



SAINT NORBERT'S CATHOLIC VOLUNTARY ACADEMY

Mission Statement: To live, love and learn in the footprints of Jesus.

SEND POLICY 2025

(INCORPORATING: COMMUNICATION AND INTERACTION POLICY / DISABILITY ACCESS PLAN)

UN Convention on the Rights of the Child

As a Rights Respecting School, we acknowledge our role as 'duty bearers' in promoting and protecting children's rights.



Special Educational Needs and Disabilities Coordinator (SENDCo): Miss S Tonge

SEND Governor: Mrs T Dyson

Introduction

St Norbert's Catholic Primary Academy is committed to providing an appropriate, high quality education to all the children in our school. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We respect individuals' differences, maintain high expectations for all and promote good communication between teachers, parents and pupils. We have knowledgeable and sensitive staff who understand the processes of learning and the impact that SEND can have on these children. We make creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers.

This policy explains how our mainstream school, St Norbert's Academy, makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements (SEN Code of Practice, Equality Act; Schools SEN Information Report Regulations). Our policy also defines how we operate within the overarching Our Lady of Lourdes CMAT policy for children with SEND.

Please see related school policies, including: Behaviour, Safeguarding, Diversity.

Involvement of parents: please note that the term 'parent' is used to refer to all parents/carers.

If you require further information about the provision for SEND in the school, please talk to your child's class teacher or contact the Special Educational Needs Co-ordinator (SENCO) Miss S Tonge. The Governor with oversight of SEND is Mrs T Dyson.

UN Convention on the Rights of the Child

As a Rights Respecting School, we believe in the dignity and worth of each child. Each child has the right to special education and care and a right to give opinions which will be taken seriously by adults. All adults should do what is best for the child.

Aims and Objectives

We want the aspirations and expectations of all children raised. We are concerned that all involved focus on better outcomes, rather than hours of continuous support. Our objectives are:

- To identify and provide the best possible outcomes for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice
- To operate a whole school approach, which sensitively adapts to the management and provision of support for special educational needs where pupils work meaningfully and inclusively with their peers
- To provide a Special Educational Needs Coordinator SENCO who will work with the SEND Inclusion Policy
- To provide support and advice for all staff and the families of those with special educational needs

Good Quality Personalised Teaching

Every member of staff is 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. Good quality differentiated teaching is the first step in responding to pupils who may have special educational needs. Additional intervention and support cannot compensate for a lack of good quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Regular Pupil Progress Meetings give staff the opportunity to closely monitor outcomes for all children and plan additional provision where required.

Identification and Assessment of SEND

How does the school know if children need help? What should I do if I think my child has special educational needs?

St Norbert's staff work with parents before children begin Nursery education. Health Visitors or a child's previous nursery setting will have completed checks at approximately two-and-a-half years old. Any existing particular needs will be identified at this stage and together, parents and staff will decide what 'next steps' are best for their child. This might involve working with other child-care provision, health professionals, speech and language therapists or other appropriate agencies. Once in mainstream education, we undertake baseline assessments which indicate the child's level of development on entry to school and follow this with regular progress reviews.

Special educational need might be indicated by progress significantly slower than that of their peers starting from the same baseline, or progress that fails to match or better the child's previous rate of progress or fails to close the attainment gap between the child and their peers. It can include progress in areas other than attainment for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The teacher and the SENCO consider all the information from within the school about the pupil's progress, in comparison with national data and wider expectations of progress. We work with parents as a team. We use high quality and accurate formative assessment, effective tools and early assessment materials. For higher levels of need, we draw on more specialised assessments from external agencies and professionals.

How does the school identify pupils with SEND?

The Special Educational Needs and Disability Code of Practice (0-25 years) states that:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others of the same age; or*
- *has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools*

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition (Code of Practice, 6.15).

For some children SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop (Code of Practice 6.20).”

Other issues which impact the progress of the child but which are not necessarily SEND might be:

Attendance and Punctuality; Health and Welfare; English as an additional language (EAL); being in receipt of Pupil Premium funding (PP); being a Looked After Child (LAC); being a child of Serviceman/woman; emotional and social needs.

In our school, we identify the needs of pupils by considering the needs of the whole child (whom we know well) which include not only the special educational needs of the child, but a holistic view of their needs. Pupils are only identified as SEND if they do not make adequate progress once we have trialled all other interventions/adaptations and good quality personalised teaching.

What key information/tests support the schools to assess pupils identified with SEND? How is the progress monitored and reviewed?

We adopt a ‘graduated approach’ with four stages of action: assess, plan, do and review.

Assess

In identifying a child as needing SEND support, the Early Years Practitioner or Class Teacher, working with the SENCO and the child’s parents, will analyse the child’s needs. This initial assessment is reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child’s progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working in school, the SENCO will contact them with the parents’ agreement.

Plan

Where it is decided to provide SEND support, and having formally notified the parents, the practitioner and the SENCO agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans always take into account the views of the child. The support and intervention provided is selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs will be identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

The Early Years Practitioner or Teacher remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEND support. The SENCO will support the practitioner in assessing the child's response to the action taken, in problem-solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress will be reviewed with parents on the agreed date. This is at least termly, in a meeting with parents. The impact and quality of the support will be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They will agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents will have clear information about the impact of the support provided and be involved in planning next steps.

Please see Appendix 1 for St Norbert's Graduated Approach Plan (GAP) format.

Support for Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism Spectrum Disorder (ASD) - including Asperger's Syndrome and Autism - are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

We support children in cases like these by discussing issues with parents in the first instance; then gaining advice from the Speech and Language Therapy Team or the Autism Spectrum Education Team (ASET) who assess, plan and provide programmes of support. The support package, matched to the child's needs, is delivered by school staff and reviewed together with parents. Staff use The Speech and Language Toolkit for children who have been identified with possible communication and interaction needs. This ensures that our children have the best possible start in speaking and listening skills. School staff fully understand the important link between good communication skills and good behaviour.

Support for cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) Children with severe learning difficulties (SLD), are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication. Children with profound and multiple learning difficulties (PMLD), are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. Depending on the difficulty they are experiencing, further screening may be carried out.

Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying

challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

We have clear processes to support children and to manage 'disruptive' behaviour which can be due to undiagnosed learning difficulties, communication difficulties, housing, family issues such as inconsistent parenting, bereavement, bullying or unhappy domestic circumstances. An Early Help Assessment may be used with the family in this case with support from appropriate agencies sought.

St Norbert's works closely with educational psychologists, the Child and Adolescent Mental Health Services (CAMHS) and the Complex Behaviour Team.

All members of staff promote our mission statement (see above) our 'Rights Respecting School' and our 'Good Behaviour Policy' so that children are aware of our high expectations. If behaviour difficulties continue, the Named Person, Mrs Mell, will become involved. Termly pupil questionnaires are completed to assess health, happiness and safety; from these, possible support may include:

- Drawing and Talking therapy
- 5 Ways to Wellbeing
- Circle Time
- Bereavement Counselling
- Use of Team Teach
- Work on Social Stories
- Restorative Justice
- Team building lessons/how to lose graciously
- Meditation
- Anger Management
- Designated time each week with the Named Person
- Use of playground buddies/ safe school ambassadors
- Referral to the Complex Behaviour Team

Please refer to the school's Behaviour Policy for further information. We also provide holistic support according to the child's need. We provide a fully extended school day with wrap-around care from 7.45am every school day until 6pm. All children are encouraged to become part of the school council and everyone's 'pupil voice' is heard.

We have an extensive range of extra-curricular activities available for all children. All children with SEND are included in activities outside the classroom, including school educational visits. Our primary aim is that children with SEND should benefit from the same 'offer' as all children, with adaptations – where required – to facilitate access.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

If a class teacher suspects a difficulty which has not been picked up by the two-year check or a health professional (as some difficulties may only arise as a child develops), the SENCO will speak with parents and refer the child to the School Nurse. Once a clinical diagnosis has been made, the school will follow the guidance and make suitable adjustments as recommended by the medical profession. For example, by:

- Using the appropriate font and size for a child with VI
- Using of an overlay/changing the computer background colour
- Changing the layout of the classroom
- Using visual symbols for the child to show when he/she is struggling
- Providing modified test papers where necessary
- Providing appropriate writing aids e.g. wedges, slopes, specialised grips

Managing Pupils needs on the SEND Register

We use a termly Graduated Approach Plan (GAP) for assessing, planning, delivering, reviewing and recording provision. These are living records to tell us exactly what needs have been identified, as well as how to remove key barriers to learning effectively (i.e. what works; the clear outcomes to be achieved within an agreed time frame, (not too long) and who is responsible for maintaining and updating the plan). Lines of accountability are made clear. The core expectation is that the teacher holds the responsibility for evidencing progress according to the outcomes described in the plan. This must be constantly referred to by the teacher as it will form the basis of pupil progress meetings.

How will the school support me to support my child's learning?

There are numerous ways in which we help parents to support their child's learning. All school staff are very happy to discuss how parents can further support their child; our 'open-door' approach enables rapid response to questions and enquiries. We provide homework diaries as a daily means of communication together with 'DB Primary' and 'My Maths' to promote Literacy and Maths at home. We suggest ways that parents can support homework and we hold workshops to support different aspects of the child's learning. We hold termly parent-consultation meetings with further appointments available where necessary. Staff discuss assessments, the plan, the support package and review with parents. Remote learning is used when necessary.

How will the school know that what they are providing is helping my child make progress?

Each term, all children are assessed. Teachers work with the Senior Leadership Team to explore why any child who is not making expected progress may require further support. For children making particularly small steps in progress, monitoring will be undertaken more frequently to support assessment of learning. If the intervention or strategy used has been ineffective, different strategies or resources will be implemented after discussion with SENCO, parent and child.

Who decides what support /resources should be provided - and how?

If the school requires additional support or resources, they will take advice from the supporting agency but much of the support and resources can be selected and provided by professionals within our school. The SENCO is responsible for evaluating the impact of the interventions and ensuring they are matched to the needs of the child. The Class Teacher, working with the SENCO, will revise the support provided in response to the pupil's progress and development, deciding on any changes to the support and expected outcomes in consultation with the parent and pupil.

What are the criteria for exiting the SEND Register?

If assessments demonstrate that a child is able to continue making progress within the class without regular intervention of additional support, following discussion with parents, the child will exit the SEND Register at the next Graduated Approach Plan (GAP) Review.

Effectiveness of SEND Provision

How will I know how well my child is doing?

Termly GAPs with updated results, termly parents' consultation meetings, weekly home-work diary, daily open-door policy with Class Teacher, annual children's reports and telephone consultations, are all ways of knowing how well your child is doing. The Class Teacher will take primary responsibility, however, to make sure that this occurs.

We aim to involve parents in the whole process and, wherever possible, gain the views of the pupil. If necessary, the SENCO will become involved and offer specialist support. We also involve external agencies to explain particular aspects of progress.

How do I know how well the school is doing in SEND provision?

Governors monitor the progress of all pupils each term and analyse the number of children who are benefitting from the provision. Our SEND Governor, Mrs T Dyson, monitors the effectiveness of strategies through Pupil Progress Meetings with the Headteacher and SENCO, reflecting on provision. Ofsted Reports also describe how well the school is doing.

What does the school data show about the effectiveness of your provision in terms of progress of pupils with SEND?

Governors monitor and evaluate the effectiveness of our provision through the Governor who has a special responsibility for SEND. She takes a close interest in individual pupils' progress results, comments from parents of SEND and results of termly data analysis.

What pastoral, medical and social support is available for children with SEND?

Please see the Medical Policy and Intimate Care Policy which further explore how we support personal care needs. Our 'whole-school ethos', Catholic Religious Education Policy, Behaviour Policy, Anti-bullying Policy, Rights Respecting School commitment, Relationships Health and Sex Education Policy, Restorative Justice approach and School Development Plan all promote children's wellbeing (please see our website for further details: www.stnorbertscrowle.co.uk).

Our Safeguarding Policy underpins our approach to ensuring the safety of children. Children with SEND contribute to all aspects of school life and are given roles of responsibility. All extra-curricular activities are available for pupils with SEND.

Training in SEND

What training have the staff working with pupils with SEND received? What training is planned? What specialist services and expertise are available in school/accessed by school?

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The SENCO receives regular training and attends both Trust and North Lincolnshire SENCO meetings in order to keep up to date with local and national updates in SEND.

We have specialist expertise within school: The SENCO has the National Award for SEN Coordination (NASENCo).

Our 'named person' in school is Mrs Mell, who is available to support children in a number of ways including bereavement counselling or behaviour support. Additional support is also provided by the Local Authority, such as the Complex Behaviour Team, School Nursing Team and a range of other services.

How would a school prepare for the admission of a child who has needs not previously supported in school?

The SENCO would firstly gather information from all stakeholders about the specific needs of the child, together with the Local Authority Offer for Primary Years <http://www.northlincslocaloffer.com>. The SENCO would contact the appropriate agency and arrange a meeting, together with parents initially, to discuss requirements. If specialist support was required, we would arrange this, together with purchase of necessary resources. If particular training was required by a member of staff, we would organise this as soon as possible. An Education, Health and Care Plan (EHCP) assessment would be considered.

Education and Health Care Plan

How does the school link with specialists in other services/access specialist support? How does the school signpost parents to other organisations for support?

If a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, the school will involve external specialists, after consultation with the parents. These specialists will be used to provide advice and carry out further assessments to ensure that the support the school has delivered continues to be appropriate. It may be necessary for the school or parents to consider the request of an Education, Health and Care needs assessment.

The school will work with the parents at this point to provide the Local Authority with as much information and evidence as possible. Once all of the information has been collated, the Local Authority will work with external agencies to determine whether or not an Education and Health Care Plan (EHCP) is required. Additional funding from the Local Authority should be available.

Once an EHCP has been issued, the SENCO will meet with the parents of the child to set appropriate targets and plan an in-school report based on the recommendations of the EHCP. The school will then meet with parents, the child and any external agencies on an annual basis to review the EHCP in the form of a person-centred review. This meeting is designed to fully involve the child (where appropriate) and parents together with professionals in evaluating how well the support is impacting on the child's well-being, progress and attainment and deciding whether any changes should be made.

The North Lincs Local Offer <http://www.northlincslocaloffer.com> provides signposts to support for all aspects of SEND.

Transition

How will the school support the transition of my child on admission to the school, moving on to the next class or key stage and in preparation for the new school?

A happy transition is important to all pupils but, sometimes for pupils with particular needs, this can be daunting. We try to make transition as care-free as possible. Before Nursery education, we have access to 'Shining Stars' sessions in school for new-born babies up to children of three years of age. These sessions allow families to familiarise themselves and become confident with our Nursery Staff and school.

Before mainstream education, our staff make home visits together with visits to other nursery settings to meet the children and parents. Before moving to new classes within school, we have several transition days to meet new staff, children and work in the new learning environment.

As our children go on to several different schools, transition offered varies, but we always ensure that children meet key staff from their secondary school and that they visit the new setting on more than one occasion. All children have many opportunities to work with children in secondary schools as we work regularly and collaboratively with a range of secondary schools.

For pupils with particular needs, we arrange for one of our Teaching Assistants to escort the child to the secondary school and stay with them until they have confidence to visit alone. The SENCO at both schools meet to discuss the particular support required and the best methods for transition. If a Y6 child has an EHC Plan, an early Annual Review is organised, so that all stakeholders have a part in planning special arrangements which may be required. The SENCO and class teacher provide detailed pen portraits for children in Y6 as part of the transition process. The pen portrait includes key school data and contextual information about the interventions a child may have had, as well as any potential social, emotional or other difficulties.

As part of our transition arrangements, we promote Careers, Education, Information, Advice and Guidance (CEIAG) to support children with SEND in identifying possible post-sixteen career pathways.

Accessibility Plan

How accessible is the school – indoors and out?

Our school identifies and removes barriers to learning. The school has good outdoor wheelchair access and parking for families with disabilities. Our outdoor classroom has a ramp, as do external doors, where steps would normally be required. Our indoor working environment is fully accessible and we have a toilet for those with disabilities. There is a medical bed for disabled-changing. We have painted lines, kerbs and static outdoor play equipment to provide better access for children with visual impairments. We also have child gates installed which give children access but allow us to cordon off areas.

We seek advice from external agencies to ensure that our school remains accessible for children in our care and to continue to implement our accessibility objectives.

Our 2025-2026 accessibility objectives are to continue to provide for all our pupils:

1. Full access to the curriculum with appropriate methods of learning for individual needs, e.g. modified large print from Visual Impairment Team, specialist resources, technology, additional adult support.
2. Full access to the physical environment and adaptations as required, e.g. separate work station, raised desk, even surfaces, sensory area.

What is the role of the SENCO?

The SENCO has an important role to play, together with the Senior Leadership Team and Governing body, in determining the strategic development of the SEND policy and provision in the school. She supports class teachers in assessing the needs of the children and adapting the curriculum to provide appropriate support. Other key responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the support staff in school and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND

- Liaising with early years providers, other schools and outside agencies
- Liaising with potential next providers of education to ensure a pupil and their parents are well informed about options and a smooth transition is planned
- Working with school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with particular needs up to date
- Monitoring the achievement of children with SEND

Other Roles and Responsibilities

The role of SEND Governor is to ensure that the needs of children with SEND are being fully met and that the policy is implemented, monitored and reviewed. The designated governor will also be responsible for reporting evidence of the above to the Governing Body.

The role of SEND Teaching Assistants is to support the implementation of Graduated Approach Plans.

The Designated Safeguarding Lead is Mr Alex Dawson, who as Headteacher is also responsible for managing funding for disadvantaged children.

The Class Teacher is responsible for reporting on the progress of the children with Special Educational Needs within his/her class against the targets set for individuals in the Graduated Approach Plan. The Class Teacher will record assessments each term, meeting timescales set, and reporting progress both to the child and to parents. The Class Teacher will be responsible for the transfer of data concerning SEND pupils and for the use of this data to inform planning.

Review

The effectiveness of this policy will be reviewed and evaluated by the staff. The Headteacher will report the result of the evaluation to the governing body and recommend any policy changes for approval as and when they become necessary.

Complaints procedure

Please see our school Complaints Policy for details.

Local Offer

Please see The North Lincs Local Offer www.northlincslocaloffer.com which provides signposts to support for all aspects of SEND in this area.

Policy reviewed: LGB March 2025

Signed:



Appendix 1



SAINT NORBERT'S CATHOLIC VOLUNTARY ACADEMY

Mission Statement: To live, love and learn in the footprints of Jesus.

GRADUATED APPROACH PLAN



SAINT NORBERT'S CATHOLIC VOLUNTARY ACADEMY

Mission Statement: To live, love and learn in the footprints of Jesus.

GRADUATED APPROACH PLAN

Date Reviewed: example		Next review date: example	
Name: example	Date of birth: example	Class: example	Teacher: example
Summary of need: (SEN Identification)			
Assessment Results: July 2022 levels: (Actual age 0y 0m) Reading age: 0:00 (NGRT) Spelling Age: 0:00 (SWST)			
Assessment summary: Record notes here about general progress and attainment. Previous December 2022 Targets: 1. To ... 2. To ... 3. To ...			
Plan Targets for March 2023: 1. To ... 2. To ... 3. To ... Expected Impact on Progress <ul style="list-style-type: none">Add brief summary here (why these targets – why now)			
Do / provision: <ul style="list-style-type: none">Add details of provision here Resources: <ul style="list-style-type: none">Add details of resources to support here <p>With support from the SENCO, the Class Teacher(s) will oversee the implementation of the interventions or programmes agreed as part of SEND support. The SENCO will support in assessing the child's response to the action taken, in problem-solving and advising on the effective implementation of support.</p>			
What does the child think / comments: Type comments here in discussion with child			
Child's signature:			
What will parents do at home to enforce provision? Add further information/guidance here			
What do parents think / comments:			

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Parent's signature:	Date:
Headteacher's / SENDCO's signature:	
Teacher's signature:	Date:

Appendix 2



SAINT NORBERT'S CATHOLIC VOLUNTARY ACADEMY

Mission Statement: To live, love and learn in the footprints of Jesus.

COMMUNICATION AND INTERACTION POLICY

Introduction

Our aim is to ensure effective communication and interaction within our environment and surrounding community, and this policy contains information to support delivery and practice at universal, targeted and specialist levels.

Communication is one of the ten core life skills listed by UNICEF, UNESCO and the World Health Organisation. It is at the core of all social interaction: without effective communication skills children will struggle to learn, achieve, make friends and interact with the world around them (Bercow, 2008). The skills of speech, language, communication and interaction are some of the most important skills affecting employability and lack of them impacts on later life chances.

Our school will ensure that all children and their families have access to a holistic education which enables every child to have access to the necessary teaching and support to promote equal life chances and well-being.

Aims

We aim for outstanding provision which ensures that all pupils' communication and interaction needs are fully met, as well as those of their families and all stakeholders in St Norbert's.

Access, entry and transition

Our Policy is to provide up to date information for all stakeholders. Early information routes are through our website www.stnorbertscrowle.co.uk which contains all pre-school information.

Visits to view the school with guided tour and discussion of prospectus and application form enable parents to have a one-to-one session with Nursery Staff. Families are invited to 'Taster Sessions' followed by a home visit where individual needs can be privately discussed. Questionnaires enable parents to choose which days they would like to attend Nursery sessions and cater for the inclusion of each child. These are complimented by our 'All About Me' booklet to enable a smooth transition. Children's needs, therefore, can be immediately identified and guidance given to help them through their pre-school journey and into the Nursery.

Parents of Nursery (or Reception) children are given daily opportunities for correspondence through our 'Open Door Policy' where staff greet families in the morning and hand over children personally at the end of the sessions. 'Book Chatter' opportunities each term enable children, parents and staff to work together to promote the best 'next steps' in education. Meetings for families again at the start of Reception Year allow staff to support a smooth transition into mainstream schooling.

Our early speech and language interventions are triggered by staff or parents noticing a difficulty. The 'language toolkit' is used to identify specific problems which are then monitored and improved using specific targeted work by the school staff or a speech and language therapist.

Throughout school, Reading Logs and Homework Diaries provide another form of communication between families and staff. Parent Consultation Meetings are held regularly (at least once each term) and feedback is requested after these meetings. Our open-door policy, where teachers greet children and their parents every morning and are available each evening, allow immediate discussion regarding any concerns.

In Year 5 and 6 we begin to prepare the children for their move into secondary education; all pupils work regularly with secondary settings to facilitate a smooth transition. Any additional support is organised well before children move up to Year 7 so that any additional needs, including those of the most able, can be addressed from the earliest opportunity.

Our school is a 'Rights Respecting School' and every child is seen as an individual who deserves the best education. Our staff all work towards that goal and our whole school ethos is to nurture our children holistically, providing them with every support necessary for them to achieve their full potential.

Staffing and Resources and Information sharing

Alex Dawson, as Headteacher, has overall responsibility for policy and practice. He ensures that parents, governors, staff and children access all the information necessary for the full inclusion of every child.

Mrs Mell, our 'Named Person' who is available to listen to any problems and to work with the Early Years team in identifying specific needs, meets with Speech and Language Therapists and families. Working closely with the Speech and Language Therapists in the Health Service, we are then able to provide specific programmes which are set by therapists and implemented by trained school staff. Staff and agencies involved are made aware of children's problems on a 'need to know' basis but parents or carers are always kept well-informed. Other specialists or agencies may also be required e.g. we have staff providing Occupational Therapy, Talking and Drawing Therapy or can obtain the support of an Education Psychologist.

We speak to pupils in a quiet, calm and positive approach following our 'Rights Respecting School' Policy and teachers speak to parents in a polite, professional and courteous manner.

Teaching and Learning Styles

To promote and develop positive communication and interaction in Early Years, children are given access to high-quality play provision with extended opportunities to communicate and interact with their peers. A baseline assessment is completed after the first two weeks in school and the children's progress is closely monitored using our own curriculum goals.

When children begin in Nursery, phonic lessons are used to develop pre-phonics skills and develop important areas of children's communication skills. Through these regular planned sessions, we target children's auditory discrimination, auditory memory, vocabulary and comprehension skills. These skills build the foundations for children to move on to our school phonics programme. Once children have developed the necessary skills, they begin a programme of Readwriteinc the term before they start full time school in reception. This is a phonics-based approach to speaking, reading and writing.

Our Readwriteinc. groups are well established to enable a highly structured, methodical and consistent approach to language, communication and interaction. We use a range of practical teaching and learning styles during these sessions such as differentiated work by both scaffolding and support given, outdoor learning, smaller phonics groups where necessary, partner reading, peer support, sensory resources and active participation.

A range of practical teaching and learning styles are used throughout the curriculum to ensure that all children are fully included. These include: visual timetables, photographs, computer programmes, differentiated written work, outdoor learning, dyslexia support, differentiated questioning styles to promote language and reasoning and talk partners.

Promoting speech, language, communication and interaction

Our school is committed to promoting speech, language and interaction. Each term, families are invited to join a 'Book Chatter' event which enables them to experience how the adults in the setting communicate with children and the types of activities to promote and target communication and language. We use this opportunity to promote speech and language through planned play activities. By attending these sessions in our setting, parents get the chance to make connections with other parents with children of a similar age.

Through these sessions, staff are able to make contact with children who may need support with communication and language and are able to identify these children and signpost parents to support. If these children are due to start our school Nursery, it allows us to identify any communication issues they may have, to allow us to put the required support in place quickly. We are also able to make sure children are accessing the different resources available to them such as the local library, Imagination Library and other professionals such as their health visitor.

Before starting at our school, children are invited to transition sessions in the setting which parents also attend. During these sessions, we plan communication and interaction-based activities based on story books and rhymes to model and promote how to develop communication with their own children at home. These sessions give school staff the opportunity to identify any communication needs early and discuss these with parents. Parents and children can access high-quality continuous provision in our nursery, as well as storytelling and rhyme sessions.

We have a wide range of Activity Clubs such as Drama or Activity Clubs, in addition to our daily Goldstar Out of School Club and Breakfast Club. These provide many opportunities to develop speech and language skills in a range of settings. Class assemblies are held twice each year where all children take part and practice their skills, according to age and stage. Our school is well-known for its speech and drama. Children are encouraged from a very early age to take part. Our school staff have all the necessary qualifications to identify the needs of individual children.

First wave intervention is quickly identified through the assessments carried out termly in Readwriteinc, where every child is assessed to measure attainment and progress. Through discussion with practitioners, any child considered with a difficulty is assessed using the Speech and Language Therapy Toolkit in discussion with Mrs Mell and SENCO, Miss Tonge. After support has been provided for a few weeks, decisions are then made as to what next steps are required. This might include referral to the Speech and Language Therapy Team where a programme of specific personalised support would be provided. Where extra training or support is required, we use specialist agencies such as Autism Spectrum Education Team (ASET) or Speech and Language Therapy (SALT).

All letters and school policies are posted on the school website; all parents have additional information sent through the Homework Diary and 'All About Me' link books.

Participation and user voice

St Norbert's Academy encourages participation and includes the views of children and young people, parents/carers, supporting services and the wider community through regular discussion, email, questionnaires, training and joint planning.

Professional development

Staff have regular training to inform their practice; targeted training is provided according to the needs of individual children and their families. Specialist services work closely with staff and children to ensure all needs are well met.

Policy reviewed: LGB March 2025