



'Every child should have the right and the means to fulfil their dreams'

St. Benedict's Primary School is a Rights Respecting School and the United Nations Convention on the Rights of the Child is at the heart of everything we do.

The following articles underline our Aims;

Article 3

"The best interests of the child must be a top priority in all our actions."

Article 29

"Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment."

We know that some children may need extra support and help in order to achieve their best.

If you have a concern about your child's needs or if you think your child may require extra help, who do you need to talk to?

The Class Teacher who will:

- Check on the progress of your child and identify, plan and deliver any additional help your child may need (this could be targeted work or additional support)
- Liaise closely with the Inclusion Lead with regards to your child's progress and support

- Deliver personalised learning opportunities for your child
- Ensure that the school's SEND Policy is followed

The Inclusion Lead: Mrs. Patricia Clayton (Assistant Headteacher and SENCo) who will:

- Develop and review the school's SEND policy to ensure all children get a consistent, high quality response to meeting their needs in school
- Co-ordinate all the support for children with special educational needs or disabilities (SEND)
- Provide specialist support for teachers and teaching assistants within the school; so that they can support children with SEND to achieve the best possible progress.
- Ensure class teachers have up to date records on each child with SEND
- Organise and co-ordinate annual reviews for children with EHCPs.
- Refer children for assessments so that additional support can be accessed
- Liaise with outside agencies working in the school to support individual children's learning
- Update the school's SEND register (a system for ensuring that all the SEND needs of pupils in each school are known) and make sure that records of each child's progress and needs are kept up to date
- Monitor the impact of policies and the effectiveness of provision in the school

The Head Teacher: Mrs. Armine Williams

- Lead in the day to day management of all aspects of the school; this includes the support for children with SEND
- Give responsibility to the Inclusion Lead and class teachers, but still be responsible for ensuring that children's needs are met
- Make sure that the Governing Body is kept up to date about any issues relating to SEND

The SEN Governor: Mohammed Zabar

- Meet regularly with the school's Inclusion Lead
- Make sure that the necessary support is given to any child with SEND who attends the school
- Monitoring the effectiveness of SEND provision in the school
- Keep the Governing Body informed about any SEND related issues or changes

Please note:

Should your child already have a diagnosis of a special need before they attend our school, please ask to speak to the Senco as soon as possible so we can make sure we talk to you about meeting your child's needs in our school.

Please ring 0121 464 6420 or come to the main office if you would like to speak to Mrs. Clayton SENCo.

What kinds of Special Educational Needs and Disabilities are provided for at St. Benedict's Primary School?

There are many types of Special Needs, including learning or behavioural difficulties, a physical need such as hearing or vision impairment, a social need to support a child to interact with other people or a mobility difficulty which means a child needs support in moving around the environment.

Children are carefully assessed to see which areas they may need support with.

The four areas of need identified in the SEND Code of Practice are:

Cognition and Learning

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

Communication and Interaction

Children who find it difficult to interact with the people and world around them.

Social, emotional and mental health difficulties

Children who find it difficult to manage their emotions and behaviour in a way that affects their daily life.

Sensory and/or physical needs

Children who have a disability that may make it difficult for them to manage their everyday life without changes to the environment or support. This may be because of hearing or visual difficulties, physical disabilities or other medical needs.

Whilst the school is able to recognise and support these needs, we will always take outside agency support and help if necessary. This particularly applies to medical conditions where we will liaise with the appropriate professionals to ensure your child is being provided with the best possible support.

What are the different types of support available for children with Special Educational Needs and Disabilities?

Initially, your child's class teacher will adapt their teaching to help your child progress. This may mean:

- If the school feels your child needs more support for a particular area, such as reading or phonics, they may work in a small group with an adult who can provide specific tasks to help.
- If your child has a diagnosis, the school liaises closely with these professionals. They offer us advice and make recommendations which may for instance include:
 - Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better.
Support to set better targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g a social skills group
A group or individual work with outside professionals
 - Support and advice for you and other members of your family
- If school feels your child would benefit from being referred to one of these agencies you will always be asked to give your permission. This type of support

is available for children with specific barriers to learning that cannot be overcome through whole class teaching or intervention groups.

For some children, these approaches do not work and they may have a higher level of need. If this is the case, the school will talk to outside agencies about assessing your child for a high focus Provision Plan or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the SENCo as needing a particularly high level of individual or small group teaching.

For your child this may mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an Education, Health and Care Plan (EHCP). If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- The EHC Plan will outline the individual/small group support your child should receive, how the support should be used and what strategies must be put in place. It will also have long and short term outcomes for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child for some of the day.

What type of support can the school offer my child?

- Teachers can change what they are teaching or the way they are teaching to help the child learn more with the rest of the class.
- 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 short times during the day to support them to learn specific skills.
- Individual targets set to show what the child needs help with.

- Advice from a specialist support teacher or other professional will be called upon if required.
 - Support can be tailored to a child with particular needs upon consultation with the class teacher and SENCo.
 - Regular meetings with class teacher, (support staff where relevant) and the SENCo.
 - Target setting including Individual Education Plans so parents can see what their child is working on next.
 - Home/school books for some children to inform parents of about the child's day.
 - Information on the school website.
 - Parental Meetings at least once a term.
 - Parent workshops.
 - Curriculum parental workshops around reading, writing, phonics and maths.
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How does the school specifically involve parents?

- Parents' views on IEP/Annual Review documents.
 - If your child is assessed as needing an Education and Health Care Plan, you will be invited to all meetings and will be asked for your views, aspirations and needs for your child.
 - Regular meetings with class teacher, (support staff where relevant) and the SENCo.
 - Target setting so parents can see what their child is working on next.
 - Home/school books for some children to inform parents of about the child's day, if appropriate.
 - Curriculum overview published termly on our school website.
 - Information on the school website.
 - Parents' evenings
 - Parents' workshops
 - Signposting to parent groups. The school holds regular meetings for all parents in the local area whose children may have a diagnosis of autism. This is a very supportive group who can give practical advice.
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Who might be involved with my child should the need arise?

We work with a number of specialists to ensure we are helping your child in the best possible way. Some of the agencies we have regular contact with are:

- **Pupil and School Support:** we have an allocated worker who visits our school on a regular basis. They will support and guide us and may observe your child to see how they work in class if teachers feel they are not making expected progress.
- **Behaviour Support Service:** if a child is finding school routine difficult and is not responding to our normal procedures, the BSS team will come and support us in helping your child to remain in a school setting
- **Speech and Language Support:** the school employs its own specialist to support with diagnosis and strategies to help children who have difficulties with speech
- **Hearing / Sight teams:** the school will seek specialist medical support from these teams if a child is diagnosed with a specific difficulty
- **Communication and Autism Team:** the school will consult this team once a child is identified as possibly showing signs of difficulty. They will support us and parents in moving towards diagnosis and will also help the school and the child's family to find the best possible method of support.
- **Educational Psychology Service:** an Educational Psychologist will always be involved if a child is recognised as having needs complex enough to move towards an Educational and Health Care Plan. Parental permission will always be sought for their involvement.

What else do we do?

- The school will always seek specialist advice where we feel it is necessary. We will always inform you if an agency is directly involved with your child and you will be given the opportunity to discuss their findings wherever possible.
- Many of the above agencies provide training for our staff, particularly if they are supporting a child with complex needs in class, when they will receive direct training tailor made for your child.
- Many of our teachers and Teaching Assistants have had specialist training in a number of support programmes. For example, Every Child a Reader, Numbers Count, Makaton, Communication in Print. They also receive target training as necessary: for example, in supporting a child with physical disabilities

- All of our staff receive annual training in medical needs for asthma, epilepsy and allergies. They will receive other training if necessary for children with other conditions such as diabetes.
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What happens when a SEND child transfers from St Benedict's?

When a child transfers to a new school at the end of Year Six, we will spend lots of time with the receiving school to ensure they are fully aware of your child's needs. If necessary, we will put a programme in place to help your child adjust to their new school, such as visits, making books about their new teacher and ensuring their new teacher comes to see them here. Occasionally, a child may need to transfer before the end of Year Six in order to meet their more complex needs. We will involve parents at every step of the way, including providing a member of staff to go with you to visit a proposed new school, should you require that.

Where can you go for further information?

Please don't hesitate to contact us should you need any further information. Your child's class teacher will always be willing to discuss any concerns or worries you have, or they will be able to arrange for you to speak to the appropriate person who can help you.

In addition, the Local Authority have a website detailing all services available in Birmingham for children with Special Educational Needs and Disabilities. This can be found at:

www.birmingham.gov.uk/localoffer

