



Rosary Catholic Primary School

Our school values: LOVE, RESPECT, ASPIRATION, INCLUSIVITY, CURIOSITY

Special Educational Needs and Disabilities Policy and Information Report

Approved by	Local Governing Committee
Links to	Allegations against Staff, Anti-bullying, Attendance, Behaviour, Child Protection & Safeguarding Procedures, Children with Health Needs Who Cannot Attend School, Complaints, First Aid, Health and Safety, Keeping Children Safe in Education (Latest version), Supporting Children with Medical Conditions, Staff Code of Conduct, Whistleblowing
Review period	Annual, next review September 2026

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Contents

Aims.....	3
Legislation and guidance.....	3
Roles and responsibilities	3
The SENCo Mr Johnson SEN Manager Mrs Helen Liber.....	3
The Head Teacher Mrs Knighton	4
The SEN Governor Ms Kathryn Southworth	4
Class teachers.....	4
SEN information report (also known as the school's offer)	5
Definition of SEND	5
The kinds of SEN that are provided for.....	5
Identifying pupils with SEN and assessing their needs.....	6
Consulting and involving pupils and parents	7
Assessing and reviewing pupils' progress towards outcomes.....	7
Supporting pupils moving between phases and preparing for adulthood.....	8
Our approach to teaching pupils with SEN	9
Resources and interventions we provide	9
Adaptations to the curriculum and learning environment.....	12
Additional support for learning	13
Expertise and training of staff.....	13
Securing equipment and facilities.....	15
Evaluating the effectiveness of SEN provision.....	15
Enabling pupils with SEND to engage in activities available to those who do not have SEND	16
Support for improving emotional and social development	16
Working with other agencies.....	17
Complaints about SEN provision.....	17
Contact details of support services for parents of pupils with SEN	17
Contact details for raising concerns	17
The local authority local offer	18
Monitoring arrangements.....	18
Links with other policies and documents	Error! Bookmark not defined.
Appendix I: The Rosary Catholic Primary School SEND Local Offer	

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Aims

Our SEN information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

Our School strives to provide a welcoming Christian ethos which demonstrates inclusivity and which values and celebrates diversity. This is the foundation stone of our school community, providing us with identity, values, moral code, and spiritual nourishment. We are ambitious for all our pupils, especially SEND and Pupil Premium pupils, providing support to 'close the gap' in attainment.

Legislation and guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

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

Roles and responsibilities

The SEN Manager Mrs Helen Liber

The SEN Manager will:

- Work with the SENCO and headteacher, and SEN governor, to determine the strategic development of the SEN policy and SEN provision in our school.
- Have day-to-day responsibility for the operation of the SEN policy and the co-ordination of the specific provisions made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

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- Be the point of contact for external agencies, especially the local authority (LA) and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the SEN records of all pupils up to date.

The SENCo Mr Johnson and Head Teacher Mrs Jenny Knighton

The SENCo and headteacher will:

- Work with the SEN Manager and SEN governor to determine the strategic development of the SEN policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

The SEN Governor Ms Kathryn Southworth

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Local Governing Committee on this.
- Work with the SENCo and headteacher to determine the strategic development of the SEN policy and SEN provision in the school.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.
- Working with the SEN Manager and where appropriate the SENCO, to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

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SEN information report (also known as the school's offer)

Definition of SEND

For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability¹ or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools.

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

Social, emotional, and mental health difficulties

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive, and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, or conditions such as attention deficit hyperactivity disorder (ADHD), and we support all pupils with these difficulties.

Within our Behaviour in School Policy, the school ensures that provisions and allowances are made for the ways in which these difficulties can influence the behaviour of pupils with SEND, as well as how we manage the effect of any disruptive behaviour, so that it doesn't adversely affect other pupils.

Communication and interaction

Pupils with speech, language, and communication needs (SLCN) find it difficult to communicate with others, because they either have difficulty saying what they want, cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language, or social communication at different times in their lives.

The SENCo and the SEN Manager work with pupils, parents/carers and language and communication experts where appropriate, to ensure pupils with communication and interaction difficulties are given the correct support for their present needs.

Cognition and learning

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia, and dyspraxia.

¹ Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

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Pupils with specific learning difficulties may require additional support. The school understands that learning difficulties cover a wide range of needs, and we ensure that any provision offered, is specific to the needs of each pupil. Support can be delivered on a 1:1 basis or in small groups.

Sensory and/or physical needs

We can accommodate pupils with visual impairments, hearing impairments, processing difficulties, epilepsy, and physical disabilities.

Identifying pupils with SEN and assessing their needs

The school has a clear approach to identifying and responding to SEN. We recognise that early identification and effective provision does positively affect the long-term outcomes for pupils.

If **you think your child may have SEN** you can raise concerns with your child's class teacher, our SENCo (who is also our headteacher) or our SEN Manager.

We look to identify pupils with SEN early on by:

- Assessing each pupil's skills and levels of attainment when they start at our school by using:
 - Information from, as well as a staff visit, to their pre-school setting (pupils starting in reception class).
 - Information from their previous school and by talking with the pupil and their parent/carer (pupils who are coming from another school).
- A 'Parent/Carer Early Years' meeting.
- A whole school approach to regular assessments of all our pupils progress using a combination of teacher observation, and monitoring pupils work and behaviour.
- Formal (national) literacy and numeracy assessments.

With support from the school leadership team, class teachers identify pupils who are making less than expected progress where:

- Progress is significantly slower than the class average, from the same baseline.
- Progress does not match or better the pupil's previous rate of progress.
- Progress fails to close the attainment gap within the class.
- Progress is slow in areas other than attainment (social, emotional, and mental health, communication and interaction, speech, and language, sensory and/or physical).

Slow progress and low attainment don't *automatically* mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we start by identifying what we would be aiming to achieve, by providing the pupil with SEN support. We also seek the views and the wishes of the pupil and their parents/carers too. We use this to determine if and what support is needed, and whether we can provide it by adapting our core offer, or whether something different or additional is needed. We then make a clear plan which outlines the expected progress and attainment.

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Consulting and involving pupils and parents

When deciding whether to look at special educational provision for a pupil, we reach out early in the process, to consult with the pupil and their parents/carers. We believe that this contribution and the views of the pupil and their parents/carers are valuable and should be acted upon. We want to ensure that:

- Parents/carers have a complete understanding and professional jargon is translated into clear, ordinary language and images where required.
- The pupil can say what they have done, what they are interested in and what outcomes they are seeking.
- We consider the parents/carers' concerns.
- Everyone develops a good understanding of the pupil's areas of strength, capability, and challenge.
- Support is tailored specifically to the pupil.
- We focus on the pupil as an individual, not allowing their SEND to become a label.
- We bring relevant professionals together to discuss and agree together the overall approach.
- Everyone understands the agreed outcomes sought for the child.
- Assessments and meetings are organised to minimise demands on families.
- Everyone is clear on what the next steps are.

Notes of these early discussions are added to the pupil's record and given to their parents, and we formally notify parents when it is decided that a pupil will receive SEN support.

Decisions on whether the school will commission added provisions will:

- Be discussed thoroughly with the Gloucestershire Local Authority (LA), parents/carers and, where appropriate, the pupil.
- Not cause unnecessary disruption a pupil's education or other treatments underway.

Assessing and reviewing pupils' progress towards outcomes

Once a pupil with SEN has been identified, the school employs the graduated approach² and the four-part cycle of:

- **Assess:** Establish a clear assessment of the pupil's needs.
- **Plan:** Using the 'Waves of Intervention' system³, plan what interventions and support will be put in place, and the expected outcomes along with a clear date for review.
- **Do:** Implement the interventions, as per the plan.
- **Review:** Review progress toward the outcomes and make any necessary revisions to improve the outcomes where appropriate.

² For more information on the Graduated Approach please see [sen-help.org.uk](https://www.sen-help.org.uk)

³ For more information on the Waves of Intervention system please see [sen-help.org.uk](https://www.sen-help.org.uk)

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

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment or behaviour.
- Others' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents/carers.
- The pupil's own views - at the beginning of the academic year, children are encouraged to complete a My Profile, to allow them to reflect on what they would like to focus on as their individual targets as well as their social and emotional well-being.
- Advice from external support services where relevant.

The assessment will result in identifying SMART (Specific, Measurable, Achievable, Realistic Targets) to measure pupil progress against, and the creation of the individual pupil's profile using a My Plan⁴.

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

Supporting pupils moving between phases and preparing for adulthood

When a pupil with SEN is moving to another school (or setting) we share information with the school (or other setting) the pupil is moving to. We agree with parents and pupils the information that will be shared.

Pupils with SEN are supported at transitions *within* our school via what we call 'Passports'. A Passport is used to explain to the pupil key information about their new teacher and classroom to prepare them for the transition. They will also make visits to their new class. The SEN Manager along with the current class teacher offer lots of targeted support to the pupil, in preparation for a move. The new class teacher may also attend a SEN review so that parents/carers can get to know them too.

For transition to secondary schools, the SENCo from the new school will be invited to attend pupil review meetings, and the pupil will be invited to visit the secondary school. The pupil will complete a form about their preferences for the secondary school, to understand a pupil's needs and desires, and enable a smooth transition. It can be arranged for a member of staff to accompany a parent/carer with their child on a visit to the new secondary school if this would be helpful.

⁴ The My Plan is used to ensure support being provided by family, professionals and services is working well and is making a difference.

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Our approach to teaching pupils with SEN

We meet the needs, teach, and support children with SEN using a system called the 'Waves of Intervention'. The 'Waves of Intervention' structures our support into three levels of intervention⁵:

- **Wave 1:** High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils, and appropriate adult support is given where required, so that pupils can access the curriculum fully.
- **Wave 2:** A My Plan is created when it is decided that a pupil will receive SEN support. Wave 2 is support provided through small groups. Pupil progress is monitored through progress meetings 3 times per year. Parents/carers and pupils are invited to these My Plan Review meetings.
- **Wave 3:** A My Plan+ or an EHCP (Education, Health and Social Care plan) is used in Wave 3. A My Plan+ or EHCP will be used to incorporate the support given by professionals from other services e.g., Educational Psychologist or Speech therapist etc. and they will be invited to My Plan+ and EHCP Review meetings.

In the classroom we adapt our teaching strategies to suit learning needs. Using the '3 Wave Model' we also apply the core per-pupil funding and notional SEND budget (and where appropriate the personal budget) to provide small group or 1:1 intervention. Interventions are generally offered in the afternoon, so that children may be supported in class by teaching assistants (TAs) during the mornings. Children who are significantly challenged may be given small group morning sessions with a TA, to support the achievement of their Literacy and Numeracy targets.

Class teachers are responsible and accountable for the progress and development of all the pupils in their class. They will monitor progress toward the SMART targets an individual pupil has been set using assessments⁶. Class teachers, the SEN Manager, teaching assistants (TAs) and the pastoral support worker (where appropriate) work together to implement the My Plan, My Plan+ or EHCP.

Where appropriate, we may also have pastoral support meetings with pupils and their parents/carers (as outlined in our Behaviour in School Policy) and a Pastoral Support Plan can be drawn up to include SMART targets.

Resources and interventions we provide

Where a pupil's SEN puts them at a disadvantage, we would adapt to offer a reader, a scribe, and/or extra-time during exams (including SATs), as appropriate.

For **Social, Emotional and Mental Health** needs we offer the following strategies as appropriate:

- Comic Strip Conversation (1:1 to improve a person's social understanding)
- Social Stories (SEN Manager) to help children who do not understand social norms i.e. children with ASD

⁵ For children without an Education, Health, and Social Care plan (EHCP) only Wave 1 and Wave 2 interventions are used. For children with an EHC plan Wave 1, Wave 2 and Wave 3 interventions are used.

⁶ Assessments are predominantly on progress with spelling, reading, writing and maths

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- The Friendship Formula (self-awareness and social skills)
- Social Skills (small group sessions with SEN Manager, Mrs Matarazzo/ Mrs Dahdouh)
- Lego Building to discuss social situations and to help children to reflect and resolve difficulties. (SEN Manager and Pastoral Worker)
- Anger Management (small group sessions or 1:1 as required with pastoral support worker)
- Anxiety groups (small group sessions or 1:1 as required with pastoral support worker)
- Emotional Coaching 1:1 (Some TAs, Pastoral Worker, SEN Manager)
- Attachment Mentoring - All Staff
- Restorative Practice – Developing All staff
- Restorative Justice – Developing all Staff,
- Circle Times (Restorative Practice) Pastoral Worker
- Nurturing Parent Sessions – Pastoral Worker
- Creative and Relational Listening – Pastoral Worker

In addition, whole-school themed assemblies and whole-class assemblies provide support on appropriate subjects.

Children may also have Home/School books in which behaviour is monitored. This also facilitates good communication between home and school.

Some pupils find it difficult to conform to normal behavioural expectations. We support them as appropriate using the interventions listed above as well as offering them some mentoring sessions and to attend a special lunch time club. Both these resources are run by our pastoral care worker with the specific aim of supporting social, emotional, and mental health. Individual targets and rewards can also be put in place to monitor progress and motivate positive behaviour.

For **Communication and Interaction** needs we offer the following strategies as appropriate:

Speech and language and communication:

- Language for Thinking (speech understanding)
- Speech and Language interventions (1:1 support or small groups often supported by advice from Speech Therapists)
- Pictures and vocabulary practice for class topics.

Autistic spectrum disorder (ASD):

- Individual workstations
- Visual timetables
- Social stories (to encourage positive social interaction and reduce anxiety)
- Practice in non-literal language (which can be a source of confusion)

In addition, the resources and interventions outlined under 'Social, Emotional and Mental Health needs' will be used as required.

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For **Cognition and Learning needs** we offer the following strategies as appropriate:

Specific learning difficulties (dyslexia, dyscalculia, and dyspraxia):

- Dancing Bears before reading difficulties (1:1 interventions)
- Individual/group phonics sessions (to develop reading comprehension ability)
- NESSY (Dyslexia Programme)
- Coloured films
- Whole word approach (small group sessions)
- Precision Teaching methods (for spelling whole words)
- Writing slopes
- Pencil grips
- Use of a laptop
- FIZZY (1:1 for co-ordination difficulties)

Moderate and multiple difficulties:

- On an as-needs basis

For **Sensory and/or Physical needs** we offer the following strategies as appropriate:

Sensory Needs (for children who need more feedback or find too much sensory information overwhelming:

- Wobble cushions, Velcro, chewys, blu-tack/fiddle toys/weighted blanket, headphones, dark tent, pencil grips/ writing slopes

Hearing impairment:

- With support from the Advisory Teachers, a microphone may be provided for the teacher
- Seating near the front of the class
- Speech and Language sessions to increase vocabulary where necessary with links to speech therapists
- Pictures and pre-class practice of topic vocabulary

Visual impairment:

- Enlarged print, coloured or overlays as required
- Seating near the front of the class

Physical disability or Multisensory impairment:

- On an as-needs basis

Other professionals and services

We engage the following professionals' services where beneficial:

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Specialist support teachers, educational psychologists, teachers for hearing and visual impairment, ASD advisory teachers, behaviour support therapists, speech and language therapists, occupational therapists, physiotherapists, CYPS (Mental Health), Teens in Crisis and INFOBUZZ.

Adaptations to the curriculum and learning environment

All our pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. We make adaptations to ensure all pupils' can access the curriculum to the best of their ability. We offer:

- A differentiated curriculum⁷ to ensure it is accessible to pupils with SEN. This could involve flexible groupings including small group support work or 1:1 adult support, specific teaching or learning styles, an innovative and supportive curriculum and engaging lesson content, allowing for a longer processing time, providing extra support in learning key vocabulary, and the reading aloud of instructions.
- Resources and staffing allocations to meet the needs of all our pupils most effectively.
- Differentiated learning materials/set up for SEN pupils, in the classroom:
 - Sitting pupils at the front of the classroom
 - Providing individual workstations
 - Creating a quiet safe space in the classroom for pupils to go
 - Use of noise reduction headphones
 - Use of a desk tilt (to support handwriting)
 - Coloured overlays (to support reading)
 - Access to ICT and technology
 - Visual timetables
 - Larger font and different coloured font e.g., blue where necessary for children with Dyslexia and/or ADHD
- Additional out of class support, many enrichment and enjoyment opportunities to stimulate and motivate learning, the appropriate use of rewards and sanctions and a broad range of extra-curricular activities.
- Assessment procedures that emphasise pupils' strengths and achievements.
- The curriculum includes, not only the formal requirements of the Early Years Foundation Stage Curriculum and the National Curriculum, but also a range of additional opportunities (cultural capital and interactions with nature⁸) to enrich the experiences of pupils.
- Applications during national testing at Key Stage 2 to obtain access arrangements as appropriate.
- The curriculum also includes the social aspects that are essential for life-long learning, personal growth, and development of independence at all ages and ability levels. By encouraging independence at all age and ability levels we endeavour to develop confidence, improve self-esteem, and promote enthusiasm in all our pupils.

⁷ Differentiated curriculum is one that is individualised to meet the diverse needs of all the pupils in a classroom. Equality is giving our pupils equal opportunities to learn, not teaching everyone in the same way.

⁸ For more details, please see our school website: [Cultural Capital - The Rosary Catholic Primary \(rosaryschool.org.uk\)](https://www.rosaryschool.org.uk)

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More details on how we adapt information, our environment and curriculum can be found in the **Accessibility Plan** which you can find on the Policies and Procedures page of our website.

Additional support for learning

We have teaching assistants who are trained to deliver interventions such as Dancing Bears, Read, write Inc., Fast Track Phonics, Social Skills and Speech and Language programmes as prescribed by Speech Therapists.

Teaching assistants will support pupils on a 1-to-1 basis or in small groups when required for specific Speech and Language Interventions, Dancing Bears, Occupational Therapy Interventions and Fizzy.

We work with agencies to provide support for pupils with SEN as noted above.

Expertise and training of staff

Training is provided as necessary by the SENCo and SEN manager as well as external agencies. Training aims to cover the mental and physical needs of pupils with SEN and to ensure equality, diversity, understanding and tolerance. Mental health will be a key consideration for all training that the SENCo and SEN manager participate in, along with any training that staff are given.

During staff induction, all staff will receive SEN training, as appropriate from the following:

- Identifying SEN in pupils
- Liaising with the school's SENCo and SEN manager
- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques
- Restraining techniques
- How to develop peaceful learning environments
- How to develop lessons so they are engaging for pupils with varying forms of SEN
- Reasonable adjustments
- How to help with emotional development

Role	Relevant details
SENCO	Current SENCO at St Thomas More Primary School Lead SENCO for Little Way Catholic Educational Trust <i>Relevant training and qualifications:</i> National SEND award Accreditation .
SEN Manager	16 years' experience as SEN manager. Area of expertise: Speech and language. <i>Relevant training and qualifications:</i> • Psychology BA (Hons) • Supporting children with speech and language (post graduate certificate)

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	• Speech sounds (Post Graduate Certificate in Teaching Children with Speech and Language Difficulties) • Understanding and supporting children with Dyslexia & Dysgraphia* • Attention and Concentration ** • Lego Therapy • Children's Mental Health • ADHD * • Making sense of Autism * • Executive functioning Training.
Pastoral Care	8 years' experience providing pastoral care in primary schools. Area of expertise: Pastoral care. <i>Relevant training and qualifications:</i> • Lego Therapy * • DSL Training • Former Pediatric Nurse and Pediatric First Aid Training
English as an additional language (EAL) teacher	12 years' experience as an EAL teacher. Area of expertise: EAL teaching. <i>Relevant training and qualifications:</i> • TEFL, Primary school Trained Teacher (Switzerland).
Early Years lead	Our Early Years lead has 6 years' experience in this role and 16 years' experience as a teacher. <i>Relevant training and qualifications:</i> • Pediatric First Aid Training
Class teachers	<i>Relevant training and qualifications:</i> • Mental Health Wellbeing (three teachers) • TeamTeach* Teachers and HLTAs • ADHD (all teachers) • Trauma Informed Practice (all teachers)*
Teaching assistants (TAs)	<i>Relevant training and qualifications:</i> • Awareness of Type 1 Diabetes (one TA basic level training and one TA advanced level training) • ADHD (all TAs) • Maths for SEND (two TAs) • Trauma Informed Practice (all TAs)*

Our SENCo is allocated 0.5- 1 day per week and our SEN manager is allocated 1 day a week to manage SEN provision.

We have a team of 10 Teaching Assistants, including 3 Higher Level Teaching Assistants (HLTAs) who are trained to deliver SEN provision.

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Securing equipment and facilities

Equipment and resources are purchased as required using SEND funding available.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN as outlined below:

- At the start of academic year and at the two review meetings throughout the year, parents/carers and pupils are included at the 'SEN Review Meeting' where pupils are involved in setting the SMART targets. At review meetings, progress towards the SMART targets and how the child and parent/carer feel about the interventions (qualitative information), will shape what is discussed.
- Formal meetings and reviews:
 - In the Autumn Term targets will be set with parents/carers and pupils during a meeting will be held.
 - In the Spring Term progress against the SMART targets will be measured and a meeting including the pupil and their parents/carers will be held.
 - In the Summer Term progress against the SMART targets will be measured, a My Plan review will be sent to parents/carers, and a meeting with parents/carers will be held.
- The SEN Manager tracks the impact of interventions after 8-10 weeks.
- Using a SEN pupil feedback form (yearly).
- Monitoring by the SENCo.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with EHC plans. We take a central role in ensuring:
 - That the relevant information evidence and proposed changes are collated and brought to the meeting.
 - All attendees receive timely invitations and are appropriately prepared.
 - We prepare and send a report of the meeting and give notice of the timeframe allowed for comment and to make representations.
 - Clarify to parents/carers that they have a right to appeal the decisions made regarding the EHCP.

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Enabling pupils with SEND to engage in activities available to those who do not have SEND

We try to ensure there are no barriers to our pupils with SEN enjoying the same activities as other pupils in our school.

All our extra-curricular activities and school visits are available to all our pupils, including our on-site wrap around care and after-school clubs.

All Year 6 pupils are encouraged to go on our residential trip.

All pupils are encouraged to take part in sports day, school plays, class performances, special events and workshops, and school trips.

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

Pupils with an Education, Health, and Care Plan (EHCP) who name our school as their preferred choice, are admitted **before** the allocation of all other places. Therefore, our oversubscription criteria avoid unfairly disadvantaging pupils with a disability. All other places are allocated based on our oversubscription criteria.

We take active steps to ensure disabled pupils are not treated less favourably than other pupils and we continuously review our school practices to enable us to learn and grow. Our school values of love, respect, aspiration, inclusivity, and curiosity provide important steer to everyone in our school community positively influencing our actions and behaviour and the decisions we make. Our school vision and ethos state clearly our commitment to inclusivity and how we value and celebrate diversity. We are proud of the fact that these convictions can be seen in everyday life at our school and the way everyone treats one another.

Whilst we make every effort to welcome all pupils, our site is on many levels currently limiting accessibility to pupils with some physical disabilities. Our school's **Accessibility Plan** is available on our school website on our Special Educational Needs and Disabilities (SEND) webpage. The Accessibility Plan outlines how we will work toward:

- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities, and services we provide.
- Improving the availability of accessible information to disabled pupils.

Support for improving emotional and social development

Our school's approach to providing support for improving emotional and social development is Restorative Justice.

We provide support in the following ways:

- Pupils with SEN are encouraged to be part of the School Council.
- Pupils with SEN are also encouraged to be part of all extracurricular activities and clubs to promote teamwork and build friendships.

We have a zero-tolerance approach to bullying and if necessary, assertiveness support is also provided. Please see our Preventing Bullying Policy on the Policies and Procedures page of our website to read

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what measures we use in and outside the classroom to both prevent and deal with any bullying incidents.

Working with other agencies

We work with specialist support such as Advisory Teacher (ATS), Educational Psychologist (EP), Speech Therapist, Occupational Therapist and this applied for after discussion with parents using appropriate application routes. Sometimes Parents may require support from a Paediatrician which would be via the GP and the school can provide letters to practice as appropriate. We signpost parents to Teens in Crisis and where appropriate we can apply for therapy through INFOBUZZ, CAMHS and Barnardo's.

Complaints about SEN provision

Before making a complaint, please raise any concerns to your child's class teacher, our SENCO, or our SEN Manager, so we can try and find a solution.

If you would like to raise a formal complaint, please refer to our Complaints Policy, found on our website under 'Key Information' on the page called 'Policies and Procedures'.

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

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

Contact details of support services for parents of pupils with SEN

[SENDIASS](#) has a freephone telephone helpline [0800 158 3603](tel:08001583603)

Contact details for raising concerns

If you have a concern, please contact your child's class teacher, and arrange a time to speak with them.

Having spoken with the class teacher you can make an appointment to talk to the SEN Manager/ SENCO

You can do so by calling or emailing the main reception:

Telephone: 01453 762774

Email: admin@rosary.gloucs.sch.uk

Printed copies of this document are available on request, from our school office.

If you would prefer to speak to the SEN manager, please either phone the main reception or email her:

Telephone: 01453 762774

Email: hliber@rosary.gloucs.sch.uk

The Local Authority local offer

Gloucestershire County Council's Local Offer is the publication of the local provision available to children and young people up to age 25 years with special educational needs & disabilities (SEND), and to their families. The Local Offer is designed to support you in navigating services in Gloucestershire. That may be support groups for parent carers, booking home to school transport for your child, finding local holiday playschemes that are designed for children with additional needs or helping your child plan for adulthood.

The Local Offer is available via the following ways:

- <https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page>
- Call the Family Information Service on 0800 542 02 02 or 01452 427 362
- Email: familyinfo@gloucestershire.gov.uk

The friendly team can offer information and guidance and can signpost you to people who can help.

Monitoring arrangements

This information report will be reviewed by the SEN Manager/SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Local Governing Committee.

Printed copies of this document are available on request, from our school office.