St Marks Catholic Primary School

Special Educational Needs Information Report

Who's Who?

Interim Principal

Miss Dorsett

I work with children, teachers, parents and agencies to ensure that our pupil's needs are met. I speak regularly with the class teachers to track progress and ask questions about support they are receiving. I also complete learning walks to see how learning happens and what is working throughout the school.

Special Needs Co –Ordinator + Assistant Principal

Mrs Dykes

I work with children, teachers, parents and outside agencies to ensure that our pupil's needs are met. I support families I getting the support they need through different agencies. I speak regularly with the class teachers to track progress and ask questions about support they are receiving. Together we write plans to target children whom need extra support or to be challenged further.

I also complete learning walks to see what we are doing well and how we can improve.

Our SEND policy

Appropriate and effective teaching and learning

A Partnership approach

Open and honest communication

Provision at St Mark's

Open and Honest Communication

If you have a concern about your child, the SENDCo is available to speak to you. We always encourage you to speak to your child's teacher too.

- The SENDCo works every day in school Sometimes she may be busy or she might not be in the building so you can do the following:

- Speak to Mrs Hussain in the office to find out when she may be available.
- Make an appointment to see her or ask if she can telephone you.
- You can also email her on enquiry@stmarkrc.bham.sch.uk
- You can send her a direct message on ClassDojo **– Mrs Dykes**

- We operate an open door policy and you are welcome to come into school.
- Members of the Senior Leadership Team are always out as the morning starts on the front gate and you can always speak to them.
- We hold regular meetings with parents during the day so that you can find out how your child is doing in school.

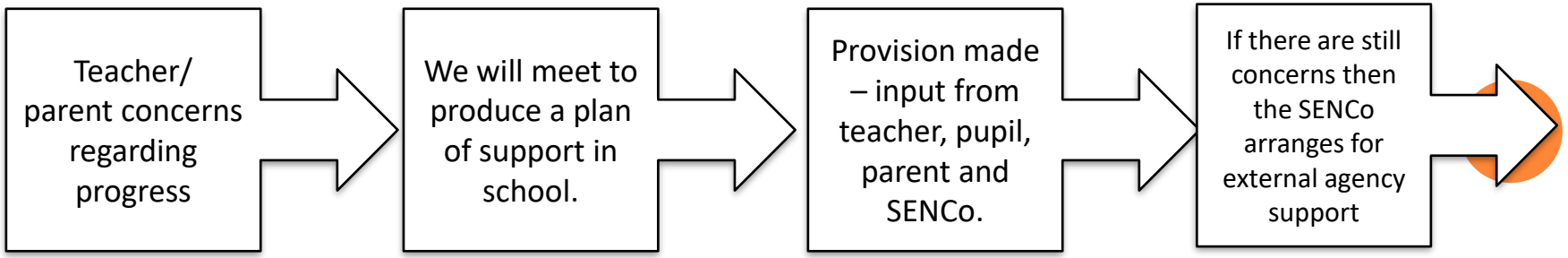
Open and Honest Communication

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

You can read our SEN Policy available on our website and from the school office. The policy explains how we identify and assess children who we think might have special educational needs.

Our governing body has a governor who is responsible for special educational needs. They are; **Dr Bukola Awoyemi**

What happens when we are concerned about progress?



SEND PARENTAL CONCERN FLOWCHART

1
CLASS TEACHER

If you have concerns about your child please speak to the class teacher in the first instance. They will offer advice and give next steps.

2
SENDCO MRS DYKES

Mrs Dykes is our school SENDCo. You can contact her via ClassDojo or by emailing the school office

3
WORKING IN PARTNERSHIP

A meeting will be sheduled to gain your views, further information and disucss next steps.

4
PLAN AND DO

A plan will be drawn up to include your child's strengths, areas for development and SMART targets. These SMART targets will be linked to interventions and how we can support your child in school to achieve these targets.

5
REVIEW

The SMART targets will be reviewed with you and we will discuss the next steps for your child. This may include the support of external agencies to assist assessments
New targets will be set. .

Open and Honest Communication

St Mark's works with a lot of external agencies to help identify specific needs. These are:

Ruth Rainsford
- Language and Literacy Support Service

Matthew Estill
- Educational Psychologist

Alex Andrews
- Communication and Autism Team

School Nurse
- School Nursing Team

Physical Disability Support Service
- Supporting pupils with physical disabilities and medical needs.

Sensory Support
- Sensory Needs Support

Visual Impairment Team
- Visual Impairment support and advice.

West Midlands Speech and Language –
- Speech and Language Therapist

CADMAS inclusive
- To support a range of SEND needs and support staff.

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If your child requires support from these services, school will always consult you and work as team to support your child.

Open and Honest Communication

The SENCo, 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.

We support children with social, emotional and mental health needs in a variety of ways and take advice from a wide range of professionals.

If your child has medical needs, a plan will be written and shared with you. This Care Plan will be written in consultation with medical professionals alongside yourself.

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.

Open and Honest Communication

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.

Open and Honest Communication

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.

If your child has a **SEND Support Plan** and you **move your child to another school**, the SENCos at both schools make sure that information is shared.

If your child is at **Nursery School and is about to start in Reception here**, we liaise with the SENCos at the nursery schools to find out as much information as possible about your child's needs. This will include any targets and paperwork or agencies which might have been involved in supporting your child. We also arrange for a **home visit if needed** and complete a **child profile**; this is information from you about your child's interests, likes and dislikes.

When your child moves from **Year 6 to secondary school**, Mrs Dykes will ensure that all information regarding your pupil's special educational needs are passed on to the new SENCo. Extra visits to the secondary school may be arranged and sometimes the new SENCo will come to review meetings held at St Mark's.

Appropriate and effective teaching and learning

All school staff have and will receive appropriate training so they have the knowledge and confidence to support children's needs.

At St Mark's we hold a weekly staff meeting. These are used to ensure staff have up-to-date knowledge to teach children of all abilities. Sometimes training is run by specialists. Some examples of this are;

- Epipen training
- Asthma training
- Autism training
- TIASS training

Some of our Teachers and Teaching Assistants also have specialist training.

- Write Dance
- Cued Spelling
- Attachment Disorder Training
- Lego Therapy
- Precision Teaching
- SCERTS

Appropriate and effective teaching and learning

We offer support through some key interventions. We identify the children by looking closely at their progress and what we can do to support them. Some of these are; Decisions for these interventions are made in consultation between the professionals working with your child.

Phonics 1:1

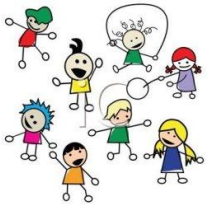
Maths Wizards

Lego Therapy

Speech and Language 1:1 and small group work

1:1 Reading

SCERTS



Gross and Fine Motor Groups

Appropriate and effective teaching and learning

Teaching and support staff will be able to accurately assess the level children are working at and differentiate the curriculum.

We use a range of criteria and evidence to help us identify the level children are working at. This might include:

- Checking the words children can read and spell independently
- Moderating writing, reading and mathematics together
- Making observations, particularly regarding speaking and listening and maths
- Use of tests, where appropriate

This helps teachers to plan work for all children to make progress. The work and support will be different for different groups of children.

We use the following to support children with additional needs to become independent learners:

- Interventions
- One to one or group support
- Adapted tasks and resources

Appropriate and effective teaching and learning

The school will try to make sure that children with additional needs and their families are able to take part fully in school trips and social events.

Our school mission statement is that ***"Proudly and joyfully we love, live and learn as God's Children"***. This statement underpins our ethos of inclusion at St Mark's school.

Children with additional needs have the opportunity to participate in after school clubs. Look out for letters regarding new after school clubs ☺

The school curriculum includes **trips out to enrich the experiences children have**. Our **risk assessments are inclusive of SEND 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 are given the chance to participate in their **class assemblies** and other performances, such as musical performances.

Appropriate and effective teaching and learning

The school will provide good teaching for your child and extra support when needed.

St Marks' use a range of strategies to monitor the progress of children and to ensure that good teaching is in place for all pupils. We do this through:

- Tracking your child's progress and holding teachers to account through termly pupil progress meetings.
- Regular book scrutiny for all classes and constructive feedback to teachers to raise standards.
- Classroom observations and learning walks, including monitoring the learning environment.

A Partnership Approach

We will work in partnership with you to identify the needs of your child and put in place the correct support including family support if you need this.

The governing body has a duty to ensure that the school adheres to the new **Code of Practice** under the **Children and Families Act 2014**. This means that the school governors hold the Headteacher and SENCo to account.

The governing body appoints a governor who is specifically responsible for special educational needs to ensure that the school and the SENCo carry out their duties. The SEND Link Governor is **Bukola Awoyemi**

One of the key responsibilities of the governing body is to make sure that the school's policy for children with special educational or disability needs (SEND) is published on the school website. The information on the school website must be reviewed annually by the governing body.

The governing body also has a responsibility to ensure that appropriate safeguarding procedures are in place for all pupils, including those who are SEND.

A Partnership Approach

Sometimes we may need to ask for your permission to involve other qualified professionals to support your child. We will always speak to you first before this goes ahead.

The governing body, through the SENCo, ensures that other appropriate agencies are involved in meeting the needs of pupils with special educational needs.

The SENCo, reports regularly to the governing body regarding the number of pupils and their additional needs.

The governing body regularly reviews both policy and the information published on the website to ensure it is up-to-date, parent and pupil friendly and in line with government policy and the Code of Practice.

When we feel that your child would benefit of working with another qualified professional we will discuss this with you. We will then discuss what the professionals can do to provide support and assist you and your child.
The content of the meeting is confidential and is only shared with parents, class teacher and the SENCo. Please speak to the SENDCo if you require any further information.

A Partnership Approach

The school will try to involve your child in decisions about their learning.

Here are the things we do at St Marks to make sure your child is listened to and involved in decision making:

Nursery visits in Reception

Our voice!

One Page Profiles

Person Centered Reviews

Open door policy – children and parents can speak to the Principal, Assistant Principal or SENCo, as well as their class teacher.

Being involved in reviewing our progress in interventions.

Pupil self assessment

Being involved in target setting and sharing successes.

A Partnership Approach

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 Dykes if you need any other contact details.

Local Authority Support Services:

Language and Literacy Support Service; Ruth Rainsford
Service Information - Local Offer Birmingham

Educational Psychology; Matthew Estill
Birmingham Educational Psychology Service (EPS) - Local Offer Birmingham
0121 303 0100

Communication and Autism Team: Alex Andrews
Communication and Autism Team - Local Offer Birmingham
http://www.autismeducationtrust.org.uk 0121 303 1792

Health Services:
Speech and Language Therapy: Speech and Language Therapy | Website 0121 465 5419

School Nurse Service; Name: South Central School Nurse Team
Address: 34 Lansdowne St, Birmingham B18 7EE Telephone: 0121 245 5750

Local Health Services - Local Offer Birmingham

A Partnership Approach

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 Dykes if you need any other contact details.

Social Services and Other

Birmingham CAHMS

Forward Thinking Birmingham: Mental Health Services - Local Offer Birmingham

Social Services; https://www.birmingham.gov.uk/info/20019/children_young_people_and_families

0121 303 1888

Birmingham's Local Offer

You can find Birmingham's local offer here

https://www.localofferbirmingham.co.uk

Dealing with complaints

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Principal in writing or any other accessible format. The Principal will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the schools Complaints Policy. This is available, on request, from the school office.

All complaints and concerns will be handled in both an impartial and non-adversarial manner, and in an open, transparent and constructive way.

Support services that can help parents with pupils with SEND

Birmingham SEND Information, Advice & Support Service

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.

SENDIASS staff are all independently trained in SEND law and practice.

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