

### Open and Honest Communication

- All the information we share with you will be made clear and easy to understand.
- We have a member of staff called the Special Educational Needs coordinator (SENco) who will explain everything to you and make sure you understand what is happening.
- If we think your child needs extra support we will always talk to you about this.
- The SENco will make sure that all necessary school staff are aware of your child's needs
- 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 will also be asked to give their views



What can I expect at my local school in my child has special needs?

We will make sure your child is safe and happy at school.

### Partnership Approach

- The school will involve you in all decisions and listen to your views
- The school will always aim to involve your child in decisions about their learning.
- We will be happy to give you contact details for organisations who can provide advice and support for you and your child.
- Sometimes we may need to ask for your permission to involve other qualified professionals to support your child and offer further advice.
- 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 required.



### Appropriate and effective teaching and learning

- The school will always aim to ensure that children with additional needs and their families are able to take part in all school trips, performances and social events.
- Staff will receive appropriate training so they have the knowledge and confidence to support a variety of needs.
- The school will provide good teaching and support for your child.
- Teaching staff will be able to accurately assess children using Step up targets as well as our SEND toolkits and differentiate the curriculum to match this.
- A range of resources will be available in all learning areas to support learning for children at a range of different levels
- The school will provide support for children if they need support to manage their own behaviour and/or build up skills and confidence to deal with new situations as well as learning, physical or emotional needs.
- Where necessary, resources will be available to support the learning of children who have more significant needs.

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

One page profile provides key information on how to effectively support your child in class. These are read by all members of staff who work with your child and are updated regularly.

Staff expertise is regularly audited and training opportunities are provided in how to fully support your child, both within the classroom, and within intervention sessions.

A range of different teaching styles and resources, including new technology such as iPad, are used to ensure your child is engaged in their learning.

A range of resources will be available in all learning areas to support learning for children working at different levels.

A record of all the support your child has received is kept by school to ensure that the support is the most effective for your child. This information is recorded on a provision map.

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.

Risk assessments are carried out for any trip and children with an additional need are identified as appropriate.

The school will make sure that children with additional needs are able to take part fully in school trips, performances and other events as part of the curriculum.

Children will be assessed against new National Curriculum criteria or P Levels, as appropriate. Staff will receive training in this and school will continue to be moderated to ensure accurate assessment.

Staffing arrangements are carefully considered to match the needs of individuals and staff specialisms/previous training are taken into account when identifying who will provide extra support for your child.

Support for your child will be provided through matching the work within the classroom to their needs (Quality First Teaching), through small group work or one-to-one work, and through intervention programmes to target specific areas of learning, as appropriate.

Staff attend workshops on specific needs, including those organised by outside agencies.

Your child will receive Quality First Teaching in class, where the class teacher will aim to provide the support your child needs through differentiating the curriculum and providing carefully chosen resources. Further support may then be given through interventions to help support your child in a specific area, and advice may be sought from Outside Agency Support Services, if appropriate.

All children are assessed on entry to Our Lady's to ensure teaching matches their ability.

## **Appropriate and effective teaching and learning**



All staff will regularly liaise with the SENDCo and other members of staff in regards to supporting children and providing the correctly differentiated work to meet the needs of your child.

Provision is reviewed and monitored regularly.

Teaching staff will be able to accurately assess the level children are working at and aim to differentiate the curriculum to meet the needs of your child.

Where necessary, resources will be available to support the learning of children who have social and/or communication difficulties, physical difficulties, learning difficulties, emotional or behavioural difficulties, or health/medical needs.

The school will provide good, or better, teaching and extra support for your child. This is regularly monitored to ensure provision is

Please also refer to the school's curriculum and assessment policies.

All children including SEND will be encouraged to take part in after school clubs.

All pupils, including those with SEND are set targets as to the amount of progress they are expected to make. This is monitored regularly to ensure progress is good.

Staff meet regularly to assess progress. This enables all members of staff to accurately identify the next steps in your child's learning to ensure they learn and achieve, making expected or better progress

Adaptations can be made as appropriate to accommodate children with physical difficulties, hearing difficulties, or sight difficulties. Details of this can be found in the school's Accessibility Action Plan as part of our commitment to the Equality Act 2010.

**Cari-Anne Burden**, from the Communication and Autism Team, who can provide advice on how to support children with a diagnosis of Autistic Spectrum Difficulties.

**Natalie O'Brien**, from Pupil and School Support will offer advice on how to support your children who mainly have cognition and learning difficulties.

**West Midlands Independent Speech & Language Therapy Service**, can offer support in identifying specific speech difficulties and support your child in how they use language to communicate. Access to the NHS Speech & Language service is also available, if required.

We may also carry out observations of your child working within the classroom to further our understanding of their difficulty.

This will involve looking at your child's work and talking to your child about what they are doing and how they feel when working in class.

These observations and discussions ensure that we know your child well, including their interests and strengths, as well as the support they require.

Our Pastoral Manager is **Mrs Lavery**. She provides support and information to families. An appointment can be made with her through the school office.

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

Any information that we have regarding your child, their area of difficulty, diagnosis or assessment information is highly confidential and will only be shared with other professionals, if it is in the best interest of your child.

Sometimes we may need to ask for your permission to involve other qualified professionals to support your child. **Emma Shackleton** from Beacon supports children with behavioural needs/difficulties.

Class teachers or the SENDCo may approach you before or after school to discuss your child's needs. You will be invited to attend review meetings, or asked to meet with a member of the Outside Agency Support team who is working with your child, to review their progress and the support that is in place. Your child will also be asked to contribute to the review of their targets

The classroom environments are "Communication Friendly". This means that signs and symbols are used alongside written words within the classroom to aid communication. Visual Timetables are also in place in every classroom providing a visual prompt to the structure of the school day.

**Miriam Chaudhry**, from the Educational Psychology service, will offer support to raise achievement, promote inclusion and increase access to learning

Any child who starts at Our Lady's is assessed upon entry to identify any areas of support, this includes children who join during the academic year.

## Partnership Approach

School adheres to the Children and Families Act 2014 which includes changes to the support for children with Special Educational Needs (SEN). As a result of this a document called "0-25 Special Educational Needs and Disabilities Code of Practice" sets out how schools support children with SEN. These changes took effect on 1st September 2014. More information on these changes

The school will involve you in all decisions and listen to your views surrounding your child's area of difficulty or the support

Birmingham City Council Local Education Authority (LEA) local offer regarding SEN support and provision can be found here:

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

Further information about the way in which your child is supported in school or the interventions that they are taking part in, can be found by talking to the class teacher or requesting an appointment to see the SENDCo.

Transition meetings take place at the end of every school year to inform the next class teacher of any children who require additional support and how to support them. This includes children moving on to Secondary school. School will also meet with the SENDCo from other Nursery Schools to discuss new starters, as appropriate.

The school regularly informs the governing body about SEND progress and training. The SEND Governor is **Sue Nightingale**.

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.

We will be happy to give you contact details for some organisations who can give advice and support to you and your child.

**We have a member of staff called the Special Educational Needs Co-ordinator (SENDCo) who will explain everything to you and make sure you understand what is happening.**

**Mrs N Copland (01214644459)**  
**enquiry@ourladys.bham.sch.uk**

We will make all the information you need clear and easy to understand – please ask for a copy of the school’s SEND policy or find it on our website.

We will regularly meet with you, and your child, to discuss your child’s progress, and the outcomes of any support that is given, at parent’s evenings, at review meetings or after school.

If appropriate, your child may have a One Page profile containing information on how to support your child. This will be shared with any member of staff who may be working with them.

Your child will receive Quality First Teaching in class, where the class teacher will provide the support your child needs through differentiating the curriculum. Further support may then be given through interventions to help support your child in a specific area of learning or need.

Share concerns with class teacher., who will then discuss this with the SENDCO

School will meet with you to share any support that is being given or to plan new levels of support for your child.

Support is put in place and regularly reviewed within school.

### **Open and honest communication**

If further concerns arise we will contact outside agencies with your permission.

Strategies and resources used in school may also be shared with parents to provide support at home or to continue the support received in school. This will include homework or Visual Timetables, as appropriate.

The SENDCo will make sure that all necessary school staff are aware of your child’s needs.

At Our Lady’s we have an open door policy and value the thoughts and concerns of parents/ carers. If you feel that your concerns have not been dealt with satisfactorily, please follow the complaints procedure within the SEND policy.

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

School may then apply for an Education and Health Care Plan, as appropriate.

The SENCo will monitor the support your child is receiving to make sure it is appropriate and effective. They will also aim to provide any additional resources your child may need.

As a school, if we need extra advice to support your child we may contact an outside agency, this could include an SEND advisor, Pupil and School Support, the Communication and Autism Team, or an Educational Psychologist. We will discuss this with you, if this is the case.

We aim for staff to receive regular training to ensure all children’s needs are met, including training in specific needs or interventions.

If your child requires extra support they will be given an Individual Target Plan (ITP), which outlines the support they will receive and who is responsible for providing that support.

If your child has a behavioural issue as part of the area of need, they will also have a Positive Handling Plan and Risk Assessment, highlighting possible triggers and strategies to support the child. These are all reviewed regularly and reviewed or updated, when required.

Help and support can be provided for:

- Cognitive and Learning difficulties – Memory or learning, including dyslexic tendencies
- Sensory or Physical difficulties – fine motor: handwriting or Gross motor: movement difficulties
- Social, Emotional or Mental Health difficulties
- Communication support – Autism or Speech and Language therapy.