



*Where great lives begin*

## **St. Mary's Priory Catholic Infant & Junior Schools**

**St Mary's Priory Catholic Infant and Junior Schools**

**Love one another**

**Always do our best**

**Take care of ourselves and the world around us**

# **SEND Information Report 2025-2026**

## Contents

- [Our school's approach to supporting pupils with SEND](#)
- [Catering for different kinds of SEND](#)
- [Key staff and expertise](#)
- [Identifying and assessing pupils with SEND](#)
- [Involving key stakeholders](#)
- [Transition support](#)
- [Adaptive teaching approach](#)
- [Adaptations to the curriculum and learning environment](#)
- [Inclusivity in activities](#)
- [Supporting emotional and social development](#)
- [Evaluating effectiveness](#)
- [Handling complaints](#)
- [EHCP budgets allocated by the LA Integrated Service for Special Educational Needs and Disabilities](#)
- [Local Offer](#)
- [Named contacts](#)

## **Our school's approach to supporting pupils with SEND**

At St Mary's Priory Catholic Schools, we believe that each pupil has individual and unique needs. We believe that all children have an entitlement to a broad and balanced curriculum and to be fully included in all aspects of school life. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. At St. Mary's Priory, we aim to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEND Policy.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.

- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.
- The school plans, manages and reviews SEND provision across the four broad areas of need

### **Catering for different kinds of SEND**

At St. Mary's, we firmly believe that high quality teaching is the most effective way of supporting the neurodiversity of any class. Staff are supported by the SENCo and SLT to use adaptive teaching strategies, to support the needs of all of the children, and various learners within their class. A neuro-diverse classroom consists of many different learners and children with various strengths and areas of need.

#### **Areas of need consist of:**

##### ***Communication and interaction (C&I)***

- Speech, language and communication needs (SLCN)
- Autistic spectrum condition (ASC)

##### ***Cognition and learning (Cog&L)***

- Specific learning difficulty (SpLD) eg: dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulty (MLD)
- Severe learning difficulty (SLD)

##### ***Social, mental and emotional health (SEMH)***

Social and emotional difficulties appear through a child becoming withdrawn or isolated. They can also start to display challenging, disruptive or aggressive behaviour. These behaviours may be a symptom of anxiety, depression, self-harming, substance misuse and eating disorders.

##### ***Sensory and/or physical***

Visual impairment (VI)

#### **Teachers at the school will:**

- Set high expectations for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets, which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Use formative assessments to direct their high-quality teaching
- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support

from teaching assistants or specialist staff.

Teachers use high quality teaching (adapting work to suit the needs of all learners) to support children with special needs in class. This is the universal offer for all students (Wave 1). Most needs will be met in class, but others will be met during targeted intervention groups, focusing on the gaps in their learning. We will use the 'assess, plan, do review cycle' when measuring the success of any intervention. This is our targeted approach (Wave 2) and may include more focused intervention outside the classroom lessons.

Area of Need	Universal All pupils, where appropriate (Wave 1)	Targeted (Wave 2)	Specialist support (Wave 3)
<b>C&amp;I</b>	<ul style="list-style-type: none"> <li>Adapted curriculum planning, activities, delivery and outcome, e.g. simplified language, repetition, chunking instructions, processing time</li> <li>Use of Talk Partners to promote peer tutoring and learning.</li> <li>Inprint 3 Visual timetables</li> <li>Structured school and class routines.</li> <li>Providing resources to support learning new vocabulary (e.g. word walls, word mats, mind maps)</li> <li>Good language models are used by all staff, including using clear sentences</li> <li>Communication friendly classroom</li> <li>Visually displaying listener expectations e.g. good sitting, good listening and good looking alongside a hierarchy of what to do if you are stuck (i.e. look at the display, check the materials available on the table, look in the text, ask your talk/work partner, ask the teacher).</li> <li>Actively encourage the asking of questions from after direct teaching input and positively support to</li> </ul>	<ul style="list-style-type: none"> <li>TAs to deliver support programmes in 1:1 and groups overseen by our Speech and language Therapist.</li> <li>Individual Targets</li> <li>Language link</li> <li>Early Years support for alternative forms of communication, ie. Makaton</li> <li>Individual workstations</li> <li>1:1 TA support for tasks initiation, scaffolding</li> <li>Flexible timetable</li> <li>Visual prompt cards</li> <li>Social stories</li> <li>Comic Strip Conversations</li> <li>Welcomm intervention</li> <li>Language for thinking</li> <li>Looking and thinking</li> <li>PIVATs trackers for reading, writing, number</li> </ul>	<ul style="list-style-type: none"> <li>Input from NHS speech and language therapist to set targets and review individual programme (EHCP only)</li> <li>Access to Speech and Language Therapist</li> <li>Input from LAST team</li> </ul>

	<p>ask for help and clarification in order to normalise the asking of questions. Praise the use of questioning.</p> <ul style="list-style-type: none"> <li>• Using visual aids to support understanding e.g. pictures/photos to reinforce understanding of rules around the school.</li> <li>• Explicitly teach what learning strategies are and when to use them (a meta-cognitive approach).</li> <li>• Preparing for any planned changes in timetables, both verbally and visually.</li> <li>• Explicitly teaching the language of exams and assessments as these may be worded in complex ways.</li> <li>• Information on the child's needs, what helps and relevant targets e.g. communication passports or pupil profiles is shared with all staff working with them.</li> <li>• Using Talking Mats to gain the child's views and to help with achieving outcomes that are important to them.</li> <li>• Blanks Level Questions</li> </ul>		
<b>Cog&amp;L</b>	<ul style="list-style-type: none"> <li>• Chunking tasks</li> <li>• modelling</li> <li>• Inprint 4 Visual timetables</li> <li>• Timers</li> <li>• Little Wandle phonics</li> <li>• Speed sound charts and mats</li> <li>• Use of writing frames/prompts</li> <li>• Word banks</li> </ul>	<ul style="list-style-type: none"> <li>• Phonic Intervention groups e.g. Little Wandle</li> <li>• 1:1 reading</li> <li>• Nessie – screen and intervention</li> <li>• Maths Booster and intervention groups</li> <li>• Project X intervention</li> <li>• Colourful Semantics</li> <li>• Shape coding</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Psychologist for cognitive assessment - TME strategies, interventions and targets</li> <li>• Coloured overlays / paper for dyslexic learners</li> </ul>

	<ul style="list-style-type: none"> <li>• Use narrative grids and story planner to support writing</li> <li>• Providing sentence starters</li> <li>• Task Planner: written or symbolic format).</li> <li>• Giving the child manipulative resources, e.g. Numicon, counters, Dienes base ten to provide a concrete representation to work out number problems before they move onto a more abstract level of maths.</li> <li>• Providing resources to refer to in lessons, e.g. hundred squares, number lines, times table charts.</li> <li>• Explicit teaching and modelling of how to use a calculator, ruler and other Maths equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Clicker</li> <li>• Precision teaching</li> </ul>	
<b>SEMH</b>	<ul style="list-style-type: none"> <li>• Whole school behaviour policy.</li> <li>• Consistent whole school / class rules</li> <li>• Good To Be Green</li> <li>• Positive praise</li> <li>• Good behaviour models/Verbal prompts r.e expectations</li> <li>• Whole school assembly - Certificates and prizes.</li> <li>• Circle Time/PSHE activities</li> <li>• Zones of Regulation</li> <li>• Calm corner</li> <li>• Breathing techniques</li> <li>• Zones of regulation lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Behaviour Support Plan</li> <li>• Risk Assessment Plan</li> <li>• Individual timetables</li> <li>• Social Stories</li> <li>• Comic Strip Conversations</li> <li>• Access to equipment such as fiddle toys</li> <li>• Talk About</li> <li>• Autism identity project</li> <li>• PIVATS trackers for independence and social awareness</li> <li>• Brain buddies</li> <li>• Emotion coaching</li> </ul>	<ul style="list-style-type: none"> <li>• HLP support</li> <li>• Art therapy</li> <li>• trailblazers</li> <li>• Support from EP service</li> <li>• Support from CAMHs</li> <li>• Attendance officer EWO</li> <li>• HLP: Transition Support Programme</li> <li>• Trauma Informed Approach (ARC Framework)</li> </ul>
<b>Sensory and/or</b>	<ul style="list-style-type: none"> <li>• Flexible teaching arrangements</li> <li>• Medical support</li> <li>• Staff awareness and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Additional handwriting practice – write from the start</li> </ul>	<ul style="list-style-type: none"> <li>• Physiotherapy programme</li> <li>• OT referral</li> </ul>

<b>Physical Needs</b>	<ul style="list-style-type: none"> <li>• Mobility access – alternative rooms</li> <li>• Providing alternative pens, pencils grips, writing slopes</li> <li>• Movement breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Access to environments which are as free from distraction as possible – bluebird room</li> <li>• Specific resources: e.g. Ear defenders, ear loops</li> <li>• Intimate care plan</li> <li>• Access to the sensory room</li> <li>• Access to the calming room</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 adult support to access the school environment and learning when safety is a focus</li> <li>• 1:1 medical support to give medication and monitor blood sugar levels / food intake etc for pupils with diabetes</li> <li>• RNIB support</li> <li>• Hearing impairment team support</li> <li>• Care plan</li> <li>• Access to trained staff to support medical condition</li> </ul>
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If the targeted interventions are not closing the gap or promoting sufficient progress, we will refer children to outside agencies (Wave 3). These outside agencies will then work with the school and families to support the child's needs further. This support will be given, and will continue until the professionals believe that it is no longer needed.

Occasionally, some children might still be making insufficient progress, despite outside agency involvement. In this case, school and professionals involved might decide to apply to the local authority (LA) for a statutory assessment to be carried out (applying for an education and health care plan). Both parents and children will be fully informed throughout. This can only be applied for when sufficient evidence is gathered through the assess, plan, do, review cycle, providing 2 cycles (two terms) of evidence where external agencies have advised, and progress has been measured over time.

### Key staff and expertise

At St. Mary's Priory, we are committed to the learning and development of all staff members and training opportunities will be provided and delivered in line with the school's CPD policy.

The school SENCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

Annually, we ensure that the relevant staff take part in high quality SEND training, relating to various SEND areas. In addition to this, we work closely with Occupational Therapists, Haringey's Language and Autism Team (LAST), our assigned Speech and Language Therapist, Children's and Adolescent Mental

Health practitioners, and Trailblazers staff, to ensure that our staff are able to meet a child's needs in collaboration with outside professionals. We will always seek advice, support and further training when we feel that we are not fully meeting the needs of the child.

#### **Further Staff Development**

- The SENCo attends the SENCo network forums and conferences termly in the LA
- Information is then fed back to the Head teacher and other staff where necessary
- The SENCo attends termly SENCo cluster meeting with other SENCos
- Whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- The SENCO and other staff attend Local Authority meetings and INSET when relevant
- Newly appointed teaching and support staff meet the SENCO to discuss SEND procedures in the school

**Name of SENCO: Ciara Neli - Assistant Head for Inclusion and Designated Safeguarding lead**

**Contact via:** [office@stmarysrcpriory.harinegy.sch.uk](mailto:office@stmarysrcpriory.harinegy.sch.uk) **phone number: 02088009305**

#### **Identifying and assessing pupils with SEND**

Concerns raised at pupil progress meetings, and on initial concern forms, will also be discussed with parents, and if they are in agreement then the child will be added to the school's SEN support register and offered additional support. This is only after certain questions are answered on the initial concern form:

- What has been put in place before – has high quality teaching taken place?
- What adjustments have been made in class/during lessons to cater for the child's needs?
- Are they still failing to make adequate progress even after all of this?

The following steps are taken when needs are identified:

**Wave 1:** Initially, children receive inclusive high-quality teaching for all, using adaptive teaching strategies, extra support, either through additional adults and/or additional materials and resources, to reduce or remove barriers to learning. Some children at this level may be on our concern list as we are carefully tracking and reviewing their progress.

#### **Teacher Actions:**

- Review pupil progress
- Plan strategy of support - What are the barriers to learning? What changes can be made that will better support the needs of the child? What resources will support access to learning and understanding? (assess, plan, do, review)
- Implement planned strategies



**Wave 2:** If concerns continue or increase, then children may receive additional, time-limited and targeted interventions to accelerate their progress to help them work at age-related expectations.

Teacher Actions:

- Complete Initial Concern form
- Review pupil progress and plan targeted intervention
- Consider specific area of SEND - complete the neurodiversity check list
- Implement relevant strategies linked to the neurodiversity checklist
- Discussion with SENCO about strategies
- Generate IEP with specific targets
- Discussion with parents

**Wave 3:** If there are still concerns, children will receive highly personalised interventions to accelerate their progress and enable them to achieve their potential, with the possibility of outside agency support. At this point there would be considerations of a SEN/D.

Teacher Actions:

- Collection of evidence of needs and how needs are currently being support.
- Discussion with SENCO/SENCO observation
- Discussion/meeting with parents
- Use of further assessments tools to screen specific area of SEN
- SENCO considers Referral to outside professional

This may be a short-term measure in order for them to catch up and close the gaps in their learning. For other children it will be a more sustained form of support throughout their education.

Decisions on whether to make special educational provision for pupils will be based upon:

- Discussions between the teacher and SENCO
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress
- Discussion with the pupil and their parent

In order to support children, staff will follow the process of assess, plan, do and review. Staff will plan the support, put it in place and it will then be reviewed at the next IEP (Individual Education Plan) meeting. Children on the SEND support register will have an IEP and this will be reviewed each term, by the class teacher, SENCo and parent/guardian. If significant progress is made over time, it may be agreed that the child is removed from the register. However, if a child continues to be a cause for concern, despite SEN support, the school, in agreement with parents/guardians, will complete a single-agency referral form in order to receive specialist advice and support.

## **Involving Key stakeholders**

The school is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress.

Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher will meet with the parents three times each year and will work closely with the SENCo/Inclusion lead to monitor outcomes and progress closely. IEP targets will be sent home for parents to review and be aware of at home, so that they can work alongside school.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon
- Highlight the pupil's strengths and capabilities
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future

## **When children have an EHC plan (Education and Health Care plan):**

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually. The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEND, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for Looked After Children (LAC), combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.

- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years', labelled separately from one another.
- Track progress via PIVATs (our diagnostic assessment tool), where it is not yet possible to measure in accordance with National Curriculum progress

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the Governing Body or Headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

### Transition support

St. Mary's Priory is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education. Our Transition Policy outlines the process fully and can be accessed on the [school website](#).

The School will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them
- Support pupils so that they are included in social groups and develop friendships
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity
- Engage with secondary schools, as necessary, to help plan for any transitions
- The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life
- Where pupils have EHC plans, these will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting. The school will work closely with secondary school settings and specialists (eg: LAST team and trailblazers) to ensure that children are fully supported and prepared for the changes in setting. We will work with individuals and classes to prepare the children for their secondary education.
- Links with other Schools and transfer arrangements
- Ensure SEND records are transferred following Local Authority procedures when a child leaves to go to a new school
- Ensure there are opportunities for all pupils to visit their prospective secondary school
- Ensure Children with SEND, or who may need support at Secondary School, access a Secondary Transfer Group in Year 6 to support them in developing strategies to succeed at Secondary School. This intervention is run by a Teaching Assistant who has attended specific training on delivering the intervention;
- Ensure the SENCO of the receiving school, where possible, attends the final annual review of Year 6 pupils with EHC plans for whom the particular school has been named.
- Ensure teachers liaise closely when pupils transfer to another class within the school

- SENCO ensures that the SEND file is updated and transfers to the new teacher at the end of the year
- Ensure children are given opportunities to meet their new class teacher and learning environments in the summer term before transferring
- In Nursery, Reception and Year 2, where the transition is likely to be more challenging, children are given additional opportunities to visit their new class and to familiarise themselves with their new surroundings.

### **Adaptive Teaching approach**

At St. Mary's, we are dedicated to supporting the neuro-diverse needs in every class through adaptive teaching. This approach aims to support the variety learners within every class and focuses on the child's strengths and areas of need. Teachers will adapt the environment, teaching techniques, groupings and resources, to support every learner within a lesson.

Adaptive teaching moves away from the idea of labelling individuals and groups according to their ability, and is instead centred around the idea that teachers have high expectations for every pupil in their care. Within the practice of effective adaptive teaching, all learners experience the same high expectations set out by the teacher, with differing layers of support, to help them make good progress and achieve well over time.

Alongside this, children with complex needs, who need a more individualised programme of support, will work both in the classroom and in our Bluebird room, which specialises in targeted interventions for individuals in small groups and on a 1:1 basis.

### **Adaptations to the curriculum and learning environment**

Adaptive teaching is vital in ensuring that all learners achieve the best possible outcomes. Adaptive teaching:

- Helps to cultivate a more inclusive classroom space, where each child's needs have been addressed
- Helps teachers to understand pupils' prior understanding of the subject matter, allowing them to plan more effectively
- Helps teachers to identify and plan for any barriers to learning which may exist. For example, a specific SEND – such as social, emotional, and mental health needs, or communication needs
- Enables teachers to provide equitable learning opportunities for all children. Being adaptive in both the moment and as a result of considered, planned adaptive teaching strategies will help to yield better academic outcomes for pupils.
- Gives every child the chance to succeed so that no child is left behind. This can help to decrease gaps in progress and attainment between learners.
- Helps to nurture a greater respect and admiration for education, ensuring pupils are motivated and engaged in their learning.
- Supports both teachers and pupils alike. With considered and informed planning, teachers will feel more confident in their delivery as their planning will have anticipated any barriers learners may face. This helps teachers to have greater control over the outcome of lessons and it gives them the freedom and space to explore and strengthen their in-the-moment adaptive teaching strategies. This can help to increase teachers' long-term professional satisfaction.

### **In-the-moment adaptive teaching includes:**

- Rephrasing questions or content

- Adapting language to ensure all learners understand the content
- Providing exemplars or WAGOLLS – ‘what a good one looks like.’
- Highlighting and emboldening key learning points.
- Prompting learners with key words, visuals, sound bites or other sensory stimuli.
- Setting up temporary groups as an additional layer of scaffolding.
- Gauging group responses to support individual answers.
- Giving step-by-step instructions for tasks.

### **Inclusivity in activities**

At St. Mary's, we are committed to ensuring that staff understand the neurodiversity of our children, aiming to create an inclusive environment that supports all learners. We work in line with the [SEND Code of Practice](#) that sets out– *‘every child should have the right to fair education. Regardless of a child's ability, they should still receive the same quality of care and teaching. This is not only important in education but also wider society, as it ensures those with special needs or disabilities, feel included and equal.’*

We make adaptations and reasonable adjustments to ensure that all children are able to take part in all aspects of school life. Where children have complex needs, and this is more challenging, we will seek advice from external agencies and the LA, working with parents along the way.

### **Supporting emotional and social development**

At St. Mary's, we recognise the importance of supporting the children's SEMH (social, emotional and mental health) needs as we know that this can affect all aspects of their school life and learning.

Teachers are responsible for the progress and development of the pupils in their class, including where pupils are supported by teaching assistants or specialist staff. Quality First Teaching is the best approach for all pupils, including those with Social, Emotional and Mental Health needs.

At St. Mary's, we aim to provide a supportive, calm and caring environment that places the well-being of the child at the core of their school life. We support this by creating a supportive environment that acknowledges children's varying emotions throughout the day, supporting them to name them, understand them and be able to develop coping strategies. This can allow children to develop their emotional literacy and become more resilient. We do this through using the ‘Zones of regulation’ throughout both schools, creating an ethos that supports the emotional development of our children. In order to provide further support for children with more complex SEMH needs, we also have a learning mentor who supports children weekly, coaching and mentoring the children. In addition to this we have an art therapist, who supports a caseload three days a week, alongside developing staff with strategies to use in class. Our art therapist also runs baby and toddler groups weekly, to support the early development of children in families within our local community. Across both schools, we also have quiet spaces, where children can spend time when they need to regulate their emotions and take some time out, away from their peers.

### **Evaluating effectiveness**

At St. Mary's, we monitor the progress of the SEND children through a variety of means. Teachers meet with parents three times a year, providing IEP targets and reviewing the progress each time. As part of the assess, plan do review, we monitor the effectiveness of interventions and adapt our strategies according to

progress. This may be in the form of TME targets (target, monitoring and evaluation), agreed with the educational psychologist. We use 'evidence based' interventions so that we can carry out pre and post assessments to assess progress and effectiveness.

### Handling complaints

It is in everyone's interest that all concerns and complaints are taken seriously and resolved at the earliest possible stage, as there are many issues that can be resolved informally without the need to follow formal procedures. A 'concern' may be treated as an expression of worry or doubt over an issue considered to be important, and for which reassurances are sought. A 'complaint' may be generally recognised as an expression or statement of dissatisfaction about actions taken or a lack of action. In the first instance of either a concern or a complaint, please speak to your child's class teacher, or a member of the senior leadership team. The school has a Complaints Procedure Policy, which is on the [school website](#).

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

At St. Mary's Priory, we are aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution
- Mediation
- Appeals to the SEND Tribunal

Parents will be made aware that Ofsted can consider complaints relating to whole school SEND early years provision if the problem has not been resolved informally. The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

### EHCP budgets allocated by the LA Integrated Service for Special Educational Needs and Disabilities

#### Early Years Top up Funding

EYFS top up funding is allocated to children in nursery and reception. In some cases the LA issues EHCPs to children with complex needs who will be moving to a specialist provision.

See Appendix 1 - EYFS top up guidance and banding

An Education, Health or Care Plan may be issued for a child following a multi-agency assessment. School can make an application for an EHCP assessment based on two terms of evidence (targets and provision set with an external professional) to show a lack of progress despite interventions in place. In addition, parents can also make an EHCP application to the local authority.

The EHCP identifies that a child requires **significant** support and differentiation in order for the child to access the curriculum. The child's needs will be such that adjustments for access to the curriculum are required over and above the level that can be normally expected to be provided by a mainstream school. It is therefore

over and above the £6,000 delegated for school in their 'notional SEND budget'. This resourcing is also described as the 'top up' funding provided to the mainstream schools through the High Needs Block budget, which is part of the dedicated school's grant.

**The EHCP will describe outcomes that should be achieved by the child, and the differentiation required to allow:**

- Access to the physical environment through adjustments to physical access and use of equipment
- Access to information through presentation of teaching materials in different formats e.g. through sign/Braille/use of Alternative and augmentative communication
- Access to learning through adjustments of teaching practice to take account of a child's cognitive difficulties or alternative learning styles

The resourcing in the EHC plan should be used to achieve the access arrangements outlined in the plan and may be described in terms of adjustments to practice, provision of services with quantification, and additional financial resourcing. The additional financial resourcing may be typically used by schools for additional teaching time or additional special needs assistant time.

See Appendix 2 - banding for EHCPs

**Local Offer – Haringey**

<https://www.haringey.gov.uk/children-and-families/local-offer>

**Named contacts:**

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