

# Special Educational Needs Information Report

## What type of SEN do we provide for?

At St Ambrose Barlow Catholic Primary School, we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

**SEND is categorised into the following areas in the SEN code of practise 2015:**

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

**Communication and Interaction** – Children and young people who find it difficult with interacting with the people and world around them.

**Social, emotional and mental health difficulties** – Children and young people who find it difficult to manage their emotions and behaviour in a way that affects their daily life.

**Sensory and/or physical needs** – Children and young people who have a disability that may make it difficult for them to manage their everyday life without changed or support This may be because of hearing or visual difficulties, physical disabilities or other medical needs.

## How will the school let me know if they have any concerns about my child's learning in school?

- Liaison with class teacher.
- Scheduled Parents' Evenings.
- Termly and Annual Reviews.
- Open Door Policy of School.
- SENCO advice and coordination.

All children's progress, including those children with special educational needs, is tracked using the school's assessment tracking system. Children are assessed regularly using teacher marking, observations and questioning as well as more formal assessments such as curriculum tests and standardised test.

In Birmingham we also have access to the Birmingham Language and Literacy and Maths toolkits which support assessment when a child or young person is making small steps of progress. In addition, for children with special educational needs we also set individual targets that are reviewed at least three times a year. This helps the school to monitor how well interventions are working.

## **Who is our Special Educational Needs Co-ordinator (SENCO) and how can she be contacted?**

Miss Traynor

Please call at the school office or contact on 0121 464 2791

Or email [SEN@sab.bham.sch.uk](mailto:SEN@sab.bham.sch.uk)

## **What are the different types of support available for children with SEND at St. Ambrose Barlow Catholic Primary School?**

We are an inclusive school and where possible children are taught alongside their peers. All children in school have support within lessons through differentiation and quality first teaching strategies. Teachers adapt their high quality teaching constantly in order to cater for their pupils' needs.

- Extra support can be given in a small group by an adult, to help the child learn the things they are finding difficult.
- Extra support can be given to the child by an adult, for a short time during the day to support them to learn skills.
- Individual targets are set to help show what the child needs help with.
- Advice from a specialist support teacher or other professional will be called upon if required.
- Activities are planned according to the level the child is working at.
- Interventions in small groups may take place outside the classroom.
- Adaptions can be made to the physical environment.
- Medical support and medical training to support specific children is arranged.

## **How do we consult parents of pupils with SEN and involve them in their child's education?**

Our school has an open door policy, ensuring we are always approachable so parents feel involved in the education of their child. This is done in a variety of ways.

- 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 school.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- The curriculum overview published on our school website.
- Home reading logs are used.
- Parents' evenings.
- Signposting to parent groups.
- All information from outside professionals will be discussed with you and the person involved directly, or where this is not possible, in a report.

- Your child's provision will be reviewed with your involvement each term.
- Targets will be set so parents can see what their child is working on next.

## **How will we involve your child in decisions about their education?**

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that they can access in school. For children with special educational needs we use a variety of strategies to support this.

- Person Centred Reviews.
- Children may be involved 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 works with a range of different partners.
- Ensuring the child has a designated adult to go to if they need help.
- Opportunities to be involved in running for the school council.
- Medical alert cards.
- Communication cards.
- Visual timetables.
- Prompt cards to promote independence.
- Personalised work stations.
- Learning breaks

## **How will we support your child when they are joining our school, leaving our school or moving on to another class?**

We aim to make times of transition as easy as possible for the children and young people in our school. If appropriate, when starting at our school we:

- Meet with the child and their parents to talk about their needs and answer any questions about our school.
- Liaise with staff at the child's previous school or setting.
- If appropriate, we provide the child with a transition book that has photographs of the key staff and areas around school.
- Read reports from people who have worked with the child.
- Arrange visits to our school so the child gets to see it before they start properly.

When moving to a new school we:

- If needed, hold a person centred review and invite key staff from the new school.
- Talk to key staff at the new school about things that help the child to learn well and be happy at school.

- If needed, arrange extra visits to the new school with a member of staff from our school.
- Talk to the child or young person and their family so we can answer any questions they may have about the new school.
- Pass on relevant documents.

Based on needs, when moving to a new year group we:

- Introduce the child to their new teacher individually.
- Talk to the child and their family, so we can answer any questions they may have about the new year group.
- Give any adults working with the child a one-page profile describing the things that help to support them in school.

## How is the governing body involved with SEN provision?

In our school, we have a governor who is responsible for special educational needs. Her name is Mrs Grew. Her job is to meet with the SENCO regularly. In these meetings the SEN governor will make sure that children, young people and families are being supported by the right services from in and outside of school. The SEN Governor is involved in the whole school monitoring schedule.

The SEN Governor updates the other governors so that the whole 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 head teacher if appropriate provision isn't being made.

## What can I do if I am not happy with the provision for my child?

Our school operates an open door policy and we will do everything we can to fix the problem. Your first point of contact is your child's class teacher. In addition, our SENCO is here to listen to your concerns. If you are not satisfied that your concern has been met then you can speak to the head teacher at any time. Our school and governing body take complaints seriously and will act upon these on an individual basis. (See Complaints Policy).

The local authority has a multi-agency panel who consider unresolved issues. You are entitled to appeal against any decision made about your child that you are not in agreement with. They may offer you an independent mediator if you are still not satisfied. The mediator may try to help you to agree a resolution with the local authority that you are happy with.

The Birmingham **Special Educational Needs and Disability Information, Advice and Support Service** (SENDIASS) offers impartial information, advice and support to children and young people with special educational needs or disabilities.

Email Address: [www.birmingham.gov.uk/info/50258/sendias](http://www.birmingham.gov.uk/info/50258/sendias)

Telephone No: 0121 303 5004

## **What is the school's policy for SEN?**

Our School Special Education and Disabilities (SEND) policy can be found on the [Policies and Documents](#) page of this website.

## **Where is Birmingham Local Authority's Local Offer?**

The Birmingham Local Authority's Local Offer can be found at: [www.localofferbirmingham.co.uk](http://www.localofferbirmingham.co.uk)