

SS JOHN & MONICA'S CATHOLIC PRIMARY SCHOOL

SEND INFORMATION REPORT 2014

INTRODUCTION

SS John & Monica's Catholic Primary School is an inclusive school. We offer a range of provision to support children with Special Educational Needs and Disabilities in order to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

This report gives an overview of the provision you can expect your child to receive at SS John & Monica's. If you have any questions about the content of this report please contact the school SENDCo (Mrs David).

BACKGROUND

Recent legislation changes in the Children & Families Act require schools to have a new approach to the management and provision for pupils that have a Special Educational Need or Disability (SEND). These changes became law on 1st September 2014.

Where possible all pupils will have their needs met in a mainstream school with access to the right resources, professional experts and best teaching. This will ensure progress for all. As part of this new approach all schools are required to publish information about how they support pupils with SEND.

Children, young people and their families will be more involved in decisions about the support they receive. Education, Health & Care Plans will replace Statements of Educational Need from September 2014. Schools will still maintain records about pupils who have additional needs but where they have previously been referred to as "School Action" and "School Action +" to indicate the support they receive, this will be replaced with a single school based category called "School Support".

The 4 broad areas of SEND remain as follows:

- Communication & Interaction Difficulties
- Cognition & Learning
- Social, Emotional & Mental Health Difficulties
- Sensory &/or Physical Difficulties

WHAT IS SEND?

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

"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 them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age
or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities."

WHAT IS THE LOCAL OFFER?

As a result of the Children & Families Act, Local Authorities are required to publish and regularly review the information and services they provide for children and young people who have Special Educational Needs & Disabilities (SEND). The services provided by the Local Authority are accessible to children and young people aged 0-25. Each Local Authority refers to this as the Local Offer. It is hoped that Parents and Carers will be able to access support, advice and information on services for their children by accessing the Local Offer site.

Each school in Birmingham will link their SEND Information Report with the Local Offer website so that parents can find the school that meets their children's needs more easily. You can find the Birmingham Local Offer at www.mycareinbirmingham.org.uk.

WHO ARE THE PEOPLE I NEED TO TALK TO AT SS JOHN & MONICA'S ABOUT MY CHILD'S DIFFICULTIES WITH LEARNING/BEHAVIOUR/MOBILITY OR OTHER SEND?

- In the first instance you should talk to your child's class teacher about any concerns you have. Your child's class teacher will be planning and preparing the work that meets your child's needs. They are in the best position to talk to you about how those needs are affecting the learning.
- Class Teacher's will continue to write IEP's (Individual Education Plans) for pupils who need "School Support" and these will be posted home to you each term. You will be invited to attend a review each term to discuss your child more formally.
- Class Teachers will seek advice from the SENDCo to support them in their planning and assessment of pupils with SEND.

- The school has a SENDCo/Inclusion Manager (Mrs David), who is available for more detailed discussions about your child's needs. You will be invited to meet with the SENDCo at the end of each term to discuss your child's progress if they have a SEND.
- The role of the SENDCo is:
 - to ensure that all children with SEND are identified and supported in school (and maintain records of these pupils)
 - to maintain an up to date policy for SEND to support school staff
 - to co-ordinate training/specialist support for staff
 - to monitor the progress and attainment of pupils with SEND
 - to ensure appropriate resources are available for staff & pupils
 - to liaise with professional support agencies who will work with children and families in school
 - to ensure that all pupils have equal access to facilities, services, resources and opportunities while at school
 - to ensure appropriate information sharing with agencies working to support the child, young person and family
 - to refer pupils for EHC Plans and support the process of ensuring wrap around provision from 0-25 for pupils who need it
 - to work with parents so that you are informed about your child's progress, are aware of what support they are receiving and where to go for more assistance, and are part of the review process.
- The Head Teacher (Mrs Walker) is responsible for the day to day management of the school including support for SEND pupils. The Head Teacher will ensure that class teachers and the SENDCo meet their responsibilities and that the needs of all children are met.
- The Governing Body of SS John & Monica's is responsible for ensuring that pupils with SEND have their needs met. The SEND Governor at SS John & Monica's is Mrs Anne Murphy. She can be contacted at the school.
- The Local Authority has a department that supports pupils with SEND. The Special Educational Needs Assessment & Review Team (also referred to as SENAR) oversees the creation of Education, Health & Care Plans.

WHAT ARE THE DIFFERENT TYPES OF SUPPORT AVAILABLE FOR PUPILS AT SS JOHN & MONICA'S?

We pride ourselves on offering quality first teaching to all pupils. Every child at SS John & Monica's gets the same opportunities. Your child's class teacher will:

- have high expectations for your child and all pupils in their class.
- offer an inspiring and creative curriculum driven
- base their teaching on building on what your child already knows, can do and can understand.
- adapt their teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning.

- have carefully checked on your child's progress and decided if your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- write your child's Individual Educational Plan (IEP) and share and review these at least once a term with parents.
- have specific strategies in place to support your child to learn.
- use additional or different strategies for motivation and management of your child's behaviour.
- plan interventions that are targeted and have a rapid impact on learning.

Our Teaching Assistants in school will:

- support other children's learning in the class allowing your child's class teacher to focus on them different groups at different times.
- support your child's learning by developing questioning, modelling the learning and use of practical equipment to aid understanding.
- inform the class teacher (and SENDCO) of your child's progress.
- run specific group work which is overseen by the class teacher or SENDCo.
- provide one to one intervention work.

The school works closely with external agencies to support staff training and to work with pupils in class/in withdrawal groups. For pupils requiring "School Support" these agencies currently include:

- Educational Psychology Service
- Pupil & School Support
- Communication & Autism Team
- Health Education Service
- School Nursing Service
- City of Birmingham School
- MASH
- Speech & Language Therapy
- Sensory Support (Hearing Impairment and Visual Impairment)
- CAMHS (Child & Adolescent Mental Health Service)
- Malachi
- CAF/fCAF Team (Common Assessment Framework)
- EAL/Translation Support
- Victoria Outreach/NHS Occupational Therapy
- Attendance Officer
- Parent Partnership

We will always ask for your permission when we think an outside agency would support your child's needs. We will ensure that you receive feedback about your child from the professional who has been working with them or from us.

The class teacher will ensure that all children have access to good and outstanding teaching with a curriculum that is adapted to meet your child's needs. After checking on the progress of your child, resources may be adapted

and particular aspects of work be targeted. Nearly all children with special educational needs will follow the main curriculum.

In Maths and English, a child may have an area of knowledge and understanding that is very significantly behind where the expectation is for their age. Other children have gaps in their understanding which are a barrier to their progress with the rest of their class. Where this is the case these children may have concentrated learning to address these specific needs for as long as is necessary.

We ensure that the curriculum we plan is resourced to meet the range of "School Support" needs of pupils in our school. These resources include:

- Access to a range of supportive ICT interventions (such as iPads and Tablets)
- Aids to support pencil grip and fine motor skills
- Handwriting support
- Activities to promote communication
- Speech and Language Activities
- Activities to promote improved comprehension/understanding
- Visualisers/Whiteboards
- Peer Tutoring
- 1:1 support for focussed areas of the curriculum
- Small group tuition/Booster Classes
- Pre Tutoring of new themes/concepts/vocabulary
- Social Skills Lessons
- Pastoral Support Groups/Behaviour Mentoring Support/Buddy's
- Sloping Boards/Coloured overlays/easy grip scissors/a range of pencil thicknesses and grips
- Writing Frames/Writing Checklists
- Visual Timetables
- Precision Teaching
- Language Land/Narrative Land
- Reading Recovery
- Reciprocal Reading
- Medical Protocols for pupils with allergies and complex medical needs
- Cued Spelling/Displays of Key Vocabulary
- Athletics/Reading Eggs/Toe by Toe
- Springboard (Maths Wave 2 Intervention)
- Modified texts and resources (size/colour/content)
- Effective reward and sanctions within framework of the behaviour policy

This is not an exhaustive list and your child's class teacher will be able to talk to you about what support your child receives and how you can support them at home.

Many children will make excellent progress with but some pupils may need more help than we can provide at the "School Support" level. For these pupils it might be necessary to decide if they would benefit from having a Statutory Assessment of their Needs:

- The school (or you) can request that the Local Authority SENAR Team carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an Education, Health & Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of "School Support" and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Under the Equality Act, Schools are required to make sure that all reasonable adjustments are anticipated and made to ensure equality of access to our services for pupils with SEND. As part of this duty we are required by law to ensure that auxiliary aids and services are provided where necessary for pupils with disabilities. As part of our compliance with the Equality Duty we set an annual Equality target to monitor our inclusive practice.

HOW CAN I LET THE SCHOOL KNOW THAT I AM CONCERNED ABOUT MY CHILD'S PROGRESS/BEHAVIOUR IN SCHOOL?

If you have concerns about your child's progress or behaviour you should speak to your child's class teacher initially. Your child's teacher observes their work and behaviour regularly and will have many suggestions for working together to get the best results. If you continue to be concerned that your child is still not making progress, you may speak to the Special Education Needs & Disabilities Coordinator (SENDCo). This will allow other agencies to become involved. The school SEND Governor can also be contacted for support. If you feel that your concerns have not been addressed you can speak to the Head Teacher.

HOW WILL THE SCHOOL LET ME KNOW IF THEY HAVE CONCERNS ABOUT MY CHILD'S LEARNING/BEHAVIOUR IN SCHOOL?

If your child is identified as not making progress your child's class teacher or the SENDCo will contact you and will set up a meeting to discuss this with you in more detail. We will:

- Listen to any concerns you may have too.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child's learning.
- Support you by signposting agencies to help the family.

HOW IS EXTRA SUPPORT PROVIDED TO CHILDREN AND HOW DO THEY MAKE PROGRESS IN THEIR LEARNING?

The school receives an annual budget from Birmingham Local Authority and a certain amount of this (called the Notional SEND budget) is earmarked to support pupils with SEND.

- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the Inclusion manager/ SENDCo discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
 - the child's view will be sought informally and for review meetings; this may not always be possible with very young children / children with delayed development

We will identify the needs of pupils on a school provision map (in consultation with all of the support services we access) which identifies all resources/training and support needed and is reviewed regularly and changes made as needed. As pupils make progress we will consolidate their skills and knowledge, support will not be taken away unless we are sure that your child is independent and confident in their learning.

WHO ARE THE OTHER PEOPLE PROVIDING SERVICES TO SUPPORT SEND PUPILS AT SS JOHN & MONICA'S?

Support Services directly or partly funded by the school are:

- Teaching Assistants
- Additional Teachers/Booster Teachers

- Malachi Trust
- Educational Psychology Service
- Pupil and School Support Teacher (Assessment, advice and resources for children with literacy or maths difficulties including Dyslexia, as well as assessment for cognitive development)
- Speech and Language Therapist

Support Services provided and paid for by the Health Service or Local Authority:

- School Nursing Service
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Services
- Communication & Autism Team (Vauxhall Gardens)
- Sensory Service for children with visual or hearing needs
- Physical Impairment Team from Victoria Outreach
- Parent Partnership (Independent Advice)

WHAT TRAINING AND SUPPORT DOES THE STAFF RECEIVE TO HELP THEM SUPPORT PUPILS AT SS JOHN & MONICA'S WITH SEND?

The SENDCo and Head Teacher will ensure that staff training and preparedness is kept up to date in all aspects of SEND care and provision.

Support will be provided to staff to ensure that their IEP's are appropriate and will help pupils with SEND to make progress. IEP's will be sent to you so that you can support your child at home.

Teachers and Teaching Assistants will access training from the professional and medical agencies who work with our school. Staff have been trained in managing pupils with ASD (Autistic Spectrum Disorders), Dyslexia, Dyscalculia, Speech and Language Difficulties, Children with Medical Conditions, Managing pupil behaviour, Team Teach Restraint Training, Wave 2 and Wave 3 interventions in Maths and English, spelling strategies, reading strategies, use of ICT to support SEND etc.

Staff are sent on appropriate courses to help them plan, support and assess pupils in their classes.

HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING AT HOME?

Your child's class teacher is available after school or by appointment to discuss your child's progress or any concerns you may have. It is important to share information about what is working well at home and at school so that similar strategies can be used. We will invite you to an annual INSPIRE workshop to learn strategies to help you help your child with their Maths and English.

The SENDCO will meet with you to discuss your child's progress or any concerns/worries you may have at regular review meetings. The SENDCo may invite you in for additional meetings to discuss any urgent concerns or referrals.

We will always share information from outside professionals with you. You will either speak with the person involved directly, or where this is not possible, we will provide a copy of their report or we will feedback on their behalf.

IEP's will be sent to you each term showing some of the additional targets we will be working on with your child. These targets will be reviewed with you each term. At the review meeting you will be able to talk to your child's class teacher and teaching assistant. You will also be able to discuss your child at our termly Parents Evenings.

Your child will receive homework. It will be adjusted as needed to meet your child's individual needs. Your child's class teacher will be happy to discuss other support materials with you and if given enough notice can provide additional work for you to do at home.

A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. These communication books are especially useful if you are unable to see your child's class teacher daily/regularly.

HOW WILL THE TEACHING BE ADAPTED FOR MY CHILD?

Class Teachers will plan topics and lessons according to the specific needs of all groups of children in their class. They will ensure that your child's needs are being met.

Teaching Assistants can adapt the teachers planning to support the needs of your child where necessary. This is always done under the supervision and guidance of the class teacher and/or the SENDCo.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs.

HOW WILL WE MEASURE THE PROGRESS OF CHILDREN WITH SEND?

Your child's progress is continually monitored by their class teacher. Progress is reviewed formally every term. Currently we will be recording a Level of Attainment and measuring the amount of progress against the Learning Objectives in your child's year group (using the New National Curriculum). The Head Teacher and SENDCo will oversee the assessments of pupils with SEND to ensure that they are making appropriate progress and attainment.

Children in EYFS are measured against the age related attainment bands in Development Matters. By the end of Year R pupils should be confidently within the 40-60 month band of attainment. Where it is becoming clear that a child is not going to reach their age appropriate band we will meet with you to discuss what this means and what we can do to prepare your child for Year 1.

If your child is in Year 1 and above, and they are not yet working on at the level of the New National Curriculum, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'. We will continue to report progress in terms of P Levels for pupils where this is relevant until we are advised differently by the Department for Education.

At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. This is the final year of SATs in their current form. From next year the testing process will be different and we will discuss this with parents when the changes occur.

Children with a Statement of SEND can be dis-applied from SATS testing if they meet the criteria for this, some children will be permitted extra time, a reader or a scribe. We will advise you if your child will receive additional support to access their end of Key Stage tests.

Children receiving "School Support" will continue to have an IEP which will be reviewed, with your involvement, every term and then a plan for the next term will be made.

The progress of children with a statement of SEND/EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's Education, Health and Care. We run a system of child friendly reviews at SS John & Monica's (PCR's). Children with complex needs are usually selected for these very in depth reviews to ensure the best outcomes and information sharing.

The SENDCo will check that your child is making good progress within any individual work and in any group that they take part in.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE SCHOOL CLASSROOM, INCLUDING SCHOOL TRIPS?

As an inclusive school every child will have opportunity to access all areas of the curriculum. Therefore provision for trips and activities will be adapted to individual needs. Any child needing very specific help will have this discussed between school and home. We will make all reasonable adjustments working in

consultation with the venues we use, to ensure all children can make educational visits. We will be mindful of Health & Safety in all decisions we make.

HOW ACCESSIBLE IS SS JOHN & MONICA'S SCHOOL BOTH INDOORS AND OUTDOORS?

We have made every effort to ensure that we are fully compliant with the DDA. Our school building was built in the 1970's and has at least 6 different floor levels. We have steps connecting classrooms and different parts of the building, as well as steps within classrooms themselves. The Governing Body have determined that it would not be reasonable to make the extensive adaptations necessary to make our school fully accessible. Unfortunately this means that our building is therefore not suitable for pupils requiring wheelchair access.

Those pupils with serious mobility issues (not requiring a wheelchair) would need to be considered on a case by case basis where we could determine the safety and access requirements possible. We do however have a disabled parking bay, a toilet and wheelchair access to our front and hall entrance is possible by ramp.

After school extracurricular activities are accessible to all children who attend SS John & Monica's. We ensure that all equipment used in school is accessible to pupils of all needs.

HOW WILL WE SUPPORT YOUR CHILD WHEN THEY ARE CHANGING CLASS OR MOVING TO ANOTHER SCHOOL?

Transition can be difficult for all children but for pupils with SEND there are more things to consider ensuring a smooth movement from one class to the next and from one school to the next.

We always encourage children new to the school to make visits beforehand with their family to enable them to become familiar with their new setting. We can arrange for pupils planning on joining us to spend a half day with their new class so that their actual first day is not so daunting. Class teachers will set up a "buddy" to support the new pupil and make them feel welcomed.

Before children join us in Year R (Reception) we visit their nursery to see how they are coping in their current setting. Home visits can also be arranged to allow key school staff to meet parents/carers and children in their home environment first if we feel that this would be useful. For pupils with ASD or other Communication related SEND we can work with the family and nursery to create Social Stories that will ease the child into their new school.

At the start of each year we arrange a Parent Meeting so that you will be able to come to your child's class and discuss key routines and procedures with the class teacher. As children progress through the school, they will all participate in

a transition day, where they will have the opportunity of spending part of the day in their new classroom with their new teacher.

Class Teachers have a Transition Day at the end of each school year. The current class teacher will pass on important information about the child's education and welfare to their new teacher. Children's IEP's and Review information passes to the next class. The SENDCo may also become involved during this information sharing process.

When transferring from one primary to another (in year transfer), all electronic and paper records will be sent to the receiving school within 15 days of the child leaving. We will follow up all leaving SEND pupils with a courtesy phone call to the SENDCo of the receiving school to make sure the child's file has been received and to answer any questions. To aid a smooth transition, a carefully planned programme supports each SEND child.

When transferring to secondary school, additional visits can be organised to help the child feel more confident about their next setting. Meetings between parents/carers, key primary and secondary school staff and the pupil can be arranged to enable effective information-sharing and important questions to be addressed. We have excellent links with all of the local Secondary Schools and can make suggestions to support you choosing the right school for your child. Year 6 SEND pupils are usually offered Summer School placements at their Secondary School to allow for an easier transition.

HOW DOES SS JOHN & MONICA'S LINK TO THE BIRMINGHAM LOCAL OFFER?

The Birmingham Local Offer will be found at www.mycareinbirmingham.org.uk and will give parents a wealth of advice about how to support their children through the process of selecting the right school, knowing where to find support required and how to access additional services to meet your child's needs.

Information about SEND and Schools in Birmingham can also be found at <http://www.birmingham.gov.uk/schools>