

SPECIAL EDUCATION NEEDS AT SS JOHN & MONICA'S CATHOLIC PRIMARY SCHOOL

STATEMENT OF INTENT

Our policy for Special Education Needs has its foundation in the Mission Statement of the school and has been developed in accordance with the new SEN and Disability Code of Practice (2014), the Special Educational Needs and Disability Regulations (2014), the Children and Families Act (2014), the Equality Act (2010) and "Supporting pupils at school with medical conditions" (DfE 2014).

This policy is to be read in conjunction with all Birmingham LA statutory and non-statutory guidance on the application of the Code of Practice (including Standards for Inclusion) and Inclusive practice and equality. Due regards must also be paid to SS John & Monica's Policies for Assessment, Target Setting, Admissions, Behaviour, Intellectually Able and Talented Children and Equality as they have bearing on the application of this policy. All school policies should make a reference to the Special Educational Needs and Disabilities within that subject area.

SS John & Monica's recognises and values all children as individuals and as such all children are entitled to a quality education that recognises their individuality and responds to their personal, social, emotional and academic needs. We feel that within this recognition of individuality is the potential for children to have a range of academic and behavioural levels and our aim is to respond quickly and appropriately to their needs as far as resourcing will allow.

We recognise that some children will have a "Special Educational Need and/or Disability" (also referred to as SEND in this policy) at some stage of their school life. These needs will come in a range of type (e.g. Moderate Learning Difficulty, Autism), severity and duration and therefore the need for constant observation, assessment, target setting, liaison with parents and external agencies and review of all children is paramount to fulfilling our commitment to a quality education for all. As a result of this cycle of assessment and review we can ensure that all children are offered a curriculum which is broad and balanced, addresses their individual needs and has staff that are responsive to difficulties and ensure quick intervention where necessary.

At SS John & Monica's we strive to bring school and home into closer and more effective communication in all aspects of their child's life. We involve parents in all stages of the Special Educational Needs process and aim to provide a supportive network exchange of information and to help parents help their children.

Changes in circumstances can impact the needs of the child and we encourage parents to contact school to discuss their children whenever this may be the case, likewise teachers will contact parents as soon as difficulties become apparent. The child is central to education and at all stages of planning and review we aim to make children involved in their goals, ensuring they are consulted whenever practicable and

their viewpoint noted. Such records are good indicators of the less measurable success criteria such as improved self-image, confidence, and perception of ability and areas of interest. We aim to give children ownership of their learning and the opportunities to evaluate their achievements.

BACKGROUND

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 updated 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.”

Some of these children may need support to access differing areas of the curriculum or environment and this support may be assistance from an adult, equipment, longer time to complete activities etc. The exact nature of the support these children can receive will be determined by the type and severity of their Special Need.

- A child who has displayed evidence of work (and then after further assessment) that is significantly below the level of their peer group in English or Maths and continues to fall behind.
- Children who display a difficulty in learning generally and are behind the level of their peers in subject areas other than Literacy and Numeracy.
- Children who have a learning disability which prevents access to equipment and/or curriculum that their peer group are accessing.
- Children who have developmental difficulties and whose physical and/or academic progress is affected and need additional support that their peer group do not need.
- Children who are showing challenging behaviours in classroom, playground and/or home settings and these behaviours are having a detrimental affect on themselves and/or the curriculum access of their peers.
- Children who have specific difficulties related to Speech, Hearing, Vision or which require intervention or awareness at school.
- Children who have Physical conditions that affect their access to environment and/or curriculum.
- Children who have complex medical needs.

Children may have one or a selection of the above difficulties and we aim to provide and effective intervention for the children who fall into these categories. This list is not exhaustive and provides an example of our interpretation of SEN. We recognise many variations and levels of Special Educational Need and/or Disability and look at each child individually when assessing their needs.

SS John & Monica's also feel that children who are exceptionally high achievers, well above the norm for their age group, are also in need of an individualised programme, which challenges and stimulates them. (See Intellectually Able and Talented Children Policy)

All children are potentially intellectually able and/or talented and in some way we aim to effectively monitor and address SEND we also monitor children who may need an accelerated curriculum (within the expectations of the depth and breadth of the new National Curriculum).

We offer opportunities for children with talents to share their skills at school, develop in areas where they have flair (such as art or music) and to participate in after school activities, which may extend their interest and achievement in their area of excellence. We look for the children who may be academically gifted in order to offer them an accelerated curriculum.

Staff who believe they have a child who is displaying academic excellence beyond that expected in a high attaining school are expected to approach the parents and the Intellectually Able and Talented Co-ordinator to arrange a specific programme, which is provision beyond that offered, by normal differentiation/extension activities. Potentially gifted children will be working at a significantly higher level of attainment than their same age peers.

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. Our SEND Information Report is available on the school website and in this policy and you can find the Birmingham Local Offer at www.mycareinbirmingham.org.uk.

MANAGEMENT OF SPECIAL EDUCATIONAL NEEDS

The implementation of this policy is the responsibility of the whole school staff. Teachers are accountable for the provision they make for the SEND children in their settings working in collaboration with families, Teaching Assistants and external agencies. Active involvement of parents and pupils is welcomed and encouraged at every stage of the SEND process at SS John & Monica's. SEND can be a cross curricular concern and can impact all aspects of school life. SEND is therefore always an issue at School Development Meetings/Planning.

The SENDCo has an Action Plan to address short and medium term goals, and INSET and has been a focus. All school policies are expected to make overt reference to meeting SEND in that subject area and all subject areas should consider SEND provision in their budget priorities to ensure a bank of resources is available when needed.

The Special Needs Co-ordinator (also referred as SENDCo) is managerially responsible for SEND provision at SS John & Monica's. The SENDCo has responsibility for the day-to-day operation of the school's SEND and Inclusion policy and for co-ordinating provision, resourcing, external agency intervention and staff development in SEND. The SENDCo ensures that staff meets their responsibilities, delivers INSET and arranges INSET where there is a shortage of in-house expertise. The SENDCo has a job description, which is reviewed annually and details fully what is expected below is an abridged list of some of these roles. The SENDCo's role is to ensure that legal and policy requirements are met fully.

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 ore 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 and an Inclusion Manager who are 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)
 - Ensure the day-to-day running of the SEN Policy and monitor/review its application
 - Lead review meetings with parents and staff
 - Attend CAF/TAF meetings related to SEND pupils
 - Plan and organise TAC meetings as required
 - Offer support to staff in how to write IEP's (Individual Education Programmes). GEP'S (Group Education Programmes). BEP's (Behavioural Education Plan). The SENDCo will also support with staff with record keeping/review preparation sheets.
 - Maintain a file on each child who is identified as requiring School Support and Education and Health Care Plans (EHCP's). These files contain any IEP's/GEP's/BEP'S, review sheets, any record keeping made by staff and any correspondence from external agencies. Consent documentation from parents is kept here also.
 - to maintain an up to date policy for SEND to support school staff
 - to co-ordinate training/specialist support for staff
 - to organise training and support for the SEND Champions (TA's) in their core area of SEND expertise
 - 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
 - keep in regular formal and informal contact with parents/carers to inform them of their child's progress
 - be available to the governing body to discuss SEND issues
 - be involved in the ongoing professional development of the staff
 - be responsible for the ordering and maintenance of SEN resources to ensure a range of stimulating materials for effective implementation of IEP's/GEP's
 - send relevant SEN documentation to the transfer schools of each successive Y6 class and other children who change school during the year
- 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.

INCLUSION TEAM

The SENDCo is Mrs C Jena.

The Behaviour Co-ordinator is Mrs M Elliott.

The Intellectually Able and Talented Co-ordinator is Mrs H Mackay.

The Inclusion Manager is Mrs M Elliott.

The EAL Co-ordinator is Mrs A Austin.

OBJECTIVES OF THIS POLICY

At SS John & Monica's we have compiled a set of objectives or ongoing goals for staff to address and review. The SEN Department also has an annual Action Plan devised by the SENDCo, which addresses more specific short-term goals.

As staff, we are committed to;

1. Developing an awareness of the Code of Practice and the Equality Act among all teaching, non-teaching staff and Governors to ensure that all statutory and non-statutory guidance is understood and applied as appropriate.

2. Ensuring that SENDCo and professional development opportunities keep staff up to date with developments in the field of SEN provision through good dissemination.
3. Ensuring that SS John & Monica's is an inclusive educational provider in so far as it is practicable in terms of resourcing, staff expertise and meeting the needs of the child.
4. Ensuring that all staff are aware of their responsibilities and role in the identification of children who may need intervention, the completion of planning and record keeping, keeping evidence of achievement and liaising with parents and external agencies at the request of the SENDCo
5. Ensuring a differentiated and scaffolded curriculum for all children through the effective use of formal and informal assessment methods (see assessment Policy) that allows all children to learn at a rapid rate and access the new national curriculum. Staff are expected to keep up to date curriculum planning, any additional SEN planning and any required record keeping which is succinct and informative.
6. Ensuring that we are an inclusive setting in all aspects of curriculum and school life in general.
7. Ensuring the active development of the home/school partnership by involving carers in the planning and review processes surrounding Special Educational Needs. Parents are welcome to visit the SENDCo and Class Teacher to discuss their child's progress at the review meetings and at another time when they are concerned.
8. Ensuring good liaison with the external agencies when required in order to enhance the delivery of SEN provision in school.
9. Ensuring that children with SEN have access to appropriate resources.

AT SS JOHN & MONICA'S WE AIM;

To provide a secure, happy, stimulating and attractive environment, where every individual is valued and nurtured in an atmosphere that encouraged the belief that every child has a valuable contribution to make to the life of the school.

To promote the intellectual, moral, social, spiritual, aesthetic and physical development of every child to their full potential by means of a differentiated curriculum that meets the needs of the individual.

The Head Teacher has ultimate responsibility for all aspect of school life including provision for SEND children. The Head Teacher keeps the Governing Body fully informed. The Head Teacher devolves the daily management of SEND to SENDCo.

Class teachers have the primary responsibility for the management and organisation of SEN in their classrooms with the support and monitoring of the SENDCo. IEP's and GEP's are kept in the teacher's Special Educational Needs folders for day-to-day reference and amendments if necessary. Teaching

Assistants keep files of their interventions with SEN children also. These records are the responsibility of the teaching assistant and should be monitored by the class teacher as part of the ongoing sharing of information about children in their class.

We firmly believe that children learn best in their class with their peers and limit withdrawal sessions to opportunities when it will be the best provision. This includes specialist medical support such as Speech and Language therapy and Occupational Health. We ensure that all TA's are trained in aspects of these medical interventions so that we can provide a consistent support in the absence of the specialist.

The Behaviour Co-ordinator (also referred to as the BeCo) is responsible for children with Behavioural issues and works closely with the Head teacher, parents and class teachers. Children with Behavioural needs have IBP's (Individual Behaviour Plan). There is the same cycle of review and target setting but on a shorter cycle of 6-8 weeks rather than 1 term with IEP's/GEP's.

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 the parent) 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 (part funded by school)
- 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. You will be invited to reviews and copies of those review notes will also be sent to you.

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. We aim to close the gap for children as quickly as possible so that they have the best learning opportunities. We are mindful that different children will have different strengths and talents no matter their level of additional need – we aim to nurture all skills and talents so that all children can see that they are learners at their own speed and are good at a range of things.

All pupils receive access to all subjects of the national curriculum – this is their right and we ensure this is the case.

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 requirements of the original 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. Visitors in wheelchairs have access to certain parts of the ground floor and we would ask for those needing ramp access to let us know in advance to allow the necessary preparation to take place

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>

ADMISSION ARRANGEMENTS

The Governing Body of SS John & Monica's has laid down its criteria for admission. This policy is in line with Diocesan and Governmental guidelines and is available for inspection in the school prospectus, website or on request to the school office.

All children are welcome to SS John & Monica's School and all parental requests for admission will be treated equally and without discrimination. The only defining criteria for entry are the measures identified in the admissions document.

SEND children who fulfil the criteria for admission will be offered a place provided the class of entry has available spaces. At SS John & Monica's we are committed to maintaining the optimum class size of 30 and ideally will not exceed this. Parents are requested to inform school at the point of application if their child has a Special Educational Need or Disability only to ensure that we can let parents make an informed decision about what we as a school can offer and to allow us to prepare for the child's arrival. We will make all reasonable adaptations to curriculum and building fabric to aid the inclusion of any child whose parent requests admission.

Where we are unable to offer a place or it is deemed inappropriate to the child's needs to take a place at SS John & Monica's, we will work with the LA and offer support for the parent in the selection of an alternative placement (including managed moves between schools).

SS John & Monica's prides itself on its inclusive practice.

SCHOOL ACCESS AND SEND EXPERTISE

SS John & Monica's is a multi levelled building with large staircases as the only means of access to the upper floor. The main entrance is accessible to wheelchairs and mobility aids. We have a ground floor toilet with widened access. Parents considering SS John & Monica's should be aware of the geography of the building and the many stairs that we have to allow all around access.

Adjustments to the internal fabric of the building would be necessary on a case-by-case basis due to the expense of extensive works and the feasibility of those works in such a difficult building. We are aware of our legal duties to provide reasonable adjustments and the Governing Body is the arbiter of what is deemed reasonable.

There is no unit that caters for SEND specialisms such as Communication disorders at SS John & Monica's, however we ensure children with vision, speech and communication difficulties, medical needs and hearing impairments are catered for within our SEN procedures, referral to external agencies with expertise to share and dual-roll for children who come to us part time and attend a unit for the rest of the week.

There is a commitment to continuous professional development for the SENDCo and other staff to keep us up to date in methods and research in meeting the range of individual needs at SS John & Monica's.

ALLOCATION OF RESOURCES

The Governing Body has a policy for the allocation of resources beginning with the school budget share and how this money is appointed is dependent on school priorities as identified in the School Development Plan. The budget and allocation of resources is included in the Governors report to parents annually.

The yearly SEND list shows numbers of pupils receiving additional support. Children who are receipt of a EHCP from the LA may receive additional support in the form of equipment and/or money for the school to use to implement the EHCP (such as Integration Assistant hours).

The SEND department has an annual capitation which the Governors have agreed; due to the cross curricular impact of SEN issues this capitation can be shared with other subject leaders.

The SENDCo is responsible for the expenditure of this budget and resources are audited regularly so new priorities decided. Consideration is given to staff suggestions and needs before any monies are spent.

IDENTIFICATION AND EARLY ASSESSMENT

Early identification and assessment is crucial to the smooth running of the SEND process. Teaching staff in liaison with the SENDCo and Senior Staff carefully monitor children as an ongoing procedure. If a class teacher feels a child in their class is performing at a level well below that of the majority of the class they are obliged to make all effort in the class setting to target the child's strengths and weaknesses. A range of strategies should be addressed (such as groupings, environmental factors, differentiation and teaching methods), and any necessary adjustments should be made to impact the

child's learning/behaviour etc. If after increased differentiation at the normal class level there is no improvement, the teacher must begin the process of assessment. At this stage initial information should be compiled with the SENDCo as evidence of the child's difficulties. This information must include;

- Pre-school reports (if available)
- Foundation Profile/Developmental Bands
- Class teacher assessment
- SAT's, NFER, QCA and any other formal assessment
- Reports from any external agencies already involved with child
- Eyesight, hearing and general development checks where carried out by school paediatric service
- Parental input

With all this information available school can track and the ensuing discussion between class teacher, SENDCo and parent/carer will be valuable in determining the appropriate course of action. Parents may also approach the school if they have concerns about their child. The same process of gathering data needs to be done either reassure the parent or confirm a possible difficulty. Teachers must be careful not to make promises of provision or resources to parents without authorisation of the Head and the SENDCo.

SCHOOL PROCEDURES

As a school we have elected to continue using IEP's (Individual Education Plan). The class teacher will devise the IEP in consultation with the SENDCo. The IEP will have 3-4 succinct SMART targets. One of these targets will be Numeracy if Numeracy is evident as an area of concern. Teachers will use the updated Audit Continuum to support target setting. Ideally parents and children are involved at the planning stage but if the elect not to be they are kept informed by the SENDCo and class teacher.

In some instances they may be a small group of children who have similar targets, which need to be addressed, and this can be done effectively through a GEP (Group Education Plan) or through focussed intervention and boosting. At SS John & Monica's we feel the optimum number of the children to be working on the same targets in 3 and certainly no more than 4. The SENDCo will check all IEP/GEP's and if the groupings/targets are appropriate they will be countersigned and copied for staff to use. Where there is a disagreement or adaptations are need the IEP/GEP's will be returned to the teacher and changed before being countersigned. IEP/GEP's are kept in the teachers SEN folders and a copy given to Teaching Assistants for their reference. IEP's are always sent home for parents.

IEP/GEP's are written at the beginning of the term and then reviewed at the end of each term. Every one involved with the implementation of the IEP/GEP will be invited to attend the review and make contributions. The SENDCo is released from class to chair review meetings. The review is necessary to ensure IEP/GEP's are being implemented, to ensure that the level of SEND provision is appropriate and to keep parents informed about their child's progress. If parents are unable to attend the review will go ahead and parents will be sent notes and the new IEP.

CHILDREN WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

At SS John & Monica's we do not recognise as an Additional Language as a Special Educational Need unless the child also displays evidence of a learning difficulty. We will look at their general performance in all subject areas before judgement is made. Where lack of English competency is the only area of weakness arrangements will be made to support the child within the setting of the classroom and in a manner conducive to literacy acquisition, teachers are responsible for ensuring that the needs of EAL children are appropriately met and the SENDCo/EAL Co-ordinator will offer support and guidance to help staff do this. Where EAL children appear to have moderate learning difficulty they will be assessed in accordance with the Code of Practice and receive provision as detailed previously.

DEALING WITH COMPLAINTS

The school has a policy of partnership with its parents and we strive to be open and available at appropriate times to discuss issues with parents. Our aim is to be informative and clear with parents to avoid misunderstandings. Where there is a query or complaint about SEND provision parents are asked to contact the SENDCo for clarification or formalise any concerns. Most problems can be sorted at this informal stage. The SENDCo records all visits and phone calls from parents to refer to at a later stage if necessary. The SENDCo is available by appointment to speak to any parent with a concern.

There is a named SEND Governor who is available to support parents but bear in mind that her role is advisory and she represents the school in all cases.

The named SEND Governor is: Anne Murphy

Parents have access to the SEN Parent Partnership Service if they are unhappy with the response from school or would like an independent support network. We aim to resolve any complaint through discussion with staff involved. On occasions where there is no satisfactory resolution from the parental point of view the school has a formal complaints policy. This policy is available from the school office if needed.

PARENTAL INVOLVEMENT

We are a school that actively encourages the involvement of parents in all aspects of school life. For children with SEND this contact becomes more important. At all stages of the SEND process parents are informed formally and informally of what intervention is being made, what progress has occurred, what will happen next and what can parents do to support their child at home. Teachers are happy to provide additional work if requested by parents.

Parents at SS John & Monica's are entitled to see the school's SEND policy and this is available on request to the office. The SENDCo will advise parents of organisations that are available to support children and parents. Parents are invited to all review meetings where the primary decisions about their child are made. The SENDCo write regularly to parents of SEN children to keep them informed of their child's level of difficulty, to invite them to school and to share information.

INVOLVEMENT OF THE GOVERNING BODY

The Governing Body are obliged to provide information to parents about provision for Special Educational Needs at SS John & Monica's. This policy forms part of that provision.

The SEND Governor visits school regularly and maintains contact with the SENDCo and Head Teacher about SEN issues. The SEND Governor is newly appointed this year and is meeting with the SENDCo throughout the year to discuss matters of SEND Policy, provision and resourcing.

TRANSITION ARRANGEMENTS

At SS John & Monica's we keep termly updated list of children who are deemed to be underachieving and those who have a Special Educational Need. This list is available to staff who work with SEN children only due to confidential; nature of the document as a whole and the entire list is not available to parents or external agencies generally.

At transition to another school the SENDCo will contact the Year 7 Co-ordinator/ SENDCo at the new Secondary schools of the children whose name appears on this list if they are in Year 6. If the children leave us to go to another school before the Year 6 transfer the SENDCo of SS John & Monica's will contact the SENDCo and/or Learning Mentor at the new Primary school. The aim of the contact is to inform the new school as soon as possible of the SEN requirements of their new intake.

MONITORING AND EVALUATION OF THE SEND POLICY

This policy is on a two yearly monitor, evaluate and review cycle running unless Government legislation makes earlier review necessary.

Policy updated by P David
December 2015