. •Classroom seating for learners with visual/hearing impairments is considered: seating arrangement is ideal for focus, visibility of each other, facial expressions and lip patterns to support with listening and attention. •Efforts are made to reduce noise; carpeting, soft furnishing, rubber feet on the bottom of table legs and chair legs, closed doors to the corridor, line toy boxes with soft wipeable fabric, turn off extraneous noise, including fans/ projectors not being used. •Staff are aware of lighting in the room e.g. use of natural light, glare from the board, where staff stand in relation to the light e.g. shadow on mouth for lip-reading. They consider reduction of glare and ensure areas are appropriately illuminated. •Staff ensure good quality print and photocopying is used to ensure clear visual information. They avoid use of glossy paper. •Displays are meaningful and visually accessible to reduce sensory overload. •Learners' sensory needs are known, and they are consulted about their seating arrangements and/or movement breaks. •Left and right-handed learners can use equipment and seating comfortably. •Learners who are prescribed glasses and/or hearing aids are encouraged to use aids that are likely to support access to school life. •Consider access to subtitles or audio-visual material. •Consider the use of pale backgrounds and accessible font styles on the whiteboard, avoiding italics or ornate scripts and capitals for whole text. •Consideration of flexibility within the uniform policy linked to need in line with the Equality Act 2010. •Continuous lighting in areas of general use e.g. corridors.

13. Assessment

Expectations of all settings	Strategies
Regular monitoring of learner progress.	• Learners' strengths and difficulties are observed, monitored and shared to inform planning and interventions. • Formative assessment helps to identify the areas of need in consultation with the learner.

	• Staff are aware of learners' starting points so that progress can be measured. • Staff are supported to implement strategies, such as evidence-based interventions, following information gained from assessments.
Practitioners ensure that formative assessment and feedback are a feature of lessons and evident in marking and assessment policy.	• A wide range of assessment strategies and tools are used to ensure a thorough understanding of learners' holistic needs. • Staff all know to routinely check with parents/carers about hearing and vision assessments at the start of any exploration of need. • Learners have regular opportunities to evaluate their own performance. Self-assessment is routinely used to set individual targets. • The impact of interventions is routinely evaluated. Alternative approaches are explored to establish whether they result in better outcomes for the learners. • Observations and language assessments (for leaners with English as an additional language - EAL) are actioned to inform next steps. • Feedback encourages the development of metacognitive approaches to teaching and learning so learners can reflect on which strategies have worked for them.
Expertise is in place to manage reasonable examination arrangements (access arrangements) for tests and national tests and public examinations.	• Settings make adaptions to assessment arrangements as part of their everyday practice. This is used to establish a learner's normal way of working. Please refer to the relevant exam board guidelines. Arrangements could include: • supervised rest breaks, use of a reader / scribe / laptop, extra time, prompts, smaller examination rooms. • Adapted resources are used in assessments. • The learner and their parents are involved in planning for exam preparation.

14. Curriculum, Teaching & Learning

Expectations of all settings	Strategies
Settings should have a broad and balanced curriculum which promotes belonging, identity, confidence, and inclusion for learners, including school trips. The curriculum has successfully adapted to meet the needs of all learners. It is ambitious and supports the development of skills and knowledge to ensure children and young people are ready for the next phase of their education	• The curriculum builds from previous years and prepares for the next phase of learning. • Assessment data is used to inform next steps. • Planning includes adaptions and reasonable adjustments to support the needs of learners. • Adjustment, modifications, and adaptions of the curriculum, to enable all learners to fully access the curriculum and make progress. • Whole school policies around curriculum areas considers how the curriculum delivery will be adapted to meet the needs of all learners.
Practitioners are aware of the additional needs of their learners, understand the nature and impact of these and how to respond to them. The delivery of curriculum is adapted and ensures access for all learners.	• Adaptations are used according to learner needs e.g. visual timetables, clear concise instructions with written or visual prompts (e.g. now and next cards, photos and symbols), particularly during transitions. • Staff ensure a clear structure to the day and plan for times of the day that may be more difficult. • Tasks are broken down into small manageable steps. These steps are modelled explicitly. • Backward chaining – chain parts of the task together (e.g. build the sequence at the last part of the task and working back so the child experiences success and then gradually work back to increase more elements until they can do the entire task). • The pace, order and variety of activities are planned to maintain interest and attention of all learners. • Staff put in systems to support organisational difficulties e.g. with colour coded books or graphic organisers. • Provide additional time to complete tasks, assignments, and communications, if required. • Use of manipulatives e.g. CPA (Concrete, Pictorial, Abstract) models and images. • Feedback is clearly identified as being key to learning. Consult with learners so they share their perspective. • Appropriate support to fully access learning given to learners with English as an additional language. • Awareness of non-verbal communication (body language). • Awareness of an appropriate tone of voice (calm, not too loud). • Strategies to support memory and reduce cognitive load are deployed e.g. task planners; success criteria with visuals; repetition and learner repeating instructions back; practise of recall opportunities; practising retrieval/overlearning; stop and share progress at intervals; mind-mapping; repeated learning to promote fluency and other adaptive teaching methods which consider cognitive load. • Consider the use of adaptive teaching techniques – scaffolding, oral and hands-on activities and limiting copying from the board. • Identify and celebrate strengths, small steps of success, effort, and participation, including celebrating success in other areas of their life. • Emphasis on self-actualisation – activities designed to develop skills which will support independent learner behaviours. • Establish learners' interests.

	• Monitor and track to build understanding of any gaps or misconceptions. • Have clear expectations regarding learning behaviours and a clear and consistent response to unhelpful behaviours.
Practitioners use adaptive teaching strategies and cater for different learning needs. Individualised and/or small group planning and programmes where required. Use of steps-to success/goals or similar, to promote independence, scaffold and support learners.	• Modelling is used to support understanding - gradual release of responsibility allows for guided practice before independent working. • Visual/audio demonstrations and visual cues/audio commentary are used. • Alternatives to written recordings are used routinely e.g. graphics, charts or tables. • Tailor delivery styles according to the learner's needs. • Teachers' handwriting on the board and in learners' books is clear and legible. • Interactive whiteboard is used to effectively promote engagement and scaffold the lesson. • Assistive Technology is used to support learning where appropriate, e.g. the use of visualisers, reading pens, laptops • Study skills are explicitly taught. • Homework is adapted appropriately for learners. Learners have access to homework clubs, or additional support with homework. • Use of timers so learners know the comfortable amount of time to focus. • Ask learners to repeat back what they are going to do, when appropriate. • Effective use of, and a range of, open-ended questions. • Access to positive communication role models. • Good listening rules are displayed, modelled, and regularly referred to, rephrasing pertinent comments made by other learners. • Use of high-quality books, e-books and audio books and a range of texts. • Consider techniques - storytelling, choice boards, real-life experiences, sentence starters/graphic-organisers, where appropriate. • Teaching includes multisensory methods and practical activities. • Metacognitive approaches support self-reflective learner behaviours.
Practitioners ensure that learners have opportunities to work in different ways e.g. independently, in a variety of small groups, flexible groups and/or in pairs. Individualised and/or small group sessions.	• Strategies are used to actively promote independent learning e.g. through pre-teaching, overlearning, appropriately adapted resources. • Seating plans and flexible groupings take account of individual needs and routinely provide opportunities for access to positive role-models, peer support, mixed-ability groups, structured opportunities for conversation and sharing of ideas to promote independent learning. • Use of additional adults is planned to maximise learning and independence.
Practitioners ensure that collaborative learning and peer support is a feature of lessons and to implement best practice.	• Strategies are used to build and maintain positive relationships across the whole school community (e.g. restorative approaches). • There are opportunities to develop peer awareness/sensitivity and support for different needs and disabilities, both in, and out of the classroom. • Role play and drama, use of props and objects of reference. • Collaborative stories – each learner contributes. • Consider activities that provide a sense of belonging. • Encourage relevant and timely interactions and contributions

15. Communication with all learners

Expectations of all settings	Strategies
Learners are supported to understand what is said (comprehension) within the school environment.	• Staff ensure the language used is at an appropriate developmental level. • All staff to be aware of the expected language milestones for learners and how to use this to inform practice. • Use a learner's name first to engage their attention before talking to and giving an instruction. Give eye contact to support (if appropriate). • Provide clear and simple instructions, repeated, simplified and accompanied with visual cues. • Instructions are broken down into manageable chunks and shared in linear order. • Allow time for the learner to process and respond and allow additional take-up time to process information, if required (10 second rule) • Emphasise key vocabulary. • Approaches and tools provide an additional method of communicating e.g. use of ICT, symbols, pictures, alternatives to written recording, e.g. verbal descriptions / drama. • Use photographs and/or symbols to promote and support routines, for example: washing hands, getting ready for PE. (stage appropriate).

	• Displays are used to support learning. Key messages and vocabulary are displayed with visuals - pre-taught and post-taught for new topics e.g. working walls, word walls or vocab mats and labels. • Promote a speak-out culture, where learners are encouraged to say when they don't understand or to indicate in some discrete way that they need help (cards on desk). • Provide clear strategies and expectations around listening/being prepared to learn; these are displayed, taught, modelled and regularly reinforced. • Adapt teaching to include all learners in the learning process. • Give detailed explanations and examples of jargon and technical language to aid learning. Using literal language (avoiding idioms, sarcasm, and figures of speech unless being taught within curriculum content). • Use a structured approach for tasks and activities with a clear beginning middle and end. • Use targeted questioning to confirm, consolidate, and deepen understanding • Pre-teach new vocabulary. • Use visuals and multisensory approaches to maximise learners' understanding of new ideas and concepts. • Teach and encourage age appropriate self-support strategies to help learners to remember and follow instructions (e.g. chunking, visualisation, silent repetition, use of a written checklist).
Learners are supported to express thoughts and ideas (expressive language).	• Respond and indicate that you value all attempts at communication. Learners who are reluctant to contribute to discussions are supported to do so. • When learners use single words, repeat and expand the sentence to model more sophisticated language. This point aims to the development of language (not cognitive) by increasing the range of language. • Provide opportunities for communication throughout the school day in a range of lessons, including opportunities for discussion around books and narratives. • Teach how to use formal and informal language in a variety of social situations and offer opportunities to practise their use. • Teach and model the use of standard English. • Model language positively through reflecting back correct speech rather than correcting it. • Language is scaffolded and modelled to help learners develop the skills needed to articulate their views. • Create lessons where learners do most of the talking to develop their ability to communicate. • Choose texts to support the development of language and vocabulary. • Non-verbal communication is taught and encouraged as a way for learners to express their thoughts, views, and feelings. • Teach how to structure and transfer imaginative and creative ideas onto the page or to articulate them verbally. • Use phonological awareness activities (letter and sounds phase 1) to secure understanding of listening skills, oral blending, rhyme and alliteration.
Learners are supported to build social communication skills.	• Teach how to interact and respond in a variety of social situations. • Use group work flexibly to encourage and promote social interaction and independence by providing opportunities to develop social skills (the ability to listen, speak, negotiate, take turns), for example: paired work, small groups, large groups. • Create a safe space where relationships can develop, and communication skills built.

16. Resources

Expectations of all settings	Strategies
Resources are allocated appropriately to ensure additional needs are met. Quality and impact of support, is reviewed.	• All learners have easy access to resources that they require to support their learning, promote independence and reduce stigma. • Adapted physical resources are available to promote independence e.g. high contrast and different size balls in sport/physical education. • Resources are available to ensure dignity, privacy, and safety for all learners.
Specific resources and strategies are provided to overcome potential barriers to learning. Increased use of technology.	• Concrete apparatus and adapted resources are available for those learners who require it. • Assistive technology (that is up to date) is used to support and to promote independent learning e.g. iPad, laptop, Chrome book, text to speech or speech to text technology and voice recorders, keyboards • Use of bilingual texts for learners, where suitable. • Colour coded maps to support navigation e.g. different subjects in different colours. • For curriculum access, e.g. work chairs, appropriate height or specialist seating, adjustable height tables, accessible kitchen, adapted cookery equipment, appropriate electronic technology for recording.
Resources and guidance that would universally support many learners.	• Resources and learning spaces are clear and uncluttered, labelled using text and symbols/pictures. Print size and font is appropriate. • Solid-coloured backgrounds or matt paper rather than gloss are used to reduce visual glare.

	• Individual workstations are available for any learner when required to support learning. • Visual timetables are readily available and used consistently. • Visual resources and dual coding. • Access to a range of texts of different abilities. • Introduce new vocabulary language through a range of approaches, such as rhymes, songs. • Use of highlighters for identifying sounds, words, phrases or answers. • Access to resources such as, maths manipulatives, word banks, phonics mats, Mnemonics/visuals, success criteria with visuals, overlays, graphic organisers, storyboards, mind maps, sloped boards, magnification features e.g. low-vision aids, tablets, pencil grips, timetable squares, number lines, wobble cushions, fidget toys or sensory aids, ear defenders. • Accessible transport for trips.

17. Staff and Staff Training

Expectations of all settings	Strategies
There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of the current learners and workforce development in anticipation of future cohorts.	• Senior leaders, including governors, demonstrate the highest aspirations for all learners. • There is a planned programme of ongoing CPD for the whole setting and individual teams and departments. This may be delivered by those with lived experience, if possible and appropriate. • Effective planning informs training needs for future cohorts. • Whole school approaches are taken to support consistency.
All practitioners, including teaching assistants, make a positive contribution to learner progress.	• Additional adults are deployed proactively and their impact on the learner is monitored carefully to ensure progress is supported. They are used to support independence rather than create dependence. • Planning between adults to ensures additional adults have a shared understanding of the objectives and desired outcomes of input and tasks they are supporting. • Strategies used in interventions are integrated into class teaching so that learners can sustain progress. • There is investment in staff training for all staff including induction programmes.
Staff collaborate and have effective links with other relevant outside agencies and specialists.	• Practitioners know when to refer for extra support or advice. The setting is aware of, and regularly communicates with, any other professionals who are involved with learners and develop a collaborative approach, e.g. education, health and social care. • Advice received from other professionals is communicated, implemented and used to inform teaching and learning. • Where specific decisions to involve outside agencies in casework are made; this will be in partnership with families.

18. Transition and Transfer

Expectations of all settings	Strategies
Support is in place for routine and life transitions when required. Transitions include, but are not limited to: •moving around the setting. •preparing for weekends, the start of holidays and beginning of term if impacting the learner emotionally or academically. •moving from lesson to lesson. •changing from structured/unstructured times. •moving from break to lesson times. •moving from one activity to the next within a lesson. •changes of staff - permanent and temporary. •special events: visitors, visits, celebrations. •life events: birth of a sibling, change in parenting arrangements e.g. change in parents' relationship status, loss and bereavement or contact visits. •puberty.	• Staff are aware of those who will need additional support for all or most transitions and plan for these transitions. • Visual timetables/schedules are used; events are removed or ticked off when finished as appropriate. • Where appropriate, timers are used to show learners how long they must work for / how long they have to finish. • Plans are made for untimetabled events, such as alarms where possible. • Additional preparation and nurturing approaches are in place for tricky transition times for learners, if required, which could include unstructured times and strategies to support, e.g. early lunch pass. • Staff positioned in key points, to support, at transitional times. • Appropriate visuals/signage are visible around school to indicate staff in different departments or pastoral staff. • Use of first, then, next… or Now (you are doing this) and Next (you are going to be doing that) boards where appropriate.

Procedures are in place for ensuring smooth progression within settings, particularly during all transition phases, including on entry and exit.	• Information is actively sought and shared about learners to support successful transitions and manage change both within the school and beyond. • Information is shared with parents and carers, other colleagues within the setting and receiving or previous settings as required. • Practitioners are aware of learners who need additional support while transitions and adjustments are made, e.g. additional visits to a new setting / classroom with a familiar trusted adult, creating social stories.
Procedures are in place for ensuring smooth progression between settings, particularly during all transition phases, e.g. primary to secondary and secondary to post-16.	• The eight Gatsby benchmarks are used to provide learners with the best possible careers education, information, advice and guidance. Settings consider transitions within their careers plans in meeting the Gatsby benchmarks. Schools have a careers leader and careers governor to strategically plan for careers, including transitions to future destinations. • Consider transitional support such as taster days, additional visits or inductions, photos of new setting and key staff, travel training, buddy from new settings, additional visits in summer holidays/quieter times for vulnerable learners. • Allow time to become familiar with environments. • Opportunities for supporting transitional objects to bring to school. • Best practice is shared within the school and with other schools, where suitable e.g. Year 6 to year 7 transitions.
Teaching is delivered with the use of language in either a verbal or written form, so it is essential that teaching staff are aware of the speech and language skills of their pupils.	• Staff have an understanding of each learner's communication abilities to enable the effective delivery of support and/or scaffold where required. • Understand that the profile for every child or young person is different and their needs may change over time. • Create a communication friendly environment which might include clear spoken modelling of language they would want to hear; supporting students to ask key questions to facilitate thinking and learning; extending and expanding on what students say and introducing and explaining new words for learning and specific subject areas.