



St Gregory's RC Primary School SEND Offer

Created by: Jenny McCabe

Reviewed and Ratified by: Rebecca Ashcroft (Assistant Headteacher and SENCo) and Governors

Reviewed: September 2025

Roles and responsibilities of staff including specific duties of SENDCO

SENDCO	Rebecca Ashcroft
Headteacher	Kelly Watson
SEND Governor	
Designated Safeguarding Lead	Rebecca Ashcroft

The SEND Co-ordinator

The schools Special Educational Needs designated co-ordinator is Rebecca Ashcroft. They are available by appointment, e-mail or by telephone.

Contact details:

Email: office@stgregorys.stoccat.org.uk
Telephone: 01204 332658

General Information/Frequently Asked Questions

What should I do if I think my child has a Special Educational Need or Disability?

On entry to school, parents will be asked to complete the admission forms. Parents are asked to give as much information as possible. If a parent is concerned, their first contact is always with the class teacher. The teacher will then pass on any relevant information to the SENDCO who will liaise with both the parent and the class teacher to ensure that the child's needs are met.

What is the school ethos/approach to SEN and Disability?

St Gregory's RC Primary School is an inclusive community that aims to support and welcome pupils requiring special educational needs support. We understand that we have a responsibility to make the school welcoming and supportive to the pupils who currently attend and to those who may join in the future. We firmly believe in a positive approach with ALL our children.

Our aims are:

1. Governors, Headteacher, staff and other professionals perform their statutory duties regarding pupils requiring special educational needs support.
2. Every teacher is a teacher of every child, including those pupils requiring special educational needs support – utilising a 'whole pupil, whole school' approach to the management and provision for pupils.
3. Identify and provide for pupils requiring special educational needs support working within the guidance of the SEND Code of Practice 2014
4. Pupils requiring special educational needs support play a full role in the life of the school and have full access to educational provision, including school trips, school clubs and physical education. We endeavour that these pupils remain happy, healthy and achieve their potential.
5. Raise the aspirations of and expectations of all pupils, including pupils requiring special educational needs support .
6. School works collaboratively, in partnership, fostering a high level of engagement with children, parents and carers, local authorities, health care professionals, social care and other agencies for the wellbeing of the child and that his/her needs are effectively supported.
7. Effective systems, plans (including Education and Health Care Plans – EHCPs and Person Centred Reviews - PCRs) are developed, implemented and monitored, including appropriate record keeping. St Gregory's RC Primary School understands that a child's needs may change over time and will ensure that these plans are adapted accordingly.
8. All staff maintain confidentiality.
9. The policy for children requiring special educational needs support is reviewed annually.

How will I know how my child is doing in school?

Parents are encouraged to come into school at any time to discuss the progress of their children. Similarly, if teachers are concerned about the progress of a pupil, they will discuss this with parents as necessary.

Parents' afternoons are held twice a year and a written school report is produced during the summer term which includes relevant test and assessment data.

Our SENDCO will meet with parents of pupils requiring special educational needs support as necessary.

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

	St Gregory's RC Primary School		
	Wave 1 (Place)	Wave 2 (Place Plus)	High Needs Funding (stipulated in the statement or Education and Health Care Plan)
Social, Mental and Emotional Health	Whole school behaviour policy Appropriate and individualised rewards and sanctions PSHE SEAL	Pathways Nurture groups Individual and group SEAL Individualised behaviour plans including rewards and sanctions Peer mentoring Time out MHST support	Small groups or 1:1 support for social skills Counselling Anger management programmes designed by Educational Psychologists or specialist teachers Parent behaviour groups, e.g. PPP

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

Our school aims to promote high engagement of parents and carers. Parents and carers will provide the school with sufficient and up-to-date information about their child's needs. They may in some cases be the first to notify the school that their child has a barrier to learning or that a child's need has changed. Parents are key partners, if not the lead people and will be involved in the development and review of their child's provision, meet with staff as part of our graduated approach and will be involved in its drafting and implementation of EHCPs (Education and Health Care Plans), PCRs (Person Centred Reviews) or IHPs (Individual Health Plans). They should carry out any action they have agreed to as part of its implementation, e.g. provide equipment and ensure they or another nominated adult are contactable at all times. They will be involved in completing the Early Help Assessments (EHAs) collaboratively with school staff.

How do St Gregory's RC Primary School involve children and young people in their education and in the decision making process?

Children are often best placed to provide information about how their barrier to learning affects them. They will be fully involved in discussions (as appropriate and as much as possible) about their provision and contribute as much as possible to the development of, and comply with their provision, including as part of the EHA, EHCP, PCR, IHP. Other pupils will be encouraged to be sensitive to the needs of pupils requiring special educational needs support.

Who, outside of school, can I turn to for advice and support?

The Role of Local Authorities

Local authorities (LAs) must ensure that all pupils requiring special educational needs support receive education or training to 'achieve the best possible educational and other outcomes' (Children and Families Act, Section 19). They are responsible for carrying out a statutory assessment of a child with SEND and must respond within six weeks of the request. The LA will request information from a range of sources including parents, an educational psychologist, etc. and decide whether an EHC plan should be issued. If issued, the EHC plan will be finalised within 20 weeks of the initial request. Once the EHC plan is finalised, the LA will ensure that specified provision is secured as this is now a legal entitlement.

The local authority will publish the 'local offer' listing all provision available for pupils requiring special educational needs support in our authority along with eligibility information. In addition, local authorities are commissioners of school nurses for maintained schools and academies. Under the Children and Families Act 2014, they have a duty to promote cooperation between relevant partners such as governing boards of schools, clinical commissioning groups and NHS England, with a view to improving the well-being of children so far as relating to their physical

and mental health, and their education, training and recreation. Local authorities will provide support, advice and guidance, including suitable training for school staff, to ensure that the support specified within EHCPs and IHPs can be delivered effectively. Local authorities will work with schools to support pupils requiring special educational needs support to attend full time. Where pupils will not receive a suitable education in a mainstream school because of their health needs, the local authority has a duty to make other arrangements. Statutory guidance for local authorities sets out that they should be ready to make arrangements under this duty when it is clear that a child will be away from schools for 15 days or more because of health needs (whether consecutive or cumulative across the school year).

The Role of Providers of Health Services

These agencies will co-operate with schools that are supporting pupils requiring special educational needs support, including appropriate communication, liaison with school nurses and other healthcare professionals such as specialist and children's community nurses, as well as participation in locally developed outreach and training. Health services will provide valuable support, information, advice and guidance to schools, and their staff, to support children with SEND at school.

The Role of Clinical Commissioning Groups (CCGs)

CCGs commission other healthcare professionals such as specialist nurses. They will ensure that commissioning is responsive to children's needs, and that health services are able to co-operate with schools supporting children with SEND. If an EHC plan specifies health care provision, the CCG will arrange it. They have a reciprocal duty to cooperate under Section 10 of the Children Act 2004 (as described above for local authorities). Clinical commissioning groups should be responsive to local authorities and schools seeking to strengthen links between health services and schools, and consider how to encourage health services in providing support and advice, (and can help with any potential issues or obstacles in relation to this). The local Health and Wellbeing Board will also provide a forum for local authorities and CCGs to consider with other partners, including locally elected representatives, how to strengthen links between education, health and care settings.

The Role of the School Nurse

St Gregory's RC Primary School has access to school nursing services. They are responsible for notifying the school when a child has been identified as having a disability which will require support in school. Wherever possible, they will do this before the child starts at the school. They will support staff on implementing a EHC or Individual Healthcare Plan (IHP) and provide advice and liaison, for example on training. School nurses can liaise with lead clinicians locally on appropriate support for the child and associated staff training needs. Community nursing teams are also be a valuable potential resource for a school seeking advice and support in relation to children with a medical condition.

The Role of Other Healthcare Professionals, Including GPs and Paediatricians

These professionals will notify the school nurse when a child has been identified as having a disability that will require support at school. They may provide advice on developing EHCs or IHPs. For further information, select the 'Links' tab on the website indicated below:

<http://www.bolton.gov.uk/website/Pages/Specialeducationalneedsassessment.aspx>

Where can I find information about Local Authority provision for children and young people with SEND?

<http://www.bolton.gov.uk/website/Pages/Specialeducationalneedsassessment.aspx>

How should complaints regarding SEND provision be made and how will they be dealt with?

If parents are unhappy with the support provided for their child with a SEND, please refer to the complaints policy at St Gregory's RC Primary School. These can also be referred to the Department for Education if the complaint falls within the scope of sections 496/497 of the Education Act 1996.

How do I get a copy of the school Inclusion policy?

Contact the school office: 01204 332658 or office@stgregorys.stoccat.org.uk

Who do I contact for further information?

Rebecca Ashcroft
SEND
St Gregory's RC Primary School
Presto St
Bolton
BL4 8AJ
01204 332658
office@stgregorys.stoccat.org.uk

How does St Gregory's RC Primary School assess whether a child/young person requires special educational needs support and identify their particular need?

Definition of SEN

The Children and Families Act 2014 section 20 defines a young person requires special educational needs support when they have either a learning difficulty or a disability and they need special educational provision (SEP) to be made for them. SEP is defined as any education or training provision which is in addition to or different from that generally made for others of the same age in mainstream schools or post-16 institutions in England.

The Code of Practice describes four broad categories of need:

- Cognition and learning
- Communication and interaction
- Social, mental and emotional health
- Sensory and physical

While the four categories of need broadly identify aspects of primary areas of need for children and young people, at St Gregory's we identify the needs of pupils by considering the needs of the whole child. The Code of Practice refers to a single group of children who have SEN but who do not have such needs that require an EHC plan as receiving 'SEN Support'. These children will be listed on the SEN Register and will remain on the register unless something changes for them which means that they no longer need additional support.

Pupils will only be defined as requiring SEN support if they do not make adequate progress once they have received interventions, adjustments and quality first, personalised teaching over two terms.

What is NOT SEN?

- Disability – the code of practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation. This alone does not constitute SEN but may well need to be considered alongside SEN in some cases.
- Attendance and punctuality
- Health (alone) and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant (PPG)
- Being a looked after child (LAC)

Our graduated approach to SEN support – see the SEND pathway (APPENDIX D)

Teachers use quality first teaching, utilising support from teaching assistants, subject leaders and the SENDCO to provide for all pupils. If a child is not making expected progress:

1. The class teacher uses their professional judgement and makes additional provision for the child within the classroom. At this point, the class teacher will discuss any concerns with the parent or carer.
2. If the pupil continues to raise concerns, the class teacher meets with the SENDCO and the pupil receives appropriate interventions and booster sessions (see Appendix A). Again, at this stage, class teachers ensure that parents are informed. At this point the pupil will be added to the school's SEND register.
3. If these prove unsuccessful, class teachers ask the SENDCO to arrange to meet with parents and complete an initial Early Help Form (see Appendix B). At this point, the SENDCO may ask for parental consent to complete or arrange observations and assessments as appropriate to identify the area of need. A review of the Early Help will be arranged so that the SENDCO can meet with staff, outside agencies (if appropriate) and parents to discuss outcomes and next steps. Further interventions and adjustments are put in place.
4. External agencies may be requested for advice and support, who may themselves provide support for the pupil in order to meet the targets set as part of the learning passport. The provisions are monitored and reviewed termly (using the assess-plan-do-review approach). Class teachers (and SENDCO if appropriate) meet with parents or carers to share information about progress towards outcomes.
5. If appropriate progress is not being made during the following two terms, and the pupil meets the criteria for High Needs Funding as set out by Bolton LA, an EHC plan will be requested (see the Role of the Local Authority)

Once a pupil meets age related expectations for two terms, or if accelerated progress has been achieved, the SENDCO may decide to remove the child from the SEND register following discussions with the parents or carers, pupil and class teacher.

Education and Healthcare Plans (EHCPs)

The Education, Health and Care (EHC) plan has replaced the 'Statement of Need' and puts children, young people and families at the very centre of the assessment and planning process, to make sure that their views are not only heard but also understood. This is called person-centered planning and is all about increasing child and parent choice and control. This new process focuses on what is important for children and young people – what they and you want to achieve now and in the future. Young people and families have help to design the plan.

The EHC plan is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25.

At the start of the assessment, parents and the child or the young person will have the opportunity to say what is working, what is not working and what needs to change. A facilitator will help with this. At the same time a coordinator will gather information from the other people involved and arrange a meeting for all parties to agree the outcomes and how they can best be met. This is all about a partnership between the child, parents and the professionals involved to make the right decisions for the family.

The whole process lasts for 20 weeks. Near the end of this period, the multi-agency group will meet again to confirm the EHC plan and decide what support might be eligible to meet the agreed outcomes. The plan will be clear about how much things cost and will have agreed timescales to make sure that it is updated and reviewed regularly, for example annually. The plan will go with the child or the young person as they change services, change schools and also when they leave school and go on to college, work-related training or employment.

Individual Healthcare Plan

Healthcare Plans are used by this school to:

- * inform the appropriate staff about the individual needs of a pupil with a medical condition in their care
- * remind pupils with medical conditions to take their medication when they need to and, if appropriate, remind them to keep their emergency medication with them at all times
- * identify common or important individual triggers for pupils with medical conditions at school that bring on symptoms and can cause emergencies. St Gregory's uses this information to help reduce the impact of common triggers
- * ensure that all medication stored at school is within the expiry date
- * ensure our local emergency care services have a timely and accurate summary of a pupil's current medical management and healthcare in the event of an emergency
- * remind parents of pupils with medical conditions to ensure that any medication kept at school for their child is within its expiry dates. This includes spare medication.

Please see 'Supporting Children with Medical Needs Policy' for further information and guidance.

Type of SEN provision made at St Gregory's RC Primary School

What we can offer children with SEND at St Gregory's RC Primary School

What we can offer children with SEND at St Gregory's RC Primary School							
	Wave 1	Wave 2 *	High Needs Funding **				
Cognition and Learning	Differentiated planning In class support – teacher/TA Access to appropriate support materials Access to ICT as appropriate Homework/ lunch clubs	Catch-up programmes Working memory intervention Gross and fine motor interventions Nurture groups Pathways <table><tr><th>Literacy</th><th>Numeracy</th></tr><tr><td>1:1 reading Phonics Spelling Toe by Toe Basic sentences Improving sentences Comprehension Handwriting Letter formation Rapid Reading</td><td>1:1 maths Word problems Calculations Times tables Mental maths</td></tr></table>	Literacy	Numeracy	1:1 reading Phonics Spelling Toe by Toe Basic sentences Improving sentences Comprehension Handwriting Letter formation Rapid Reading	1:1 maths Word problems Calculations Times tables Mental maths	Nurture by social care Speech and language therapy Support with Dyslexia and Dyspraxia
Literacy	Numeracy						
1:1 reading Phonics Spelling Toe by Toe Basic sentences Improving sentences Comprehension Handwriting Letter formation Rapid Reading	1:1 maths Word problems Calculations Times tables Mental maths						
Communication and Interaction	Differentiated planning In class support Simplified language Homework/lunch clubs Access to ICT as appropriate Structured class routines	Use of interpreters and other bilingual resources Visual aids Access to ICT as appropriate	Small group 1:2:1 support for language Social skills Programmes designed by educational psychologists or specialist teachers				
Social Emotional and Mental Health	PSHCE SEAL Appropriate individualised behaviour rewards and sanctions Whole school behaviour policy	Learning pathways Nurture groups Time out Circle time Appropriate individualised behaviour rewards and sanctions Peer mentoring	Counselling Mentoring Anger management programmes designed by educational psychologists or specialist teachers Parent behaviour groups, e.g. PPP				
Sensory and Physical	All staff aware of physical impairments Writing slopes Pencil grips Accessibility policy	In class support to access the curriculum safely Individual texts Enhanced text size/paper colour Use of a range of writing/ reading equipment and suitable keyboards mouse Access to ICT as appropriate	Individual support in class Physiotherapy programmes Occupational therapy programmes Use of appropriate resources Programmes designed by educational psychologists or specialist teachers				

*Interventions listed are usually provided by staff at school but are supported and sometimes delivered by external agencies

How does St Gregory's RC Primary School evaluate the effectiveness of the provision made?

This is predominantly the role of the SENDCO. Her duties include:

- Meet with SEND governor termly
- Ensure that the policy is updated annually
- Request statutory assessment towards an EHC plan and provide any necessary evidence and documentation
- Ensure all provision listed in EHC plans is in place and are reviewed annually at the request of the Local Authority. The resulting report will be sent to the Local Authority.
- Nomination, training and monitoring of any designated key workers
- Audit training needs of the staff and organise any necessary training
- Purchase and allocate resources. Assess the impact of purchased resources
- Complete the SEND report listing expertise available in school, how our school accesses specialist equipment or services, our approach to SEND and our admission arrangements. This will be published online and updated accordingly
- Planning provision for pupils requiring special educational needs support using a 'person centred approach' with class teachers, support staff and external agencies
- Hold Special Needs Review meetings termly with all staff
- Use the local offer to ensure that pupils with SEND receive a full range of appropriate provision
- Keep clear records of pupils with SEND including provision, progress and outcomes through the provision mapping approach – audit provision, collect baseline data, set targets,

- measure progress and evaluate outcomes
- Ensure provision is reviewed at least termly and parents are informed
- Managing the 'assess-plan-do-review' approach using our graduated approach to pupils requiring special educational needs support
- Plan, monitor and cost the impact of interventions
- Work collaboratively with external agencies, monitor impact and cost
- Complete, or arrange completion, of single agency referral forms and common assessment framework documentation for pupils requiring special educational needs support
- Encourage a high level of engagement of parents by being available at their request, asking for their views through annual questionnaires, providing information and training, etc.

How does St Gregory's Primary School adapt the curriculum and school environment for pupils?

This is predominantly the role of the teaching and support staff.

The Role of Teaching Staff

Teacher Standards 2012 make it clear that it is every teacher's responsibility to 'adapt teaching to respond to the strengths and needs of all pupils' through consistent quality first teaching.' As part of their own professional development, teachers will keep abreast of current developments and request training as necessary. Teachers will join a team which focuses on a barrier to learning, in order that school develops areas of expertise, at a time when funding is becoming more and more restricted. School and staff keep a detailed log of any training attended.

Teachers will plan, deliver, monitor and assess all lessons ensuring that all pupils make (at least) good progress. The teacher is accountable for progress of all pupils in their class, including pupils requiring special educational needs support.

Teachers will direct teaching assistants to work effectively in lessons supporting individuals and groups of children to achieve the outcome for the lesson. Teachers will ensure that pupils requiring special educational needs support receive support from the members of staff with the most expertise – the teachers themselves – in the first instance. When planning, teachers will ensure that pupils requiring special educational needs support receive the majority of teaching from the class teacher, but may call on teaching assistants to support them. As part of a lesson, the teacher may ask a teaching assistant to provide a booster session or intervention. In this instance, the teacher will ensure that the teaching assistant is clear of the expected outcome of the session and the teacher will then monitor the impact of the session provided by the teaching assistant. This is a focus during lesson observations.

Teachers will meet with parents and complete all documentation necessary as part of our graduated response to pupils requiring special educational needs support. Moreover, teachers will maintain and update learning passports for pupils in their class, detailing evidence or progress according to the outcomes described in the plan. This is done half termly or termly depending on the needs of individual children. Progress of pupils requiring special educational needs support is shared at pupil progress meetings and at special needs review meetings. Staff with TLRs will be responsible for informing any supply teachers of the necessary relevant information for children in their phase. Moreover, they are responsible for any transfer of information during transition to the next key stage.

The Role of Support Staff

Alongside teachers, all staff are teachers of all pupils, and therefore respond to the strengths and needs of all pupils. Teaching assistants will work with teachers to meet the needs of individual pupils, support the delivery of lessons, and work with individuals and groups of children at the direction of the teacher ensuring that children achieve the expected outcomes of the lesson.

Support staff may be responsible for the planning, resourcing, delivery and monitoring of interventions, being accountable to either the SENDCO or the Senior Leadership Team. These are also included in performance management of support staff.

Teaching assistants will join a team which focuses on a barrier to learning, in order that school develops areas of expertise, at a time when funding is becoming more and more restricted. School and staff keep a detailed log of any training attended.

Reasonable adjustments

As mentioned in the aims, pupils requiring special educational needs support can expect to enjoy school life to the full at St Gregory's RC Primary School. Therefore, as part of the risk assessment, a child's needs will be catered for any school visits or out of school activities. All staff attending off-site visits will be aware of any pupils requiring special educational needs support on the visit. They will receive information what to do in an emergency and any other additional support necessary, including any additional medication or equipment needed.

How does our school ensure the inclusion of pupils with SEND in activities outside of the classroom (including school trips and after school clubs)?

St Gregory's RC Primary School ensures the needs of pupils requiring special educational needs support are supported to ensure their involvement in structured and unstructured social activities, including during breaks and before and after school. School ensures the needs of pupils requiring special educational needs support will have full access to extended school activities such as school discos, breakfast club, school productions, after school clubs and sporting events.

All staff at this school are aware of the potential social problems that pupils requiring special educational needs support may experience. Staff use this knowledge to try to prevent and deal with problems in accordance with the school's anti-bullying and behavior policies. Staff will work to ensure that the child feels safe and promote reintegration following any extended absence to promote the child's emotional health and general well-being. Staff use opportunities such as personal, social and health education (PSHE) lessons to raise awareness of barriers to learning amongst pupils and to help create a positive social environment.

What specialist skills/ expertise do school staff have?**Sign-a-long**

A Berry (Learning support assistant)

Rapid Reading

C Dunn (Learning support assistant)

L Hallows (Learning support assistant)

N Cassidy (Teacher)

Rainbows Bereavement Support

A Berry (Learning support assistant)

Lego Therapy

L Boothroyd (Learning support assistant)

J Whiteside (Learning support assistant)

Supporting INAs

L Boothroyd (Learning support assistant)

Dysfluency

C Dunn (Learning support assistant)

Communication Strategies and Use of Visual Supports

All teachers and TAs

Elklan

C Dunn (Learning support assistant)

J Whiteside (Learning support assistant)

Specific Learning Difficulties

C Dunn (Learning support assistant)

J Whiteside (Learning support assistant)

Communication Difficulties

C Dunn (Learning support assistant)
J Whiteside (Learning support assistant)

ReadWriteInc

Teachers and Learning Support Assistants

ASD

Teachers and Learning Support Assistants

Emotion Coaching

A Berry (Learning support assistant)
R Ashcroft (Assistant Headteacher and SENCo)
L Boothroyd (Learning Mentor)
J Whiteside (Learning support assistant)

Well-being for Education

K Watson (Headteacher)

Senior Mental Health Leader

R Ashcroft (Assistant Headteacher)

Attachment, Trauma, ACES and PACE

K Watson (Headteacher)
R Ashcroft (Assistant Headteacher and SENCo)
L Boothroyd (Learning Mentor)
J Whiteside (Learning support assistant)

Peer Massage

Teachers and Learning Support Assistants

Irlen's Screening

R Ashcroft (Assistant Headteacher and SENCo)

All relevant teachers and support staff have been trained to deliver the following interventions:

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*Interventions listed are usually provided by staff at school but are supported and sometimes delivered by external agencies

** Interventions are usually provided by external agencies but are supported by staff in school they are in addition to those strategies listed in wave 2

What training are the staff teaching and supporting pupils with SEND having/recently had?

We are currently developing areas of expertise within our staff in the following areas:

- Dyslexia
- Speech and language therapy
- Nurture
- Positive handling
- Trauma and attachment
- ASD

What external specialist services are accessed by school to meet the needs of pupils and support their families (to include education, health, social care and community/voluntary sector services)

These are listed as part of the local offer published by Bolton LA

<http://www.bolton.gov.uk/website/Pages/Specialeducationalneedsassessment.aspx>

These include:

- Speech and Language Therapy
- Behaviour Support Service
- Targeted Youth Support
- Family First
- Family Support
- Ladywood Teaching School
- Educational Psychology Service
- Fort Alice

How does St Gregory's RC Primary School support looked after pupils?

To ensure a supportive and sympathetic induction for Looked After Children (LAC) admitted to our school, the following arrangements are in place:

- Children and carers will be invited into school to meet with the Headteacher, have a tour round the school and introduced to relevant staff and peers.
- They will be encouraged to visit the school to spend time with their class teacher and peers. During this visit the child will be supported by a carer or known adult for as long as necessary to ensure the child feels safe and secure.
- The Headteacher and/or Designated Teacher will meet with all carers and professionals involved with the child before entry to the school.
- All teachers will be made aware of the child's needs and key adults in their life such as carers, support workers and other professionals.

Staff in school will follow the procedures set out in our Looked After Children Policy.

How is equipment and facilities to support pupils secured?

Annually, the SENDCO audits the current equipment and facilities and, alongside the SEND action plan, completes a budget application for funding. This is negotiated with the Headteacher and then resources purchased.

How does St Gregory's RC Primary School support pupils with SEND during transition?

The SENDCO and class teachers meet with staff who will be teaching the children in the next phase of their education. For example, our SENDCO meets with nursery staff as children come into the EYFS. Moreover, time is designated during the summer term in order that teachers can share appropriate information with the child's next teacher.

As children move to secondary school, the SENDCO and Year 6 teacher meet with staff from the secondary schools. If necessary a transition programme is put in place with Ladywood.

How does St Gregory's RC Primary School support young people with SEND in preparing for adulthood, independent living and the next phase of their education, training or employment?

As part of the PCRs, pupil aspirations and developing independence are fundamental to plans and provision. They are one of the key features of any learning passport and EHCP.