



Special Educational Needs Report 2022-2023



In the event of a class or whole school closure, every reasonable effort will be made to meet the needs of children with an EHCP. Mrs Calvert-Lyons or Mrs Flowers will be in contact with all parents of SEND children to complete risk assessments where necessary and support with home learning.



At SS Peter and Paul Catholic Primary School we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

Our school has a Special Educational Needs Co-ordinator, we usually call this person the **SENCo**.



Our SENCo's name is **Mrs Calvert-Lyons** and our Assistant SENCo is **Mrs Flowers**

If you would like to talk to the SENCo you can book an appointment with the school office.

The best way to contact our SENCo Monday to Friday is by phone **0121 675 6028** or by email

senco@ssptprl.net Mrs Calvert-Lyons also runs a drop in session fortnightly on a Friday morning.

Details of this are on the newsletter each week.

Roles and Responsibilities of the Special Educational Needs Co-ordinator (SENCo)



- The SENCo is responsible for the operation of the Special Educational Needs Policy and coordination of specific provision made to support individual children with SEN.
- The SENCo liaises with staff to monitor the pupil's progress and plans interventions when progress is slower than expected.
- The SENCo has regular contact with a wide range of external agencies that are able to give more specialised advice.

If you have any concerns regarding SEND matters do not hesitate to contact:
Mrs Calvert-Lyons.

There are many SEN terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEN terms:

ADD	Attention Deficit Disorder	LEA	Local Education Authority
ADHD	Attention Deficit and Hyperactivity Disorder	MLD	Moderate Learning Difficulty
ASD	Autistic Spectrum Disorder	NC	National Curriculum
CAMHS	Child and Adolescent Mental Health Service	SaLT	Speech and Language Therapy
COP	Code of Practice	SEND	Special Educational Needs and Disability
CP	Child Protection	SENCO	Special Educational Needs Coordinator
DCD	Developmental Co-ordination Disorder	SpLD	Specific Learning Difficulty
EAL	English as an Additional Language	VI	Visual Impairment
EP	Educational Psychologist	PSS	Pupil and School Support
FSM	Free School Meals	CAT	Communication and Autism Team
HI	Hearing Impairment	PDSS	Physical Disability Support Services
IEP	Individual Education Plan	EHCP	Education, Health and Care Plan
LAC	Looked After Child	EHA	Early Help Assessment
PCR	Person Centred Review		



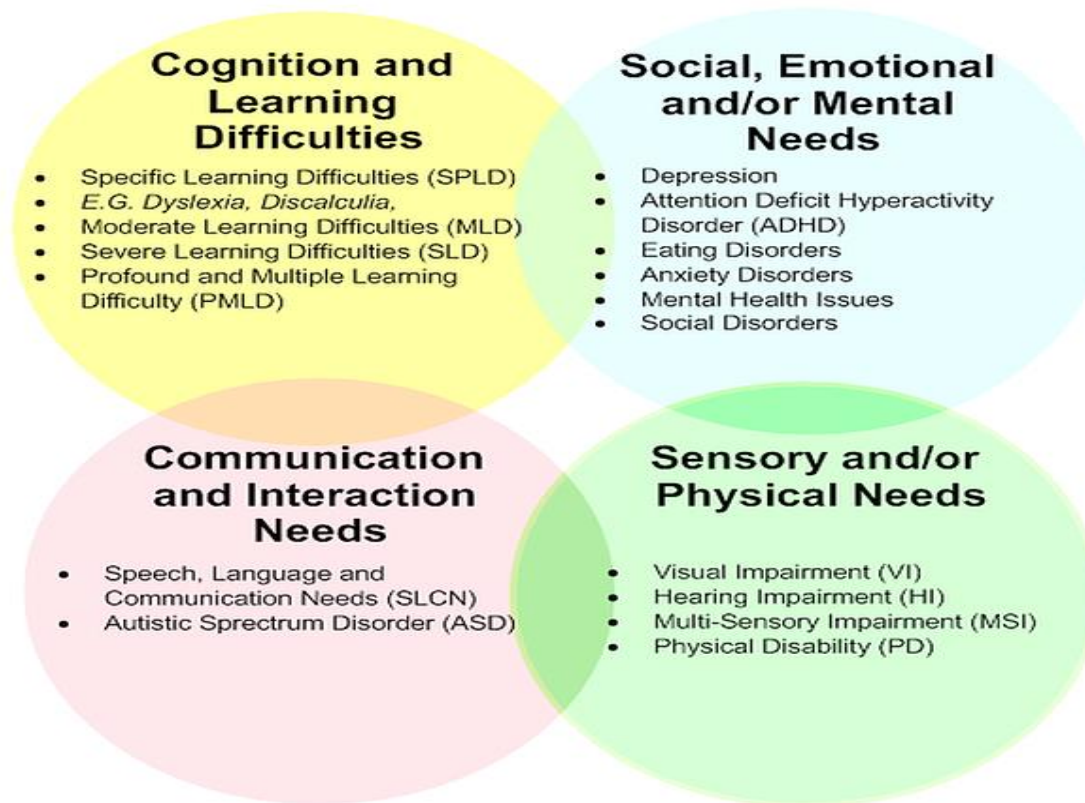
What is the SEN report?

The job of the SEN report is to provide parents/carers with easy to understand information about what will be available in school to help children with lower level SEN, as well as options available to support families who need additional help to support their child. This report is reviewed annually with input from parents, governors and pupils.

Below are a set of frequently asked questions by parents about SEN. The answers aim to provide clear information for parents/carers, to enable them to make decisions about how best to support a child with SEN.

1. What kind of Special Educational Needs does the school make provision for? What type of provision does the school make and how do we know that the provision works?

In our school we make provision for pupils who have any of the needs in the table below. We know that some pupils will have difficulties in more than one of these areas and we will always do our best to meet their needs. The support in this table acts as a guide but the things we do may vary and actual support will be based on the specific needs of each pupil.



All children in school have support within lessons through differentiation and quality first teaching strategies. This means that activities are planned according to the level the child is working at. This can include a variety of adaptations including changes to the physical environment, changes to teaching styles as well as levels of adult support.

Cognition and Learning

What is this type of need and what could this look like?

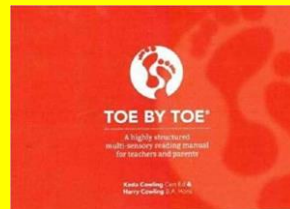
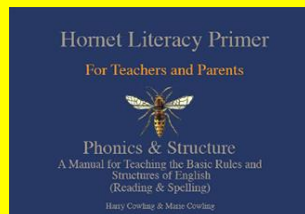
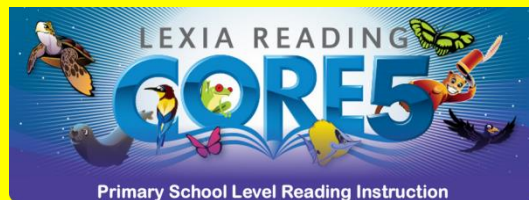


Children and young people who find learning, thinking and understanding harder than most other pupils.

Some of the things children and young people with these difficulties might find difficult are:

- Take longer to learn important skills
- Find it difficult to remember things such as the important words for reading and times tables
- Find it hard to understand how to use letter sounds to read and spell words
- May need more time to think about their answers
- May take more time to process information

Examples of support available at SS Peter and Paul



- Effective planning and differentiation for the child
- Extra support can be given in a small group or on a one to one basis by an adult to help the child or young person learn the things they are finding difficult
- Pre and post tutoring of all new Vocabulary and topics
- Use of Lexia
- Intervention groups
- Scaffolded learning
- Use of specific interventions - Toe by Toe, Word Wasp, Direct Phonics, Power f Two
- Reading Mentors
- Individual targets are set to help show what the child or young person needs help with
- Use of One Page Profiles
- Access to specialist support from a teacher or other professionals.

A cartoon illustration of four children of diverse backgrounds sitting around a white round table. In the foreground, a young girl with dark skin and curly hair, wearing a blue shirt, sits on a yellow chair. Behind her, a boy with dark skin and curly hair, wearing a red shirt, sits on a yellow chair. To the left, a girl with light skin and curly hair, wearing a pink shirt, sits on a yellow chair. To the right, a boy with light skin and curly hair, wearing a green shirt and blue tie, sits on a yellow chair. On the table is an open book with a drawing of a house on the left page and a drawing of a tree on the right page. The background is a solid green color.



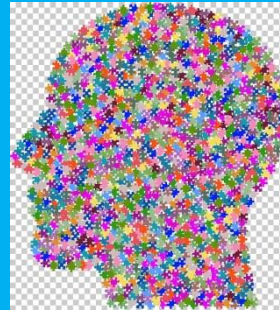
Access to Education

[illegible]

- Look at the targets set to see if the child or young person has achieved them
- Talk to adults who have worked with the child or young person
- Talk to parents
- Talk to the child or young person
- Use the SEND school tracking system Toolkit Tracker to monitor how much progress the child or young person has made
- Have meetings with other staff in school to talk about how the child or young person is learning
- Ask for other professionals to work with the child or young person to check the progress that is being made
- PCR Reviews

Communication and Interaction

What is this type of need and what could this look like?

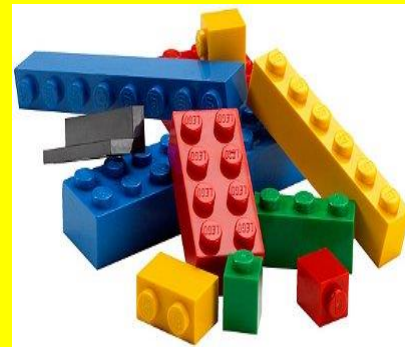
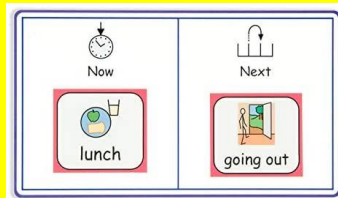


Children and young people who find it difficult with interacting with the people and world around them.

Some of the things children and young people with these difficulties might find difficult are:

- Talking to other adults and or children and young people, especially when in a group
- Talking about a topic they haven't chosen to talk about
- Making friends or keeping friends for a long time
- Following rules made by someone else
- Dealing with changes in the way they usually do things
- Dealing with noises, smells or other sensations around them

Examples of support available at SS Peter and Paul



- Effective planning and differentiation for the child
- Use of support programmes especially made to help the child or young person to build communication and interaction skills
- Lego group
- Speaking and Listening groups
- Pre and post tutoring
- SCERTS
- Now and Next boards
- Use of sensory Room
- Nurture groups
- Social skills groups
- Use of practical resources - communication cards, visual timetables, chew buddies, sensory boxes, task boards, social stories, wobble cushions, learning pods etc.
- Use of One Page Profiles

How do we check it is working?



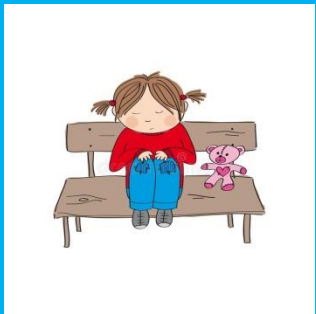
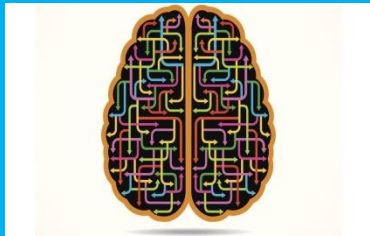
Access to Education

[illegible]

- Observations of the child or young person to see if they are communicating or interacting differently
- Assessment and tracking
- Effective planning and differentiation for the children
- Look at the targets set to see if the child or young person has achieved them
- Talk to adults who have worked with the child or young person
- Talk to parents
- Talk to the child or young person
- PCR Reviews

Social, Emotional and Mental Health Difficulties

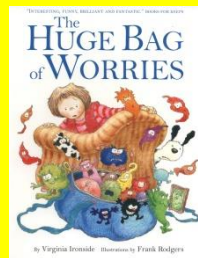
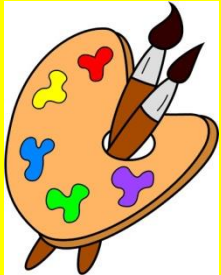
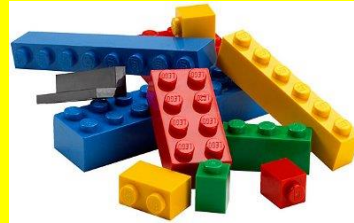
What is this type of need and what could this look like?



Children and young people who find it difficult to manage their emotions and behaviour in a way that affects their daily life. Some of the things children and young people with these difficulties might find difficult are:

- Following rules set by others
- Sitting still for very long
- Listening to and following instructions
- Understanding how they are feeling
- Making friends
- Dealing with their difficulties in a way that does not cause harm to themselves or others
- Taking responsibility for the things they do

Examples of support available at SS Peter and Paul



- Get advice from professionals and specialist
- Staff trained in school to give advice to adults working with the child or young people
- Use of practical resources - Chew buddies, wobble cushions, Now and next boards, worry boxes, Weighted shoulder blankets etc.
- Lego groups
- Art groups
- Nurture groups
- Anger management
- Access to Child Mental Health first Aider
- Peer/playground buddies
- Use of One Page Profiles
- Extra support can be given in a small group or one to one by an adult to help the child learn about how to help themselves
- Individual targets set to help show what the child or young person needs help with
- Sensory Room
- Every child in school has a named adult.
- Family Support Worker - Resilience, anger management, anxiety

How do we check it is working?



Access to
Education



Tracking Key Stage 2		Key Stage 3		Key Stage 4	
NAME	DATE	DATE	DATE	DATE	DATE
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
31					
32					
33					
34					
35					
36					
37					
38					
39					
40					
41					
42					
43					
44					
45					
46					
47					
48					
49					
50					
51					
52					
53					
54					
55					
56					
57					
58					
59					
60					
61					
62					
63					
64					
65					
66					
67					
68					
69					
70					
71					
72					
73					
74					
75					
76					
77					
78					
79					
80					
81					
82					
83					
84					
85					
86					
87					
88					
89					
90					
91					
92					
93					
94					
95					
96					
97					
98					
99					
100					

- Observations of the child or young person to see if they are coping better in school.
- Assessment and tracking
- Talk to adults who have worked with the child or young person
- Talk to parents
- Talk to the child or young person
- PCR Reviews

Sensory and/or Physical

What is this type of need and what could this look like?



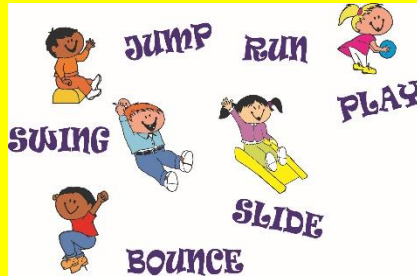
Children and young people who have a disability that may make it difficult for them to manage their everyday life without change or support

This may be because of hearing or visual difficulties, physical disabilities or other medical needs.

Some of the things children and young people with these difficulties might find difficult are:

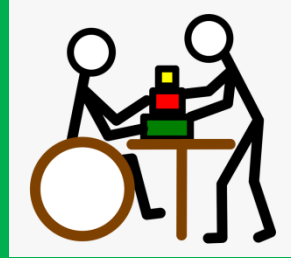
- Hearing what others in the classroom or school setting are saying
 - Reading words on books, worksheets or whiteboards that are not made bigger or changed to help them
 - Moving around without the aid of a walking aid or wheelchair
 - Using pencils, scissors, knives and forks and other things that we need to use without changes or support
- Taking medication without adults helping them.

Examples of support available at SS Peter and Paul



- Professional advice from specialist staff
- Support from outreach services such as the hearing or visual impairment or physical disability teams
- Specialist equipment
- Practical resources - coloured screens, wipeboards, writing slopes, specialised handwriting pens / pencils
- Access to sensory room
- Gross motor skill groups
- Fine motor skill groups
- Adaptations to the school environment where possible
- Use of One Page Profiles

How do we check it is working?



Tracking Key Stage 2				YEAR 1																	
NAME	C	M	W	CUMULATIVE ASSESSMENT		CUMULATIVE ASSESSMENT		CUMULATIVE ASSESSMENT		CUMULATIVE ASSESSMENT		CUMULATIVE ASSESSMENT		CUMULATIVE ASSESSMENT		CUMULATIVE ASSESSMENT		CUMULATIVE ASSESSMENT		CUMULATIVE ASSESSMENT	
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alison, Beth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15</						

- Monitoring that the child or young person has full access to a broad and varied curriculum
 - Assessment and tracking
 - Observations of the child or young person within the school environment
 - Talk to adults who have worked with the child or young person
 - Talk to parents
 - Talk to the child or young person
- PCR Reviews

2. How does the school identify and assess Special Educational 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.



3. How do the school know how much progress is being made by pupils with Special Educational Needs?

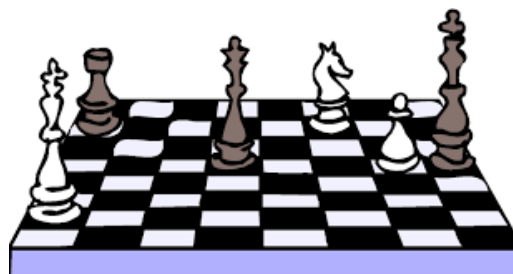
All children's progress, including those children or young people with special educational needs, is tracked using the school's assessment tracking system. SEND pupils are also tracked using Toolkit Tracker which identifies small steps of progress and helps set appropriate targets for a SEND child. Some children will have a target set for a few weeks, some for longer but the provision overview document is continually updated and children are moved forward at their own rate of progress. The Toolkit Tracker is formally updated every half term. Parents will be informed of any intervention groups that their children are participating in at Parents Evenings. If a child requires specialist intervention parents will be invited in to school to discuss specific targets and needs. This will be reviewed on a regular basis through meetings with specialist agencies and the SENCo. The progress each child is making is discussed at pupil progress meetings with the class teacher.



4. What extra-curricular activities can a pupil with Special Educational Needs access at school?

All children have access to our extra-curricular activities (see School Website or School Newsletter). Where appropriate and possible, adjustments will be made to ensure all children and young people with special educational needs are fully included in these activities.

In addition our school provides additional extra-curricular activities for children and young people with special educational needs when needed. These may include lunchtime clubs, social interaction groups or homework clubs.



5. What training does the staff in school have in relation to pupils with Special Educational Needs?

In our school we believe that all staff should be involved in supporting pupils with special educational needs and so we make sure that staff have training to help them do this.

All our Teaching Assistants are First Aid Trained.

Most members of staff have received training in Autism, diabetes and asthma and the use of epi-pens. In addition to this Some members of staff have been trained in the following: - Level 3 Autism, Speech and Language programmes, Lexia, Attachment, Sensory training, precision teaching, Lego therapy and Wellcomm, Therapeutic drawing, Rainbows, Trauma, Bereavement





Precision teaching

s	a	t	p
t	p	s	a
p	a	s	t
a	p	t	s
s	p	a	t
a	t	s	p



6. How do the school get more specialist help for pupils if they need it?

In our school if we feel a pupil needs more specialist help we can work with the following people to get this:

Agency or Service	Who do they work with?	How does the school get in touch with them?
Communication and Autism Team (CAT) 	Children or young people who are being assessed for or already have a diagnosis of Autism or communication difficulties. They will also provide support for families of children or young people with these difficulties	School have an allocated worker who they will contact after a parent or carer signs a referral form. Our Schools CAT worker is called Wendy Gibbs.
Educational Psychology Service (EPS) 	Children or young people with complex needs. An Educational Psychologist will always be involved with a child or young person who is referred for an Education, Health and Care Plan.	School have an allocated worker who they will contact after a parent or carer signs a referral form. Our school's Educational Psychologist is called Jade Russell.

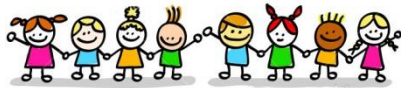
Physical Disability Service (PDS)



Children or young person with physical difficulties which impact on their access in the school setting.

School will have an allocated worker who they will contact after a parent or carer signs a referral form.

Pupil and School Support (PSS)



Children or young people who are working below the levels expected for their age.
A Pupil and School Support Teacher will also work with staff in schools offering support, advice and training.

Pupil and School Support teachers regularly visit schools. School will let parents or carers know if they need to work with the child or young person. Our schools PSS worker is called Vicky Cox.

Sensory Support Service (SSS)



Children or young people who have particular sensory needs such as visual or hearing difficulties where access to the usual school environment is effective.

Pupils are usually referred following a medical diagnosis, however school can phone them for further support and general advice.

Speech and Language Therapy Service (SaLT)



Children or young people with a high level speech and language difficulties.

School can refer to SaLT Team. They will fill in a form which parents or carers sign. The family doctor can also complete this form.

School Nurse



Children or young people with medical needs particularly where medication is needed.

Schools can contact and refer to the Nursing service. If a child requires special medical arrangements the School Nurse will be used to train staff in how to administer the required medication. The school nurse will also complete care plans for those children who need them.

Family Support Worker



Children and families that may need additional support with a variety of things such as behaviour, parenting skills, emotional well-being, resilience, self-confidence and assistance with specialist services such as housing, domestic violence, drug and alcohol, health and social care. Support work involves individual work with children, home visits and supporting parents and carers.

School have a Family Support worker who works every Thursday in school. Our Family support workers name is **Karen Howard**. They will contact parents once they have been signposted by the school and parents have given permission for them to become involved with working with a child or a family. The Family support worker meets weekly with the SENCo and DSL.

7. How are parents of children and young people with Special Educational Needs involved in the education of their child?

Our school has an open door policy to parents ensuring we are always approachable so parents feel involved in the education of their child.

In addition our school aims to regularly involve parents in the education of their child through a variety of different ways including:

- Meetings with SENCo, class teacher and support staff
- Parents are informed on Parents Evenings and by class teachers of intervention groups taking place and what these are for.
- Regular curriculum termly plans to inform parents of what will be going on during the term
- One Page Profiles
- Home reading diary
- Information on the school website
- Parents' Meeting at the start of the new school year
- Parents' evenings
- INSPIRE workshops
- Parent coffee mornings
- Meetings with the SENCo
- Drop in session with the SENCo on Friday mornings 9.30-10.30am
- SENCo email address

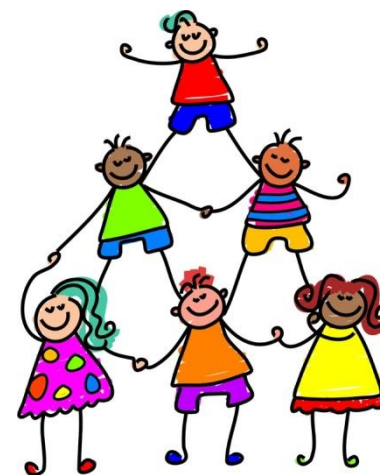
Parents as Partners



8. How are pupils with Special Educational Needs involved in their own education?

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:

- Involve child or young person in setting their own targets
- Involve children in creating their One Page Profiles
- 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
- Medical alert cards
- Visual timetables
- Prompt cards to promote independence
- Personalised work stations



9. If a parent of a child with Special Educational Needs has a complaint about the school, how does the governing body deal with the complaint?

If you have a complaint about the school please contact the Executive Head Mr Porter to discuss the issue first of all and we will do everything we can to fix the issue. If however, you feel that the school has not adequately dealt with the complaint, the next step would be to contact the Chair of Governors; contact information can be obtained through the School Office. Our school and governing body take complaints seriously and will act upon these on an individual basis.



Executive Head Teacher: Mr Porter



Chair of Governors: Mrs Staunton

10. How does the governing body involve other people in meeting the needs of pupils with Special Educational Needs including support for their families?

In our school we have a governor who is responsible for Special Educational Needs. Our SEND Governor is **Jo Clifford**.

Their job is to meet with the SENCo regularly. In these meetings the SEND governor makes sure that children, young people and families are being supported by the right services from in and outside of school. The SEND Governor will also visit the school, observe what happens in classrooms and meet with class teachers, support staff and children and young people.

The SEND Governor will report back on these meetings so that the whole of the governing body is aware of how Special Educational Needs are being supported in the school and how well this support is working. The governors will challenge, support and advise the Executive Head T / Head of School if appropriate provision isn't being made.

11. Who are the support services that can help parents with pupils who have Special Educational Needs?

- **Birmingham Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS)** <http://www.birmingham.gov.uk/sendiasm>

The Birmingham Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS) has been established to provide information, advice and support to children and young people with special educational needs or disabilities, and to their parents and carers. SENDIASS staff work for the Local Authority, but are expected to offer impartial and confidential advice at 'arms-length' from other LA services.

Local Authorities have a duty under the SEND Code of Practice to arrange for parents of children with SEN or disabilities, and young people with SEN or disabilities for whom they are responsible, to be provided with information and advice about matters relating to their SEN or disabilities, including matters relating to health and social care.

The information, advice and support offered by SENDIASS will be impartial, confidential, accessible and free.

Information, advice and support is available with regard to the Assessment process for Education, Health and Care Plans, support available in nurseries, schools and colleges for those with SEN or disabilities, as well as social care and health issues that are related to education. Individual casework and support in preparing for and attending meetings can resolve many disagreements which may arise, but SENDIASS also offers advice and representation through Appeals and Complaints processes if appropriate.

Contact SENDIASS:

SENDIASS has a telephone helpline (0121 303 5004) available between 8.45 -5.00 each day to offer initial advice and information, or to take referrals if more in-depth casework is required. SENDIASS can also be contacted by e-mail (sendiasm@birmingham.gov.uk)

12. How do the school support pupils with Special Educational Needs through transition?



We aim to make times of transition as easy as possible for the children and young people in our school.

When starting at our school we:

Meet with the child or young person and their parents to talk about their needs and answer any questions about our school

- Meet with staff at the child or young person's previous school or setting where possible or telephone call is made to the previous school or setting
- Provide the child or young person with a transition book that has photographs of key areas around school and in the classroom
- Read reports from people who have worked with the child or young person
- Arrange visits to our school so the child or young person gets to see it before they start properly
- Arrange story time sessions for the child or young person so that they become more familiar with the classroom and class teacher
- Use of One page profiles.

When moving to a new year group we:

- Introduce the child or young person to their new teacher during Transition Afternoon
- Use One Page Profiles
- Talk to the child or young person and their family so we can answer any questions they may have about the new year group
- Parent Meetings are arranged at the start of the new school year so that parents can meet the teacher and find out important information about that school year

When moving to a new school we:

- Pass on information to the SENCo at the new school so that they are aware of the needs of children with SEND
- Talk to key staff at the new school about things that help the child or young person to learn well and be happy at school
- Hold Person Centred Reviews where necessary.
- Arrange extra visits to the new school with a member of staff from our school if that is what the child or young person wants
- Talk to the child or young person and their family so we can answer any questions they may have about the new school

13. How can parents find the Birmingham Local Authority's local offer?

The Birmingham Local Authority's Local Offer can be found at:

<https://www.localofferbirmingham.co.uk/>