

# What will SEND look like at St Mary Mags?

## Identification

Where staff are concerned about a child in school, staff must apply at least two strategies from Pathway for children with SEND document. If this is not successful, a referral to the SENCO is made. From this a discussion with parents will be had and consent gained to support children by adding them to the SEND register and provision planned using the school's provision map.

## Cognition and Learning

Where a child's needs are linked to their academic ability. This is noted by a sustained lack of progress in learning or working significantly behind their chronological age. Just because a child is working below their age, it does not mean they are SEND. SEND is considered when there is a barrier to a child's learning.

## In class support

We aim to provide children with the tools they need to succeed within their own classroom. Once a child has been identified as having SEND, class teachers and SENCO work together to provide in class support based on the child's needs. Refer to Pathway for children with SEND document for provision ideas.

## Inclusion Support

When a child continues to make little progress or issues continue to arise preventing a child from thriving in school, a referral to Inclusion Support or other relevant agency will be made. A specialist teacher will then support class based staff with recommendations.

## EHCP

After 3 terms of support from Inclusion Support or another relevant agency, children continue to need a high level of support. This means a child requires more than £6000 of support each year and this is likely to be an ongoing and sustained level of support. An Education, Health and Care Plan will stay with a child until they are 25 (unless ceased early) and will be officially reviewed annually with all relevant professionals contributing. School, health, parents or social care can make an application.

At the core, we focus on quality teaching and learning opportunities for all children.

## Speech, language and communication

Speech and Language difficulties are most likely to be referred in the Early Years. Speech difficulties must have a referral in EYFS as speech is fully developed by 5 years old. Language difficulties are likely to be identified through a child's WELLCOMM assessment. Speech and language will only accept self-referrals from parents.

## SEMH

Where a child has difficulties linked to social, emotional or mental health. This can present in many different ways from emotional regulation difficulties to being completely withdrawn. These difficulties are the most difficult to identify as behavioural difficulties, speech and language needs and learning difficulties can manifest as an SEMH need.

## Physical and Sensory

Physical and sensory needs are most likely to be diagnosed by a medical professional. These can link to long-term medical conditions, physical disabilities, occupational health support or sensory issues associated with other conditions.

## Interventions

Where appropriate, interventions are put in place to support children with SEND. Our school provision map breaks down the full range of interventions based on area of need. Not all interventions would be suitable for every child.

