Where great lives begin

Lux Mundi Trust
St. Mary's Priory Catholic Infant & Junior Schools
https://www.stmaryspriory.co.uk

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Dear parents and carers,
The aim of this information report is to explain how we implement our SEND policy. We want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy, which is on our website - St Mary's Priory
Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

At St. Mary's Priory Catholic Schools, we work hard to ensure that all children achieve well in school. Quality first teaching is at the heart of what we do; however, for some children there are occasions when further additional support may be needed to help them to progress.

The Special Educational Needs Co-ordinator is: Mrs Ciara Neli
Mrs Neli has 13 years' experience in this role and is a qualified teacher, has previously holding the position as class teacher.
Mrs Neli achieved the National Award in Special Educational Needs Co-ordination in 2017 and is allocated 5 days a week to manage SEN provision across the school.

The role and responsibilities of the Special Educational Needs Co-ordinator (SENCo)
The SENCO is responsible for the strategic direction and development of our SEN and disability provision in school, the operation of the Special Needs Policy. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. We liaise with staff to monitor teaching and learning and to monitor our pupils' progress and plan interventions when progress is slower than expected. We have access to a wide range of outside agencies that are able to give more specialist advice.

If you have an SEN query you are invited to email: Mrs Ciara Neli senco@stmarysrcpriory.haringey.sch.uk

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 GEMHS (part of Camhs) 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 support and networking

- 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

What training are the staff supporting children with SEN had or are having?

1. Within the last three years, the whole school has completed professional development training on The ANCHOR approach. The ANCHOR Approach is a Haringey Public Health initiative that supports schools in developing an attachment-aware, trauma-informed, and relationship-based whole school culture.

   Whole school training focuses on:

   - Understanding the impact of attachment, trauma, and developmental experiences on behaviour and learning.
   - Using relational approaches to support positive behaviour and emotional regulation.
   - Building resilience through the Haringey Resilience Wheel, which promotes belonging, achievement, empowerment, purpose, safety, and adventure.
   - Developing a shared language and consistent approach across the school community.
   - Improving outcomes for children and young people through early intervention and prevention. [haringey.gov.uk]

2. The Whole school have also received training from AET (Autism Education Trust) Staff working with pupils with ASC also attend regular refresher courses and we work closely with the LAST team for individual children. The training is designed to help education professionals develop their understanding of autism and implement effective, inclusive strategies to support autistic children and young people.
3. THE EYFS teams have received training via the LAST team to support them to deliver Lola and Welcomm intervention in order to support language development

Both teachers and support staff have opportunities for support and training related to the needs of the children in their class. As a result, we have support staff and teachers who are highly skilled in supporting children's needs. This training includes:

1. How to support pupils with Autistic Spectrum Condition
2. How to support pupils with social, mental and emotional health difficulties
3. How to support pupils with sensory and physical impairments
4. How to support pupils with speech, language and communication needs

How does St. Mary's Priory Catholic Schools identify pupil's SEN and know if children need additional support?

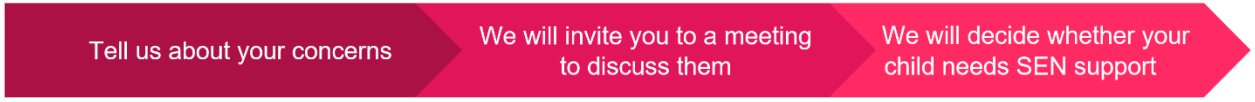
We know when pupils may need help when:

- Concerns are raised by parents/carers, teachers or the child

- Progress is less than expected or a child appears to be behind expected level; these children are identified and discussed at termly pupil progress meetings
- There is a significant change in the pupil's behaviour or progress
- Teachers meet with SENCo and discuss a child's possible SEN and observations from SENCo/SLT are made in the classroom

What should I do if I think my child has SEN?

The class teacher is the initial point of contact for responding to parental concerns. If you would like to speak to the SENCO, please phone the office for an appointment or call into the school to arrange an appointment.



If you think your child might have SEN, the first person you should tell is your child's teacher.

Email the school office and they will pass this on to the class teacher. The class teacher will discuss your concerns with our SENCO.

You can also contact the SENCO directly. senco@stmarysrcpriory.haringey.sch.uk

The class teacher will discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed on an initial concern form and add them to our monitoring list.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register and provided with an IEP (Individual education plan).

How will I know how St. Mary's Priory Catholic Schools supports my child?

Concerns raised at pupil progress meetings, and on initial concern forms, are discussed with parents, and if they are in agreement then the child will be added to the school's SEND 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 graduated response

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.

How will the curriculum be matched to my child's needs?

- When a pupil has been identified, their work will be scaffolded and differentiated by the class teacher who will adapt their teaching and use strategies in class to enable them to access the curriculum more easily.
- Support staff may be allocated to work with a pupil 1:1 or in a small group to target more specific needs under the direction and supervision of the class teacher.
- All children in the school have targets. Children with a specific special need may have a SEND Support Plan also known as an Individual education Plan (IEP). Children with an Educational Health Care Plan will have a SEN Support Plan or IEP. These plans are set by the teacher with support from the SENCO with input from other relevant professionals supporting the pupil such as the Educational Psychologist and are monitored regularly. Targets and outcomes will be discussed with parents/carers at Parents' Evenings where you will also have an opportunity to meet with the SENCo.
- If appropriate, specialist equipment may be given to the pupils e.g. individual visual timetables, chrome books, pencil grips, cushions, weighted blankets, a standing desk, stress balls, ear defenders or ear loops, overlays, IT programmes that support their learning and headphones.
- We have additional interventions/materials to support children's learning. E.g. Lola, Welcomm, language link, project X, plus 1 & 2 and Hamilton.

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.

How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents' Evenings.
- Achievement will be recorded in IEPS and these will be shared in the Autumn term and Spring term Parents' Evening meetings.
- Achievements may also be tracked using PIVATS for reading, writing or Maths.
- Sometimes we use the Engagement Model* and pre-KS steps to assess progress in smaller steps and at a slower pace than the usual assessment of the National Curriculum. This is shared with parents.
- Pupils with an EHCP will have an Annual Review meeting with the parents and, if possible and appropriate, the child to discuss progress and the pupil's provision.
- Appointments can be made to speak to the class teacher or SENCO at the office.
- Reports from the class teacher are sent out annually in the Summer term.
- The SENCO will contact you if there are concerns and arrange a further meeting.

** The engagement model is the assessment (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. Teachers must use the engagement model to assess pupils working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 and key stage 2. For more information see https://www.gov.uk/government/publications/the-engagement-model*

How will you help me to support my child's learning?

- The class teacher may suggest ways of how you can support your child at home.
- The SENCO may also meet with you to discuss particular areas where you could help your child.
- If outside agencies or the Educational Psychologist or a Speech and Language Therapist have been involved with your child, they may supply a programme for you to follow at home.

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)
C&I	• Adapted curriculum planning, activities, delivery and outcome, e.g. simplified language, repetition, chunking instructions, processing time • Use of Talk Partners to promote peer tutoring and learning. • Inprint 4 Visual timetables • Structured school and class routines. • Providing resources to support learning new vocabulary (e.g. word walls, word mats, mind maps) • Good language models are used by all staff, including using clear sentences • Communication friendly classroom • 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). • Actively encourage the asking of questions from after direct teaching input and positively support to	• TAs to deliver support programmes in 1:1 and groups overseen by our Speech and language Therapist. • Individual Targets • Language link • Early Years support for alternative forms of communication, ie. Makaton • Individual workstations • 1:1 TA support for tasks initiation, scaffolding • Flexible timetable • Visual prompt cards • Social stories • Comic Strip Conversations • Welcomm intervention • Language for thinking • Looking and thinking • PIVATs trackers for reading, writing, number	• Input from NHS speech and language therapist to set targets and review individual programme (EHCP only) • Access to Speech and Language Therapist • Input from LAST team • Bluebird provision

	ask for help and clarification in order to normalise the asking of questions. Praise the use of questioning. ● Using visual aids to support understanding e.g. pictures/photos to reinforce understanding of rules around the school. ● Explicitly teach what learning strategies are and when to use them (a meta-cognitive approach). ● Preparing for any planned changes in timetables, both verbally and visually. ● Explicitly teaching the language of exams and assessments as these may be worded in complex ways. ● 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.		
Cog&L	● Chunking tasks ● modelling ● Inprint 4 Visual timetables ● Timers ● Little Wandle phonics ● Speed sound charts and mats ● Use of writing frames/prompts ● Word banks	● Phonic Intervention groups e.g. Little Wandle 9rapid catch up) ● 1:1 reading ● Maths Booster and intervention groups ● Project X intervention ● Colourful Semantics ● Shape coding ● To the power of 1 and 2 Maths intervention	● Educational Psychologist for cognitive assessment - TME strategies, interventions and targets ● Coloured overlays / paper for dyslexic learners ● Bluebird provision

	• Use narrative grids and story planner to support writing • Providing sentence starters • Task Planner: written or symbolic format). • Giving the child manipulative resources, e.g.Numicon, counters, Dienes base ten to provide a concrete representation to work out numberproblems before they move onto a more abstract level of maths. • Providing resources to refer to in lessons, e.g. • hundred squares, number lines, times table charts. • Explicit teaching and modelling of how to use a calculator, ruler and other Maths equipment.	• Clicker • Precision teaching • A work station • Hamilton curriculum planning	
SEMH	• Whole school behaviour policy. • Consistent whole school / class rules • Good To Be Green • Positive praise • Good behaviour models/Verbal prompts r.e expectations • Whole school assembly - Certificates and prizes. • Circle Time/PSHE activities • Zones of Regulation • Calm corner • Breathing techniques • Zones of regulation lessons	• Individual Behaviour Support Plan linked to ANCHOR RIST resource • Risk Assessment Plan • Individual timetables • Social Stories • GEMHS (guided emotional mental health support) • Comic Strip Conversations • Access to equipment such as fiddle toys • Talk About • Autism identity project • PIVATS trackers for independence and social awareness • Brain buddies • Emotion coaching	• HLP support • Art therapy • trailblazers • Support from EP service • Support from CAMHs • Attendance officer EWO • HLP: Transition Support Programme • Trauma Informed Approach (ARC Framework) • Bluebird provision
Sensory and/or	• Flexible teaching arrangements • Medical support • Staff awareness and understanding	• Additional handwriting practice – write from the start	• Physiotherapy programme • OT referral

Physical Needs	• Mobility access – alternative rooms • Providing alternative pens, pencils grips, writing slopes • Movement breaks	• Access to environments which are as free from distraction as possible – bluebird room • Specific resources: e.g. Ear defenders, ear loops • Intimate care plan • Access to the sensory room • Access to the calming room	• 1:1 adult support to access the school environment and learning when safety is a focus • 1:1 medical support to give medication and monitor blood sugar levels / food intake etc for pupils with diabetes • RNIB support • Hearing impairment team support • Care plan • Access to trained staff to support medical condition Bluebird provision

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.

What support will there be for my child's overall well-being?

Supporting Emotional and Social Development

At St. Mary's, we recognise the importance of supporting pupils' Social, Emotional and Mental Health (SEMH) needs, as these can have a significant impact on all aspects of school life and learning.

Class teachers are responsible for the progress and development of all pupils in their class, including those receiving support from teaching assistants or specialist staff. We believe that Quality First Teaching is the foundation of successful learning for all children, including those with SEMH needs.

We strive to provide a supportive, calm and nurturing environment where the wellbeing of every child is at the heart of school life. We recognise that children experience a range of emotions throughout the day and support them to identify, understand and manage their feelings effectively. By developing emotional literacy and resilience, we help children build the skills needed to thrive both socially and academically.
Our approach is underpinned by the Anchor Approach, a relational and resilience-based framework that promotes positive relationships, emotional regulation and wellbeing. Through the principles of belonging, achievement, empowerment and purpose, we work to understand the underlying reasons behind behaviour and provide support that promotes inclusion, resilience and positive long-term outcomes. Staff use emotion coaching, restorative conversations and the Haringey Resilience Wheel to help children understand and manage their emotions while maintaining positive relationships. These approaches are embedded throughout our school culture and behaviour systems.

To support emotional literacy and self-regulation, we use the Zones of Regulation throughout the school, providing a consistent framework that helps children recognise, understand and manage their emotions. This creates a shared language for discussing feelings and supports children in developing appropriate coping strategies.

We are also proud to be an ELSA (Emotional Literacy Support Assistant) school, with two trained ELSA practitioners who provide targeted interventions for pupils experiencing social, emotional or mental health difficulties. ELSA support may focus on developing emotional awareness, self-esteem, social skills, friendships, resilience, anxiety management and coping strategies, helping pupils to access learning and participate successfully in school life.

For pupils requiring additional support, we offer regular mentoring through our Learning Mentor, who works with children to strengthen confidence, self-regulation and emotional wellbeing. We also have an Art Therapist who works in school three days per week, providing therapeutic support for identified pupils and advising staff on effective classroom strategies. In addition, the Art Therapist leads weekly baby and toddler groups, supporting the early emotional development of children and families within our local community.

Across the school, we provide dedicated quiet and regulation spaces where children can access support, regulate their emotions and take time away from the busy classroom environment when needed. These spaces help pupils develop self-regulation skills and enable them to return to learning feeling calm, safe and ready to engage.

Through our nurturing ethos, relational behaviour approach, specialist SEMH support and strong partnerships with families, we aim to ensure that all children feel safe, valued, understood and able to achieve their full potential.

What specialist services and expertise are available at or are accessed by the school?

In school we have access to an NHS Speech and Language Therapist provided by the local authority.

At times it may be necessary to consult with outside agencies for more specialised expertise. The agencies used by the school include:

- The Educational Psychologist
- Child and Adolescent mental Health Services (CAMHS)
- GEMHS (Guided Emotional Mental Health Support)
- Visual Impairment Team
- Hearing Impaired Team
- Children with Disabilities Team
- The Behaviour and Attendance Support Service (BASS)
- Occupational Therapy
- Physiotherapy
- Speech and Language Service
- The School Nurse
- The LAST team (Language and Autism Support Team)
- Social Care
- The Looked After Children's Team
- The Early Help Team
- HLP – Haringey Learning Partnership

An Educational Psychologist (EP) is allocated to each school and there are a fixed number of visits per year. A referral would be made to the EP by the SENCO, with the parent's consent, for example, when a child has not responded to the interventions put in place for them. In order to help understand the pupil's educational needs better, the EP will meet with the parent and give feedback after the assessment has been completed. They will offer advice to the school and parent/carer on how to best support the pupil. This may come in the form of a consultation (advice to support targets and interventions) or a more in-depth assessment of learning needs.

How will my child be included in activities outside the classroom including school trips? Activities and school trips are open to all children. Risk assessments are carried out and procedures are put in place to enable all children to participate. We work closely with parents and carers who may be invited to accompany their child when feasible if the School has serious concerns for their child's safety or wellbeing.

How accessible is the school environment?

We are happy to discuss individual access requirements. Have a look at our Accessibility Plan for more details. We are fortunate that our school is all on one level and completely step-free. A series of ramps have been put in place around the school. A toilet, with access for wheelchairs, is situated near the main office.

How will my child be supported during times of transition such as: entry to the school, moving from infants to juniors or changing to another school?

The school has many strategies in place to support smooth transition. We value very highly the parent's contribution to this process as each child has individual needs.

What we do:

1. Children entering the Early Years may have a home or Nursery visit before they begin at school. Stay and play days are arranged for all children to visit the setting with their parents or carers and extra can be arranged if your child may find transition difficult.
2. We talk to the previous setting and will sometimes visit the setting if the child has SEN to arrange transition into the EYFS.
3. We talk to previous settings or the receiving school and forward our records when we are officially informed that your child is at a new school.
4. We will arrange for new parents/carers to talk to their teacher and the SENCO and hold transition information evening for children in year 6.
5. The SENCO attends the LA secondary school's transition meeting when these are held in the summer term to discuss transition arrangements with new secondary settings. We will liaise with parents and carers to arrange for a meeting with a secondary school for children with a specific educational need and also help with the application process.
6. Visits are arranged for all year 6 children when transferring to secondary school.
7. We may arrange to visit potential secondary schools with the parent if so wished.

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 GEMHS) 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

How are the school's resources matched to children's SEN?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on individual needs.
- Any additional provision may be allocated after discussion between the Head teacher, senior leadership team, the SENCO, class teacher and professionals involved.
- Resources may include the deployment of staff depending on individual circumstances and needs and the provision for those pupils with an EHCP.

Admissions for Pupils with SEND or Disabilities

At St. Mary's, we are committed to providing a fair, inclusive and non-discriminatory admissions process for all children, including those with Special Educational Needs and Disabilities (SEND). Pupils with an Education, Health and Care (EHC) Plan that names the school are admitted in accordance with the SEND Code of Practice and are allocated a place before any other admissions criteria are applied. Our admissions arrangements comply with the Equality Act 2010 and are designed to ensure that children with SEND or disabilities are not disadvantaged. Oversubscription criteria are applied fairly and transparently to all applicants, and reasonable adjustments are made where required to support access to the admissions process and school provision.

How is the decision made about how much support my child will receive?

These decisions are made in consultation with the class teacher and the Senior Leadership Team on an individual basis. Decisions are based upon termly tracking of pupil progress, assessment of interventions your child has been part of and may be as a result of assessments by outside agencies as well as additional funding if this has been awarded.

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with your child's teacher
- During Parents' Evenings
- In discussion with the SENCO or other professional
- You are invited to contribute targets and strategies to your child's EHCP Plan at any reviews including Annual Reviews. You are invited to attend all Annual Review meetings and have input into drawing up of and making revisions to your child's EHCP in consultation with the Local Authority SEN Department

What support is in place for looked-after and previously looked-after children with SEN?

The designated teacher for Looked After Children is Mrs Ciara Neli

Mrs Neli will ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's (Haringey's) local offer. Haringey publishes information about the local offer on their website:

Local Offer | Haringey Council

Markfield - Together for Inclusion | Markfield Road London N15 4RB

Home - SEND Power in Haringey | Haringey's Parent Carer Forum

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 thereforeover 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:

Mrs Ciara Neli - Assistant head for Inclusion and Designated Safeguarding Lead
office@stmarysrcpriory.harinegy.sch.uk 02088009305

Haringey SEND team - SENDteam1@haringey.gov.uk

To be updated September 2027 or updated as soon as possible throughout the year if any of the information changes.

Glossary

Access arrangements – special arrangements to allow pupils with SEN to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

EHC plan – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

First-tier tribunal / SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision that meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages