Identification and Assessment	"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age" (2015 CoP 6.15). "Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN" (2015 CoP 6.23). Children are initially identified by the class teacher and monitored over a period for assessment and evidence gathering. The teacher meets with the Inclusion manager initially to voice concerns. If concerns are still present the Inclusion manager and teacher will meet with the parents to discuss concerns and next steps. The Oxfordshire materials are also used in identification of needs for the SEND register, to ensure children are of SEND status and not less experienced or lower attaining pupils. The class teacher, in partnership with the parent, will produce an Individual Learning Plan (ILP) which identifies support given and an intervention record to assess and evaluate the level of support. The children are assessed in line with the school procedures.
Partnership with parents	The school aims to work in partnership with parents wherever possible. It values the views and perspectives parents have about their child. Teachers will meet with parents of children with SEND at least 3 times per year to review progress and discuss any concerns. These meetings are logged into CPOMs. Parents of children classed at a level of SEND support will meet on a more regular basis, notably to discuss progress. The school does have an open-door policy for parents to discuss concerns. Parents can email the inclusion manager at any point.
Approach to teaching children with SEND	All teachers are teachers of children with SEND and, as such, each class teacher is responsible for the children in his/her care and their progress. Children are taught through a variety of means. They also have specific targets. The class teacher is the Key Worker for each child in their care and should therefore be the first point of contact for all parents. The inclusion manager will monitor the inventions and progress of SEND children.

<table>
<tr><td>Support for Emotional and Social well being</td><td>Pastoral support is provided primarily by the class teacher. Additional support linking to social, emotional and mental health is discussed with the Inclusion manager and Mental Health lead. Referrals can be made to the school's Mental Health Link Partner for children to receive 1:1 support where appropriate. The school ELSA is also available to deliver bespoke pastoral and emotional support. Further support may be sought through outside agencies, such as CYPMHs and St Joseph's Family Centre.</td></tr>
<tr><td>Number of pupils with SEN</td><td>
<table>
<tr><th>Date</th><th>Children on SEN register</th><th>Statements/ECHP</th><th>Total</th><th>Percentage of school</th></tr>
<tr><td>2020-2021</td><td>21</td><td>1</td><td>22</td><td>7</td></tr>
<tr><td>2022-2023</td><td>28</td><td>2</td><td>30</td><td>12</td></tr>
<tr><td>2023-2024</td><td>22</td><td>5</td><td>27</td><td>10.5</td></tr>
<tr><td>2024-2025</td><td>22</td><td>3</td><td>25</td><td>10.8</td></tr>
<tr><td>2025-2026</td><td>21</td><td>4</td><td>25</td><td>12.2</td></tr>
<tr><td>2026-2027</td><td>21</td><td>3</td><td>25</td><td>12.2</td></tr>
</table>
</td></tr>
<tr><td>Progress of pupils with SEND</td><td>Waves of intervention delivered are having a positive effect on children with additional needs. More children are having their needs met through quality first teaching, adaptive teaching and, where appropriate, targeted interventions.</td></tr>
</table>

Deployment of staff and resources	Within 8 classes, 4 Teaching assistants and 1 HLTA support learning generally and through targeted provision mapping. In addition, a further TA supports pupil premium children with any SEND need and additional pastoral support. Groups of TAs are allocated annually to areas of need to provide a balance between groups of classes and specific children's needs. The emphasis is placed on support for early intervention. 3 children currently receive 1-to-1 partially-funded support through EHCPs (Educational Health Care Plans).

Budget allocation	Currently 3 children have an EHCP, each with their own individual hours of support and need. 175 hours per week (4.73 FTE) are given to learning support each week. This is mainly directed at supporting groups and individuals in provision mapping at the direction of the class teacher. 73 hours (2.14 FTE) are specifically focused on children with EHCPs.
External Agencies	External agencies are used throughout school, when needed. These may include the Educational Psychologist (EP), Speech and Language Therapy (SaLT), Audiology, Ophthalmology, Occupational Therapy, SEMH specialist support and a School Health Advisor.
Staff Development/CPD (expertise and training)	Mrs Carol Dalziel-Ford is the dedicated Inclusion Manager and has gained the National SENCo Qualification. She attends the local authority network meetings each term. She is also part of the Catholic SENCO Network. Mrs Stacey Larkin is the SEND governor. Throughout the year staff will have inset and the opportunity for further CPD through the Committed to Inclusion Programme.
Secondary Transition with Schools and Settings	We have good transition arrangements with St Gregory's Catholic High School, including transition days for Y6 children at which teachers share key academic and pastoral information with High School. Documentation is transferred before September. The year 6 teachers have a key role in transition conversations and especially with vulnerable children. Plans are made to give these children additional support and experience of transition. For children transferring to schools other than St Gregory's, the children are supported through each individual high school's transition processes. All SEND paperwork for individual children is transferred to the relevant high school during the first half term. Other local secondary schools also have good transition links with us and Great Sankey High School have attended annual EHCP reviews to help with transition.