



Special Educational Needs and/or Disabilities (SEND) Information Report September 2025



“The governing body of maintained schools and maintained nursery schools and the proprietors of academy schools MUST publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN’. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.”

SEND Code of Practice 2015

[SEND code of practice: 0 to 25 years - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362822/SEND_Code_of_Practice_0_to_25_years_-_GOV.UK.pdf)

What kinds of special educational needs do we provide for in our school?

St Monica’s is an inclusive school where every child is valued and respected. We are committed to the inclusion, progress and independence of all our students, including those with SEND. We work to support our students to make progress in their learning, their emotional and social development, and their independence. We aim to create a learning environment which is of high quality, but we also actively work to support the learning and needs of all members of our community.

The SEND Department provides support for students across the 4 areas of need as laid out in the SEN Code of Practice 2015:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

How do we know if your child needs extra support?

At St Monica's, we follow a staged and graduated approach to identify and assess students' needs. This approach enables us to improve inclusion and remove barriers to learning through reasonable adjustments, high quality teaching and targeted support as part of a graduated approach. This draws upon the four-part cycle of Assess, Plan, Do and Review and is in addition to Ordinarily Available Inclusive Provision. For more information on the Bury graduated approach, please see the website link: [Bury's Graduated Approach - Bury Council](#)

1. Ordinarily Available Inclusive Provision (OAIP)

Ordinarily Available Inclusive Provision (OAIP) is a term used to describe the educational provision that is available to all students at Our Secondary School, and which will be delivered through inclusive Quality First Teaching. As part of this provision, class teachers and Heads of Department closely monitor the progress and attainment of all students.

St Monica's follows the Greater Manchester guidelines for OAIP. The guidelines are based on the principles of inclusion and the understanding that by establishing clear expectations, we can offer families clarity, consistency and confidence in the support that is ordinarily available in school. In this way, we believe that the majority of children will have their needs met through the provision that is available to all, guided by an ethos of best practice and reasonable adjustments. The education that children receive from the outset is of utmost importance; we believe that additional intervention and support cannot compensate for a lack of good quality teaching. *The OAIP guidelines are located here:* [Ordinarily Available Inclusive Provision - Bury Council](#)

In addition to the OAIP guidelines, Bury has a toolkit for education settings outlining additional strategies, approaches and resources to support children and young people throughout their education: [Bury SEND Graduated Approach Toolkit](#).

2. Notice, Check, Try

For a range of reasons, some students will experience additional barriers to accessing their education; this can happen at any stage of education. For these students, it is vital to identify the barriers as early as possible and to address them so that students can continue to make progress. Examples might include children requiring bereavement counselling, or those experiencing difficulties with reading. For some children, health needs may affect progress at school such as mild hearing loss. For others, speech and language development may present a barrier.

This does not necessarily mean that children have a special educational need. 'Notice, Check and Try' supports the early identification of need along with appropriate intervention to address the need before difficulties escalate.

This stage is about thinking simply and acting quickly. The first step is noticing emerging barriers; alert and responsive practitioners are key in the early identification of need. Checking is the next step; good communication with everyone who knows the child, including the child themselves, will help to identify the barriers. Then information can be analysed to decide on the next steps.

Trying is the next step. This means putting new strategies or approaches into place to accommodate the barriers. It involves flexibility, persistence and monitoring to see if concerns can be resolved quickly and easily. It will be important to keep families informed and involved to build a trusting relationship.

Early intervention in children's education at this stage does not need to be complex. It is based on the information gathered and might start, for example, with a daily check-in to relieve a child's anxiety, or it may be that a Story So Far is opened to bring partners together to put a plan into place. At all stages, open communication with all parties involved and regular review is vital.

3. SEN Support

For a smaller proportion of children, need may not be able to be met through the approaches outlined at the earlier stages. Additional targeted intervention may be required to address the special educational need.

Through continuous monitoring of students during their time at St Monica's, we further identify students who may have a special educational need. This identification may come from form tutors, subject teachers, teaching assistants, Heads of Year, outside agencies, parents/carers or the students themselves. If a Student is referred to the SEND department, further exploration of need would then take place.

To help identify particular areas of need, the school uses a variety of additional assessment tools such as non-verbal screening tests (these test the ability to solve problems with visual clues), a literacy screening programme to highlight specific reading difficulties, numeracy assessments and to support pupils displaying SEMH needs, a Boxall profile. Where there are significant concerns, a parent may be asked for consent for an Educational Psychology assessment in order to look more deeply into the reasons for the student's difficulties. If it is thought a family needs support, we have good working relationships with various outside agencies and a referral can be made to them.

Students with identified SEND are placed at SEN Support and provision that is additional to or different from the provision ordinarily available is put into place. Students are listed on a SEND register which is accessible to all staff. Staff use this information to inform their lesson planning, teaching and student learning activities. The SEND register is reviewed throughout the year, and students may be added where a

SEND need is identified or taken off if their needs can be met with the universal provision that exists for all students.

At SEN Support, the child's needs will be categorised into one of four areas of need as defined in section six of the SEND Code of Practice ([SEND code of practice: 0 to 25 years - GOV.UK](#)).

Provision at SEN Support is targeted to meet the student's specific needs. This provision is more focused than the reasonable adjustments outlined at the earlier stages and will target the student's individual need. This approach allows us to develop an overall understanding of students' individual needs. Where students do not make progress, despite us following the graduated approach, we would discuss with parents the next steps we feel are required.

Parents are kept informed of the results of any specialist assessments that may be required and of any particular intervention that may be offered.

Who you speak to at the school if you think your child might have special educational needs?

If you would like to talk about your child's additional or special educational need, please contact the Assistant Headteacher/SENCO or SEN Manager;

Assistant Headteacher/SENCO: Mrs A Balmer abalmer@stmonicas.stoccat.org.uk

SEN Manager: Mrs C Fotheringham cfotheringham@stmonicas.stoccat.org.uk

An appointment will then be made and any other relevant members of staff such as your child's Head of Year can also be invited to attend.

The SENCO will also be present at all Parents' Evenings and Open Days. If you have concerns, please don't hesitate to speak with them.

How we consult with young people with special educational needs and involve them in their education.

At St Monica's, we try to work in partnership with our families so that students fully engage with their learning and any interventions offered.

Student voice is very important to us and there are many opportunities for students to be involved in their own education. Students are encouraged to take part in Student Voice activities; to regularly evaluate their work in lessons; to attend review meetings; to contribute to target setting and reviewing and to reflect on their learning and achievements by completing 'Views of the Child/Young Person' documents prior to

reviews. Teaching Assistants also meet regularly with students to gather their voice to create their personalised Student Passport. This is then shared with staff.

In any meeting to discuss a student's progress or behaviour the young person is invited to attend so their voice can be heard. Where a student may not feel comfortable attending a meeting, their voice will be gathered ahead of time and represented on their behalf in the meeting.

How we help you to support your children's learning.

All parents and carers of young people receiving SEN support are involved in discussing the provision for their child and are kept updated on their progress. All SEN Students have a keyworker in school who builds up a close relationship with the student. Their role is to be a key person to 'check in' with as needed. They are also a key point of contact for parents and carers.

We believe in the importance of developing a good working partnership with families and we are available for any discussions parents may require.

Education, Health and Care Needs Assessment

There may be a minority of children whose needs cannot be met despite accessing all available resources in school and within the local area partnership. At this point, school and/or family may want to consider requesting an Education, Health and Care (EHC) needs assessment from the Local Authority: [The EHC Assessment application](#).

To do this, evidence will need to be collated to explain the child's special educational needs, along with detail of the special educational provision that has been put into place, and the review of its impact: [The EHC assessment process](#).

If you wish to discuss a possible application for an Education Health Care Plan, the SENCO or SEN Manager can explain the process further. Where there are significant ongoing concerns, school may ask to discuss an application with you.

Parents can also make a request for an EHCP at any time to the local authority by emailing ehc@bury.gov.uk outlining their concerns.

To support this process, you can seek independent advice from the SEND Information, Advice and Support Service (SENDIASS) 01706769634 weekdays from 9am – 5pm or email: bury.sendiass@barnardos.org.uk

If your child already has an EHC Plan, you will be invited to an annual review in school to discuss your child's progress. You can also email or phone the SENCO or SEN Manager at any time should you wish to discuss any concerns as they arise.

How we know what progress your child is making and how we keep you and them informed.

All students have targets for each subject, and they are regularly assessed to see if they are working at, below or above this target. The teachers track each student's assessment results to check how much progress they are making. If despite the teacher evidencing supportive strategies used within the classroom the student is still not making the expected progress, then there will be further investigation to assess the barriers to learning. The student may then be offered an intervention to address a particular need.

If a student receives a particular intervention outside the class, then baseline (starting point) and exit data are used to judge progress and the impact of the intervention such as an improvement in reading ages or a softer measure such as increased confidence is used.

Signs that a student's confidence has improved might be that the student contributes more answers in lessons or is happy to be a lead learner. If a student has difficulty seeing situations from another person's point of view, the intervention might focus on using different scenarios and seeing how the student over time learns how to respond more appropriately in different social situations. This might be measured using student and teacher feedback, or by a reduction in behaviour logs.

All parents receive three interim reports a year indicating current grades and target grades. If your child is at SEN Support, there will be a minimum of three opportunities a year to discuss your child's progress. Parents can phone or email the SENCO or SEN Manager to make an appointment whenever they have concerns.

How we have supported young people with SEND and adapted teaching to best support them.

Every student with SEND has their unique profile and needs. The provision in place aims to meet those individual needs where possible. The teachers are informed of the students' needs and for many students with SEND, the teachers' quality teaching, modification of tasks and awareness of individual issues such as delayed literacy skills or difficulty in following instructions is sufficient to allow the student to thrive in their lessons.

Some students have had support from a teaching assistant (TA) in many of their lessons. The TAs have all had training about effective questioning to develop students' thinking skills. They have worked with students to develop their resourcefulness, their responsibility and their resilience through modelling good practice and developing each student's self-belief. TAs work closely with teachers in lessons.

Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities.

Usually, interventions are in place for 6 weeks and are then reviewed to monitor progress. Following this, the graduated approach will then be followed, and further interventions may be required.

At St Monica's, we provide a number of interventions to meet the range of our Students. These are listed below:

For Cognition and Learning Needs:

- Literacy- IDL literacy programme.
- Numeracy-Doodle Maths.

For Communication and Interaction Needs:

- Talk About for Teenagers.
- Lego therapy.
- Tutor time preparation for the day ahead.

For Social, Emotional and Mental Health Needs:

- Key adult
- 1:1 support in tutor time
- Zones of Regulation
- Mentoring
- Counselling
- Anxiety workshops

Sensory Needs:

Training and support from the Inclusion Service for hearing and visual impairments.

- Advice disseminated to all staff.
- Technology as required.

Physical Needs:

Risk assessment to ensure a student with a physical need can access all parts of the school and use its facilities with ease, support in PE if required.

External Support available

Bury's Inclusion Team offers support to schools through the Communities of Practice; an outline of the SEND and Inclusion support offer can be found here: [SEND Support Services - Bury Council](#).

A full list of available services can be found in the section 'Where can I go for help?' on this page: [Bury's Graduated Approach - Bury Council](#)

Specific Learning Difficulties (SpLD) Consultant

Our Secondary School has access to a Specialist Assessor who can carry out full SpLD assessments where screening may have shown areas of concern. They can also assess Students for exam arrangements such as extra time.

Speech and Language Therapist (SaLT)

The Speech and Language Therapist team can provide assessments, support and training. Referrals need to be made for access to this service.

Child and Adolescent Mental Health Service (CAMHS)

This service assesses and treats children and young people with emotional or mental health difficulties. Referrals need to be made to access this service.

How have decisions been made to adapt the curriculum or change the learning environment to best meet your children's needs?

Whenever the school receives specialist advice from external agencies, we ensure to make the recommended changes required e.g. a student with handwriting difficulties may require use of a laptop in most lessons alongside support to develop handwriting skills.

St Augustine

This room is for our most vulnerable students who may require additional support at various points in the day. They have an opportunity to access interventions, additional support and timeout in a calm space. They can also access key adults for support as required.

Support in exams

Students can be assessed to see if they are eligible for support in their exams so that they are not disadvantaged due to their particular need.

Support received in exams may include:

A reader

Extra time

A scribe

Supervised rest breaks

A laptop

A language modifier.

How are staff in the school supported to work with young people with special educational needs and what training do they receive?

At the beginning of every academic year, all staff are made aware of the needs of the students with an Education, Health and Care Plan (EHCP) and other students with significant SEND needs. All new staff receive training about supporting students with a range of SEND needs. This is very personalised training, responding to teachers' individual concerns about how they can adapt their teaching to meet students' needs. Teachers seek advice from specialists in the SEND Team on a regular basis. The current staff in the SEND Team have expertise in cognition and learning needs, communication and interaction needs, SPLD difficulties including dyslexia & dyspraxia and social, emotional and mental health needs.

The SENCO and the SEN Manager both have the National Award for SEN Co-ordination.

When we have needed expert advice and support how have we secured that and what services have they provided?

We have sought advice from the following external services:

- Social Services when there have been child protection concerns for SEND students.
- Early Help Hub when families have required multi-agency support
- Early Break to support students involved in substance misuse
- Barnardo's to support students displaying risky behaviours.
- Educational Psychologist.
- The Inclusion Team for advice on supporting students with hearing difficulties and physical disabilities.
- Speech and Language Therapists

- Occupational Therapists
- Child and Adolescent Mental Health Services (CAMHS)
- School Nurse

Referrals can be made by the SENCO, Safeguarding Team, Heads of Year, SLT and school nurse. All referrals are made in consultation with parents and carers.

How we check how well we are doing in meeting the needs of students with SEND.

There are a number of measures in place to monitor the progress of students with SEND:

- All students are assessed in each subject every half term and subject leads track this data closely, so any underachievement is picked up in a timely manner.
- There are regular looks of students' books and lesson observations which look at the engagement and progress of students.
- There are opportunities for students to share their voice with staff in the SEND department.
- There is a quality assurance process for all departments carried out by the senior leadership team.
- There are regular drop-ins into classrooms to observe good practice which is shared with departments and following this the teachers are given advice on how to improve the provision for all students.
- Interventions are regularly reviewed to see what impact they are having; if there is little or no progress, the student will stop the intervention and other types of support will be discussed.
- There is report for governors every year which provides a summary of SEND support.

How we ensure that children are included in activities outside the classroom, including physical activities and school trips

All students are included in all school activities. Trips are open to all the students and key adults are assigned to those students requiring additional support. Individual risk assessments are made for students with physical disabilities.

How we provide for your child's overall wellbeing

At St Monica's, we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance.

Students are well supported by

- Staff Safeguarding training
- An anti-bullying policy
- Pastoral Team
- The use of social emotional and mental health interventions such as anxiety workshops, Art therapy and Lego therapy.
- Targeted support for individual pupils.
- Access to St Augustine.

At certain times, a child may need a particular adult in the school to talk to. This may be one of their teachers, their Head of Year, or a teaching assistant.

Some students may be given a pass which enables them to leave a classroom and go to the hub, where there is a key adult, if they feel they are having difficulty coping in the classroom.

Children with medical conditions will require a Health Care Plan. Where required, medication is stored securely and administered appropriately. All staff are made aware of children's medical conditions and if any trips are planned, there is always a risk assessment undertaken to ensure any child with a medical need can participate safely. There are First Aiders available in School.

How accessible is our school both indoors and outdoors for young people with special educational needs and/or disabilities

We strive to be a very inclusive school. There are no restrictions to access around the school. For further detail please refer to the accessibility plan, which outlines our strategies for improving access to our buildings, grounds, curriculum and communications.

St Monica's is an accessible building which can currently accommodate up to 1200 students at full capacity, and with its full complement of staff.

There is access for emergency service vehicles at the front of the building, and a member of staff will always meet any requested emergency service at this point. There are accessible parking spaces for visitors and staff.

A thorough risk assessment of the suitability of all the chairs and desks for students with physical disabilities has been carried out, as well as a risk assessment for moving around outside the school building.

We strive to make all our communication with parents/carers in clear, straightforward language. Whenever parents/carers request face-to-face meetings to discuss written communication this is always provided.

We endeavour where possible to translate important letters into the necessary languages for parents whose first language is not English. We also ensure we have interpreters for meetings where this is deemed necessary.

What are our admission arrangements for young people who are disabled and how do we prepare and support your children when joining the school and moving on from the school?

The school follows Bury's Admissions Policy.

If a parent of a child with SEN /disabilities chooses Our Secondary School, then special arrangements will be put in place. The parent and child will meet with the SENCO or SEN Manager, key teaching assistant and the Head of Year to discuss the student's needs, any previous support the student has received and how the school can support the child to realise their potential. The transition programme for Year 6 children runs over two days and extra visits can be arranged for students who may require it.

Preparing for adulthood

In Year 11 students with SEND can have extra meetings with our Careers Advisor to discuss the options open to them for the following years ahead. Students with EHC plans have termly review meetings to discuss their aspirations and hopes for the future. The students are supported with their college applications and a range of colleges. Particular care is taken to ensure our students with EHC plans receive as much support as possible from our Careers Advisor.

Where needed, students are supported in learning life skills such as handling money and using public transport. On GCSE results day, staff are on hand to support students in contacting colleges to discuss their grades and next steps. The school passes on all relevant information, such as assessments and exam access arrangements, to the student's next place of study or work.

What are our arrangements for handling complaints from parents of children with SEND about our provision?

If you have any worries or concerns, then please contact the Assistant Headteacher / SENCO in the first instance.

Please refer to the school's complaints policy which can be found on the website, for further details.

Glossary of Terms

- **SENCO** is the special educational needs co-ordinator in the school.
- The **SEND register** is a list the pupils who have special educational needs and disabilities so that the school can monitor the provision being put in place for the pupils. Pupils can come on and off the register at any time.
- **Education Health Care Plans** (EHCPs) are for children and young people aged up to 25 who need more support than is ordinarily provided in school or at SEN Support. The Plan outlines the educational, health and/or social care needs and sets out the additional support to meet those needs. There is a process involved in requesting an EHC assessment that may include getting assessment reports from school, parents, the pupil, an educational psychologist and/or medical professionals. EHC Plans are reviewed annually.
- **SEN Support** is a structure for students identified as having a Special Educational Need which provides special educational provision that is additional to or different from the provision ordinarily available in school.
- **Quality First Teaching** is the high-quality teaching in lessons that will meet most pupils' needs because teachers will tailor the teaching to a range of pupils' needs.
- **Interventions** are focused teaching programmes designed to enhance a pupil's knowledge, understanding or skills. They can take place within a lesson or outside of the lesson. They can be for one pupil or for a group of pupils. They run for a set period by the end of which it is anticipated the pupil will have accelerated their learning. They can be run by teachers or teaching assistants. They can cover any aspect of learning but are often to do with enhancing literacy and numeracy skills.
- A **Student Passport** is a plan for a SEND pupil's learning that supplements what the teacher has planned in lessons. They most often are compiled by the SENCO and shared with teachers to inform them about the pupil's needs, the objectives set and how best to meet the pupil's needs. They are reviewed regularly with each Pupil and shared parents/carers and staff.