



St Marks Catholic Primary School

Special Educational Needs Information Report

Who's Who?

Head Teacher

Mr Murphy

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.

Deputy Head Teacher

Mrs Linley

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. 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.

Special Needs Co-Ordinator

Mrs Dykes

I work with children, teachers, parents and agencies to ensure that our pupil's needs are met.



Our SEND policy

**Appropriate and effective
teaching and learning**

A Partnership approach

**Open and honest
communication**



Open and Honest Communication

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

- ❑ Mrs Dykes 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
- ❑ Write a note in your child's diary and somebody will arrange to speak with you.
- ❑ We operate an open door policy and you are welcome to come into school.
- ❑ Mr Murphy and/or Mrs Linley are always out as the morning starts on the front gate and you can always speak to them.
- ❑ We hold regular termly meetings with parents during the day so that you can find out how your child is doing in school.



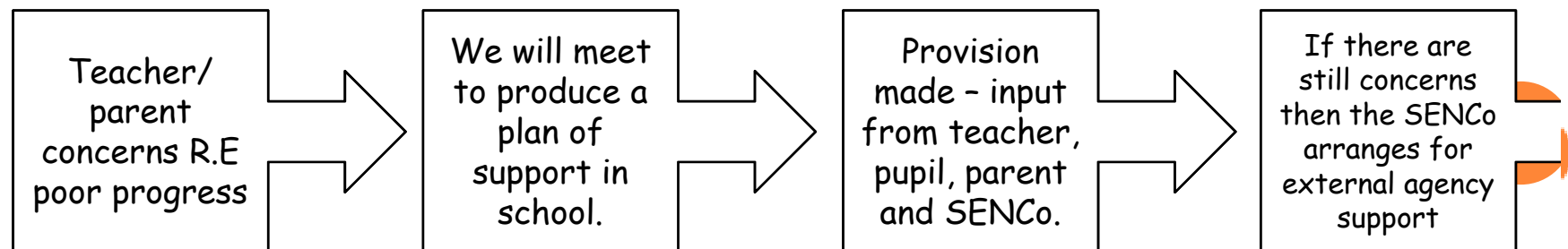
Open and Honest Communication

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; Mrs L Taylor

What happens when we are concerned about progress?



Open and Honest Communication

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

Scott Johnson

- Pupil and School Support
- Lynne Lewis
- Educational Psychologist

Tower Hill Medical Practice

- Speech and Language Therapy

CAT

- Communication and Autism Team

School Nurse

- School Nursing Team

Sensory Support

- Sensory Needs Support
- Visual Impairment Team
- Visual Impairment support and advice.

If your child requires support from these services, school will always consult you and request written permission.

Open and Honest Communication

The SENCo, Mrs Dykes, 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 SEND 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** 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 example of this are;

- Epipen training
- Asthma training
- Autism Level One Training
- Standards of Inclusion
- Accessibility

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

- Language Land
- Outstanding SEN teaching
- Attachment Disorder Training
- Dyslexia Training



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.



Read Write
Inc 1:1



Maths
Wizards

Language
Land and
Speaking
and
Listening
Groups



Rocking
Readers



Nurture
Groups



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
- ❑ Learning mentors
- ❑ 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 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's uses 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.

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 and ask you to sign for this to happen.


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 and the SENCo. Please speak to Mrs Dykes 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:

Home visits
in Reception

Our
voice!

Child
profiles

Person Centered
Reviews



Open door policy -
children and parents can
speak to the Head,
Deputy 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:

Pupil and School Support: <http://www.birmingham.gov.uk/pupilandschoolsupport>
0121 303 8288

Educational Psychology: <http://www.birmingham.gov.uk/eps> 0121 303 1793

Birmingham SENAR: <http://www.birmingham.gov.uk/senar> 0121 303 1888

Communication and Autism Team: <http://www.birmingham.gov.uk/access-to-education> 0121-303
1792

Health Services:

Speech and Language Therapy: <http://www.bhamcommunity.nhs.uk/about-us/clinical-services/children-and-families/services/childrens-speech-language-therapy-service/referral-to-the-service/> 0121 465 5419

School Nurse Service; Warren Farm School Nurse Team, NorthSN
<http://www.bhamcommunity.nhs.uk/about-us/clinical-services/children-and-families/services/school-nurses/> 0121 465 5105

Occupational Therapy: <http://www.bhamcommunity.nhs.uk/about-us/clinical-services/adults-and-community-services/occupational-therapy/> 0300 555 1919



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

CAHMS: <http://www.birmingham.gov.uk/camhs> 0121 333 9193

Social Services: <http://www.birmingham.gov.uk/health> 0121 303 1888

Parent Partnership: 0121 303 5004



SEND Funding

All mainstream schools are provided with funding that they should use to support those with additional needs, including children and young people with SEND.

In April 2013 the government made changes to the way that funding is provided to schools and colleges. From that date and for all LAs, funding is distributed by a locally agreed formula and given to schools under three main headings, called elements:

Element 1: Basic, per pupil funding: An amount of money for each child in the school (approximately £4000 per child), used to provide education and support for all pupils in the school including those with SEND.

Element 2: Additional Support funding: Every school receives an additional amount of money to enable them to provide special education for children and young people with SEN. The government now require that schools use this funding to pay for up to £6,000 worth of special educational provision to meet a child's SEN. [Most children with SEN will require special educational provision costs to less than £6,000].



SEND Funding

Element 3: Top-Up funding: Whilst the needs of almost all mainstream children can be met through the school budget, there will always be a small number of children whose needs are so complex or unusual that money to support them can only be allocated on an individual basis. Following implementation of the School Funding Reforms (April 2013) the way in which SEN funding was allocated to schools and individual pupils changed significantly. The reforms meant that mainstream schools became responsible for funding high incidence, low cost SEN provision from their delegated budgets using their AWPU element (assumed nationally at £4,000 per pupil) and up to £6,000 per pupil from their notional SEN budget. This includes support for those with and without a statement of special educational need. The LA retained TOP UP funding for those children with the highest needs (i.e. requiring more than £6000 of additional SEN support). In most cases TOP UP has only been available for those with a statement of special educational needs.

CRISP - CRISP is nationally recognised as an effective model to assess need, determine provision and allocate resources. From April 2013 CRISP has been used to allocate TOP UP funding. At St Marks we complete CRISP Profiles alongside outside agencies in order to access any "Top Up" funding that may be needed to support children.



SEND Funding

How is the funding calculated - 'Notional' SEN Budgets LAs must, through the Schools Forum, identify the formula by which schools receive funding to provide support for pupils with SEN. This is called a 'Notional SEN Budget'. It is called 'notional' because no-one tells schools exactly how they should spend their money. They can spend it in the way they think is best. But schools have a duty to identify, assess and make special educational provision for all children with SEN; and the LA has a duty to set out what schools are expected to provide from their delegated budget and to publish this information in the Local Offer.

The School Funding Reform arrangements require that the notional SEN budget comes from the Schools Block, made up of funding from the basic per-pupil entitlement, deprivation and prior attainment factors. It is from this notional budget that mainstream schools are expected to: to meet the needs of pupils with low cost, high incidence SEN; and to contribute, up to at least the first £6,000 of the costs of provision for pupils with high needs (not all pupils with SEN require this amount). From this, schools must provide a standard offer of teaching and learning for all pupils, including those with 'predictable' high needs, to enable them to access the school's teaching and learning offer.



SEND Funding – How do St Mark's Spend it?

Much of SEN budget is spent on our most valuable resources, staff. This spending includes the use of staff to provide interventions including;

- Phonics Intervention 1:1 Daily
- Reading Interventions including Fresh Start and Rocking Readers
- Nurture Groups
- Speaking and Listening Groups
- Writing Intervention
- Precision Teaching
- Same Day Interventions in order to close the gap

Targeted intervention based on SEND Support Plan Targets and individual needs. We also use this funding to buy in specialist teacher time and expertise to support our SENDCo and other teachers in supporting our children in the best possible way. This sometimes includes training for members of staff from specialist teachers to enable them to deliver specialist interventions needed.

The remaining school budget is spent on resources and equipment to support learning and to enable all children to make progress.

