



St. Nicholas Catholic Primary School
SEND Information Report
2020 - 2021



Introduction

This report is designed to make clear what we do at St. Nicholas for children with Special Educational Needs and Disabilities (SEND) and how we can support families.

The key member of staff for coordinating this is referred to as the SENCo (Special Educational Needs Coordinator). In our school, this person is Miss Kirsty Ramsden.

1. What kinds of special educational needs might the children at St. Nicholas' School have?

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Communication and interaction

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

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

Cognition and learning

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

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

2. How are children with Special Educational Needs identified and assessed?

At St. Nicholas' children are identified as having SEN through a variety of ways including the following:

- Liaison with the previous educational setting
- Tracking information - is the child performing below age expected levels?
- School based assessment
- Concerns raised by parents
- Concern raised by school staff
- Concern raised by pupil
- Liaison with external agencies
- Health diagnosis

3. What needs does the school cater for? What provision is made for pupils with these needs and how does the school know that the provision works?

Pupil Profiles

Any child with SEND will have a Pupil Profile, which is set by the school in conjunction with parents and contains their individual targets and support strategies. See separate document on website.

Area of Need	Provision	How do we know this has worked?
Communication and interaction	<ul style="list-style-type: none"> • High quality teaching • Tasks adapted to the level of the individual child • Possibility of small group or one to one support • Adaptations to the environment where necessary • Individual targets • Relevant and specific interventions • Access to additional specialist support as required • Use of specialist equipment when necessary 	<ul style="list-style-type: none"> • Staff, parent and pupil feedback • Observations • Review of targets • Parent and pupil meetings • Parents' evenings • Monitoring pupil progress • Specialist assessment from external agencies
Cognition and learning	<ul style="list-style-type: none"> • High quality teaching • Tasks adapted to the level of the individual child • Possibility of small group or one to one support • Adaptations to the environment where necessary • Individual targets • Relevant and specific interventions • Access to additional specialist support as required • Use of specialist equipment when necessary 	<ul style="list-style-type: none"> • Staff, parent and pupil feedback • Observations • Review of targets • Parent and pupil meetings • Parents' evenings • Monitoring pupil progress • Specialist assessment from external agencies
Social, emotional and mental health difficulties	<ul style="list-style-type: none"> • High quality teaching • Tasks adapted to the level of the individual child • Possibility of small group or one to one support • Adaptations to the environment where necessary • Individual targets • Relevant and specific interventions • Access to additional specialist support as required • Use of specialist equipment when necessary 	<ul style="list-style-type: none"> • Staff, parent and pupil feedback • Observations • Review of targets • Parent and pupil meetings • Parents' evenings • Monitoring pupil progress • Specialist assessment from external agencies
Sensory and/or physical needs	<ul style="list-style-type: none"> • High quality teaching • Tasks adapted to the level of the individual child • Possibility of small group or one to one support • Adaptations to the environment where necessary • Individual targets • Relevant and specific interventions • Access to additional specialist support as required 	<ul style="list-style-type: none"> • Staff, parent and pupil feedback • Observations • Review of targets • Parent and pupil meetings • Parents' evenings • Monitoring pupil progress • Specialist assessment for external agencies • Pupil is included fully in the school life

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| | <ul style="list-style-type: none">• Use of specialist equipment when necessary | |
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This support will vary depending on individual pupil need.

Review meetings take place termly in addition to parents' evenings. Dates will be set in advance for the year.

4. Who do I contact if I have got a concern?

If you have a concern about your child the best person to talk to, initially, is their class teacher. Please contact the school office to make an appointment.

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 SENCO know as necessary.
- Writing targets, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

In our school we also have a special educational needs coordinator, known as the SENCO. The SENCO in our school is Miss K. Ramsden She can be contacted through the school office.

Telephone: 0121 355 2649

Email: enquiry@stnicholassutton.org.uk

The 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 all the other people who may be coming into school to help support your child's learning 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.

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Principal - Mr Porter.

The Principal is responsible for:

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

If you are still not happy you can speak to the SEND Academy committee representative. The SEND representative is Mrs S. Gill.

The SEND representative is responsible for:

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

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

5. What training have the staff supporting children with SEND had or are currently having?

- 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 ASD (All staff are Level 2 AET trained), dyslexia and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies where needs arise that are relevant to specific children in their class e.g. from the Communication and Autism Team (CAT), Sensory Support Services (SSS), etc.

Over the last 12 months staff in school have received the following training:

- Child protection training
- Asthma training
- Epi-training
- Safe Guarding
- AET level 1 and level 2
- Dyslexia awareness training
- ADHD awareness training
- Training in delivering reading and spelling/phonics programmes
- Mental health first aid
- Part of a PSS independence project
- Lexia reading and comprehension programme
- WellCom - Speech and Language programme
- Attachment disorder training

And also in school we have named staff trained in:

- A Lead practitioner in ASD training / Level 3 AET.
 - Paediatric first aid
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6. Who will oversee, plan, work with my child and how often?

- Our SENCO oversees all support and progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- There may be a Teaching Assistant (TA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

7. Who will explain this to me?

The class teacher will meet with parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.

For further information the SENCO is available to discuss support in more detail.

8. How will the curriculum be matched to my child's needs?

All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

9. How will I know how my child is doing and how will you help me to support my child's learning?

- We offer an open door policy where you are welcome to make an appointment to meet with either the class teacher or SENCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
 - We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
 - If your child is on the SEND register they will have individual targets put in to place to support their needs. These will be discussed and reviewed, with staff, parents and pupils, on a termly basis. The targets set are SMART (Specific, Measureable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
 - As a school we measure children's progress in learning against national expectations and age related expectations.
 - The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry through to Year Six, using a variety of different methods.
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- Children who are not making expected progress are picked up through pupil progress meetings with the class teacher and Principal/Vice Principal. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
 - When the children's targets are reviewed the impact of the interventions are recorded.

10. How will my child be able to contribute their views?

- At St. Nicholas' we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Pupils, who have individual targets put in place, discuss and set their targets with their class teacher.
- Pupils with provision plans and EHC Plans also complete an annual pupil questionnaire where we actively seek the viewpoints of children.
- Pupil with individual targets will have an opportunity to discuss these before and at the time of the review to indicate how they feel.

11. What arrangements are made by the Academy Committee for dealing with complaints concerning the SEND provision made at the school?

There is a clear stepped approach that parents should take when making a complaint. This is outlined in our school Complaints Policy, which can be found on our school website:

<http://www.stnicholassutton.org.uk>

12. What specialist services and expertise are available at or accessed by the school?

The SENCO will work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

- A Lead Practitioner for ASD
- Educational Psychology Service
- Communication and Autism Team
- Pupil and School Support
- Speech and Language Therapy (provided by Health but paid for by the Local Authority)
- School Nurse
- Occupational Therapy
- Physical disabilities support service
- 'Our Place Community Hub-Mentoring service
- Social care
- Health Professionals

Access to Education is where the school gets support from our Local Authority, Birmingham City Council. Details of the support services they provide can be found through the following link:

<http://accesstoeducation.birmingham.gov.uk/>

13. Who can I contact for support outside of school?

- **SENDIASS** (Special Educational Needs and disability Information and Support Service), formerly called Parent Partnership- www.birmingham.gov.uk/sendiaass

This service exists to provide advice and information to parents and pupils in Birmingham. This information is designed to explain special educational needs procedures, to help you understand the law and procedures that affect you and your child, and to provide information on other issues that may be useful. Contact the SENDIASS:

The POD, 28 Oliver Street, Nechells, Birmingham, B7 4NX .

Email: sendiaass@birmingham.gov.uk

Telephone: 0121 303 5004

- **DfE SEND Code of Practice**, April 2015.

This is where the statutory framework and guidance for SEND can be found:

www.gov.uk/search?q=SEN+code+of+Practice

- **Our Place Community Hub**

<http://ourplacesupport.org/the-community-hub>

Our Place Sutton Coldfield has been formed as a result of the changes in funding for Extended Services from the Government and Council but also in response to the needs of our local community. The Hub can offer youth sessions, coffee mornings, parenting drop in sessions, counselling via Relate and support for local carers through their partner agencies: Carers UK and Mind. Contact Our Place Community Hub:

Email: enquiries@ourplacesupport.org.uk

Telephone: 07962593645

14. How will the school prepare and support my child when joining the school and transferring to a new year group or school?

- We encourage all new children to visit the school prior to starting when they will meet their class teacher, peers and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We may also visit them in their current school.
 - Where appropriate, for children with SEND, we provide a transition booklet with photographs of the schools and the staff involved with the child.
 - We write social stories with children if transition is potentially going to be difficult.
 - When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. At our 'feeder' secondary school, Bishop Walsh (www.bishopwalsh.net/welcome) they run a programme specifically tailored to aid transition for the more vulnerable pupils.
 - We liaise closely with staff when receiving and transferring children to different classes or schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
 - If your child has complex needs then a review meeting will be used as a transition meeting during which we will invite staff from both schools to attend.
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15. Where can I find Birmingham's local authority's local offer?

Birmingham' local offer can be found at www.localofferbirmingham.co.uk
