

## SEN INFORMATION REPORT FOR CHILDREN AND YOUNG PEOPLE WITH SEN

Who do I speak to if I have a concern about my child?

**The Assistant Head for Inclusion/SENCo** is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
- Liaising with other people who may be coming into school to help support your child e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

**The Class teacher** is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the AHT Inclusion know as necessary.
- Writing Support Plans, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

**The Headteacher** is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the AHT Inclusion and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

**The SEN Governor** is responsible for:

Making sure that the necessary support is made for any child who attends the school who has SEND.

How will the SENCo ensure the necessary people know about my child's needs?

The SENCo, Mrs Philpott, will make sure that all necessary school staff are aware of your child's needs and worries.

- If your child has been identified with extra educational needs, a **Support Plan** will be written with the teacher and shared with you and your child.

- If your child has emotional or behavioural needs only, an **Individual Behaviour Plan** may be written with the teacher and shared with you and your child. If your child reacts to situations in an emotional way, suggestions to help calm your child will be included.
- If your child has medical needs, a plan will be written and shared with you.
- All staff have access to a copy of these plans in the classroom. The plans identify how your child should be helped to succeed and make progress.
- Occasionally, your child's teacher may not be in class and this extra information is useful for the covering teacher.
- All of these plans will be reviewed on a regular basis.

How will my child's progress be reviewed and when will I be invited into school to discuss this? Will my child be able to give their views?

**Your child's progress will be reviewed regularly and you will be invited into school to discuss the outcomes and give your views. Your child's views will also be listened to.**

- We use a set of criteria to assess some of the children who are working below or significantly below the same level as national benchmarks. All the teachers and teaching assistants do this together **in the Autumn term** so that they can talk to each other and gather evidence.
- This helps us identify any targets your child may need to make faster progress in their areas of need. We use the criteria to make a **Support Plan**. This plan is shared with you and your child and sets out what needs to be in place for your child to make as much progress as possible. We then **review it each term** and talk about what has gone well and what might still need to be worked on.
- Sometimes children don't need a Support Plan any more because they have caught up with national benchmarks.
- Sometimes we involve outside agencies, such as Pupil and Support Service to support us in making our assessments and these agencies offer advice.

If my child needs extra support, will I always be spoken to about this?

**If school thinks your child needs extra support, we will always talk to you about this.**

- Your child's teacher will talk to you about the progress that has been made each term.
- We also operate an open door policy and you can make an appointment to speak to your child's teacher or the SENCo at any point during the year.
- If your child has individual targets, these will be discussed and reviewed regularly with you and your child.
- We will also encourage you to support your child's learning at home.

Will information that needs to be shared, be made clear and easy to understand?

**We will make all the information we need to share with you clear and easy to understand.**

- You can read our *Inclusion Policy* if you click here (link to Inclusion Policy). The policy explains how we identify and assess children who we think might have special educational needs.
- If you prefer information on paper, please ask for a copy of our Special Educational Needs leaflet. A member of the office staff will be able to give you a copy.
- Our governing body has a governor who is responsible for special educational needs. Her name is Ms Debbie Johnson.

How will school work with me to identify my child's needs?

**In school we use a variety of different ways to assess whether a child or young person has special educational needs.**

Some of these ways include:

- Observations
- School based test results
- Information from parents and carers
- Information from the child or young person
- Specialised assessments carried out by members of the school's support services
- Information from previous schools or settings
- Results from end of key stage assessments
- Discussions with adults who work with the child or young person

Once a child or young person is identified as having a special educational need, a graduated approach to support is taken. The child or young person's needs will first be assessed, then support will be planned, carried out and then reviewed. At the review any necessary changes will be made with the involvement of parents/carers.

How will the SENCo ask for my permission to involve other professionals to work with my child?

**Sometimes we may need to ask for your permission to involve other qualified professionals to support your child.**

- The governing body, through the SENCo, ensures that other appropriate agencies are involved in meeting the needs of pupils with special educational needs.
- When we need another qualified professional to work with your child, we ask for parental permission. A member of staff will ask you for your **written consent**.
- The SENCo will always discuss the support available from qualified professionals with individual parents.

How will I be involved in all decisions and have my views listened to?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The AHT Inclusion is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Support Plans will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.

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.

How will my child be involved in decisions about their learning?

We aim to involve all children in our school in the evaluations and implementation of their own education. For children and young people with Special Educational Needs we use a variety of strategies to support this including:

- Child or young person's target review meetings
- Involve child or young person in setting their own targets
- Self-assessment at the beginning and end of learning
- Having a range of equipment available for the child or young person to choose to use
- Ensuring the child or young person works with a range of different partners
- Ensuring the child or young person has a designated adult to go to if they need help
- Pupil conferencing
- Membership of the school council
- One page profiles
- Medical alert cards
- Communication cards
- Visual timetables
- Prompt cards to promote independence
- Personalised work stations
- Learning breaks

How will I be given support in contacting organisations who can give me advice and support?

We will be happy to give you contact details for organisations who can give advice and support for you and your child. Please speak to Mrs Philpott if you need any contact details.

To find out about the range of services and support available in Birmingham, see **Birmingham City Council's Social Care Information and Advice website:** <http://www.mycareinbirmingham.org.uk/>

How will my school ensure that parents and children with additional needs are fully included in all school activities?

Our school motto is "*Forward together in Christ*". This statement underpins our ethos of inclusion at St Patrick's school. Children with additional needs participate in all school activities.

- The school curriculum includes trips out to enrich the experiences children have. We also have trips for children whose attendance is one hundred percent and whose punctuality is outstanding. Children with additional needs are often in this group. Our risk assessments are inclusive of SEN children and one to one adult support is provided, should this be required.
- Parents are consulted regarding specific needs, including those children with medical needs, so that all children have a safe and enjoyable experience.
- All children participate in their class assemblies and other performances, such as musical performances.
- When we have outside theatre companies in to perform, the additional needs of pupils are considered. Whenever possible, all children join in unless participation, especially around noise level, may cause the child distress and anxiety. We will provide these children with alternative provision whenever possible.

How will my school provide good teaching for my child and extra support when needed?

**Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.**

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

**Specific group work with in a smaller group of children.**

This group, often called Intervention groups by schools, may be

- Run in the classroom or outside.
- Run by a teacher or most often a Teaching assistant who has had training to run these groups.

*Children with a support plan*

which means they have been identified by the class teacher as needing some extra support in school.

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.
- A Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

**Specialist groups run by outside agencies e.g Speech and Language therapy OR Occupational therapy groups**

*Children with an Enhanced Support Plan*

which means they have been identified by the class teacher/AHT Inclusion as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Team or Sensory Service ( for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- Your child will have been identified by the class teacher/AHT Inclusion (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
  - o Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
  - o Support to set better targets which will include their specific expertise
  - o A group run by school staff under the guidance of the outside professional e.g a social skills group

- o A group or individual work with outside professional
- The school may suggest that your child needs some agree individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

How are staff trained to support the needs of my child?

- The AHT Inclusion's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as reading and Speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the CAT (Community Autism Team) service.

How is work differentiated at the right level to make sure my child makes good progress?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- 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.

What types of learning resources are available for my child?

**A range of resources are available in all learning areas to support learning for children operating at different levels.** These are identified on children's Support Plans. Specific resources for some children are held in the SENCO's Room, which teachers are welcome to use.

- The SENCO checks that resources are audited and updated regularly in order to ensure that individual needs are catered for.
- **Practical equipment** is provided to support children's learning whenever possible.
- Our **reading books**, in class and to take home, are **book banded** so that they are at the right level for your child to make progress.
- We have a range of **ICT equipment** including laptops, ipads, cameras and recording equipment to support children recording their work in different ways across the school environment.
- Our teachers and teaching assistants can use the **horse shoe-shaped tables** to guide the children they are working with.
- **Positions of tables and chairs** are always considered for children with physical, hearing or sight impairment.
- Reading materials are enlarged for children with sight impairment.
- Our **working walls** have examples of teacher models to support independent learning.
- Children are encouraged to **talk with partners** or in small groups to develop their ideas, reason and articulate before recording them.

What resources does the school offer if my child has significant social and or communication needs?

**Where necessary, resources will be available to support the learning of children who have significant social and/or communication needs.**

- Our **Support Plans** identify the types of need a child may have. For example, sensory needs, cognition and learning, speech, language and communication needs.
- A number of our staff are *TeamTeach* trained, so that we understand how to safely diffuse a situation.
- We may use visual timetables in the classroom, so that children understand the bigger picture. This supports children who have difficulty with changes in routine.
- We work with the Communication and Autism Team. Members of the team visit to observe, assess and offer advice on ways to support children with autism.
- We can provide individual workstations for a pupil whose needs require them.
- Miss Sergent is our Learning Mentor. She works with pupils and families to support their emotional, health and well-being.

What support is available if my child needs support with managing behaviour or dealing with social situations?

**The school will provide support for children if they need support with managing their own behaviour and/or to build up skills and confidence in dealing with social situations.**

- We work with the **Behaviour Support Service**, who provide **support for pupils who have difficulty in managing their behaviour.**
- We run social skills groups across the school to support children who can find social situations difficult.
- We follow the **Social and Emotional Aspects of Learning Curriculum**. The school makes links to this aspect of the curriculum through whole school assemblies and class assemblies.
- We have a set of sanctions and rewards, as set out in our Behaviour Policy to across the school.
- Mrs Downes (Head of School) is our Behaviour Coordinator. She works closely with pupils and families on developing effective strategies to manage behaviour.
- Miss Sergent is our Learning Mentor. She works closely with the pupils in school on ways to manage their own behaviour.