



SS Mary and John SEND information report 2024-2025



Working together with God to achieve a better future for everyone

Roles and Responsibilities at SS Mary and John Catholic Primary School

At SS Mary and John Catholic Primary School we work inclusively to ensure that all of our children are valued members of our school community and feel equally important, listened to and cared for. Quality first teaching ensures that all of our pupils are given the opportunity to reach their potential, be successful learners and become valued members of our society. Some children require further support and this is where the school SENDCo becomes involved.

Our school SENDCo is Mrs Helen Vernalls and our school Deputy SENDCo is Mrs Suzanne Walsh.

If you would like to talk to a SENDCO you can book an appointment with the school office. The best way to contact our SENDCo Monday to Friday is by phone 0121 382 3522 or by email addressed to SENDCo at enquiry@stmryjon.net

There are also drop in sessions each week- details of these can be found on the school newsletter.

The SENDCo is responsible for the operation of the Special Educational Needs Policy and coordination of specific provision made to support individual children with SEND.

The SENDCo liaises with staff to monitor the pupil's progress and plans interventions when progress is slower than expected.

The SENDCo has regular contact with a wide range of external agencies that are able to give more specialised advice.

Our SEND Link Governor is Sarah Doody. Her job is to meet with the SENDCo regularly. In these meetings the SEND governor makes sure that children, young people and families are being supported by the right services from in and outside of school. The SEND Governor will also visit the school, observe what happens in classrooms and meet with class teachers, support staff and children and young people. The SEND Governor will report back on these meetings so that the whole of the 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 Headteacher if appropriate provision isn't being made

What is the SEND information report?

The SEND information report provides parents/carers with easy to understand information about what will be available in school to help children with SEND, as well as options available to support families who need additional help to support their child. This report is reviewed annually with input from parents, governors and pupils. Below are a set of frequently asked questions by parents about SEND. The answers aim to provide clear information for parents/carers, to enable them to make decisions about how best to support a child with SEND.

What kind of Special Educational Needs does the school make provision for?

At SS Mary and John Catholic Primary school provision is made for pupils who have any of the needs listed below. We are aware that some pupils will have difficulties in more than one of these areas and we do our best to make sure that all of their needs are met. The support in this table acts as a guide but the things we do may vary and actual support will be based on the specific needs of each pupil.

Type of need	What this need looks like.	How this need is supported?
Communication and interaction	Children and young people who find it difficult with interacting with the people and world around them. Some of the things children and young people with these difficulties might find difficult are: <ul style="list-style-type: none">· Talking to other adults and or children and young people, especially when in a group· Talking about a topic they haven't chosen to talk about· Making friends or keeping friends for a long time· Following rules made by someone else· Dealing with changes in the way they usually do things· Dealing with noises, smells or other sensations around them	Visual timetables are on display in every classroom with the now and next board used throughout the day. One page profiles are in use. Use of the Engagement Model for EHCP pupils who are pre-nursery level.
Cognition and Learning	Children and young people who find learning, thinking and understanding harder than most other pupils. Some of	Effective planning and differentiation for the child.

	<p>the things children and young people with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> · Take longer to learn important skills · Find it difficult to remember things such as the important words for reading and times tables · Find it hard to understand how to use letter sounds to read and spell words · May need more time to think about their answers · May take more time to process information 	<p>Individualised programmes for those children who require this.</p> <p>Use of the Engagement Model for EHCP pupils who are pre-nursery level.</p> <p>Precision teaching</p> <p>Extra support can be given in a small group or on a one to one basis by an adult to help the child or young person learn the things they are finding difficult</p> <p>Pre and post tutoring of all new vocabulary and topics</p> <p>Use of Lexia</p> <p>Use of continuums to assess need and an ITP to set out next steps.</p> <p>Intervention groups focused on ITP targets.</p> <p>Scaffolded learning</p> <p>Access to specialist support from a teacher or other professionals if school feel this is required.</p>
Social, Emotional and Mental health	<p>Children and young people who find it difficult to manage their emotions and behaviour in a way that affects their daily life. Some of the things children and young people with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> · Following rules set by others · Sitting still for very long 	<p>Staff trained in school to give advice to adults working with the child or young people</p> <p>Access to the school Learning Mentor who will</p>

	<ul style="list-style-type: none"> · Listening to and following instructions · Understanding how they are feeling · Making friends · Dealing with their difficulties in a way that does not cause harm to themselves or others · Taking responsibility for the things they do. 	<p>devise programmes for individuals</p> <p>Use of practical resources - Chew buddies, wobble cushions, Now and next boards, Weighted shoulder blankets etc.</p> <p>Access to Child Mental Health First Aider</p> <p>Use of One Page Profiles with individual targets</p> <p>Extra support can be given in a small group by an adult to help the child learn about how to help themselves show what the child or young person</p> <p>Sensory Room on KS1 site</p> <p>Use of the Engagement Model for EHCP pupils who are pre-nursery level.</p> <p>Access to Rainbows Bereavement Group to support children who are have experiences bereavement.</p> <p>Family Support Worker - Resilience, anger management, anxiety</p> <p>Where required, get advice from professionals and specialists such as Beacon Behaviour Support and the Educational Psychologist.</p>
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<p>Sensory and/or physical needs.</p>	<p>Children and young people who have sensory needs and/or a disability that may make it difficult for them to manage their everyday life without change or support. This may be because of hearing or visual difficulties, physical disabilities or other medical needs. Some of the things children and young people with these difficulties might find difficult are:</p> <p>Managing in the classroom due to becoming overstimulated</p> <p>Not reacting to loud noises.</p> <p>Hearing what others in the classroom or school setting are saying.</p> <p>Reading words on books, worksheets or whiteboards that are not made bigger or changed to help them</p> <p>Moving around without the aid of a walking aid or wheelchair</p> <p>Using pencils, scissors, knives and forks and other things that we need to use without changes or support</p> <p>Taking medication without adults helping them</p>	<p>Support from outreach services such as the hearing or visual impairment or physical disability teams</p> <p>Use of the Engagement Model for EHCP pupils who are pre-nursery level.</p> <p>Differentiation in practical lessons through equipment, space, task.</p> <p>Specialist equipment as recommended by PDSS, VI teams</p> <p>Practical resources - coloured screens, whiteboards, writing slopes, specialised handwriting pens / pencils</p> <p>Access to sensory room on KS1 site.</p> <p>Fine motor skill groups</p> <p>Adaptations to the school environment where possible.</p> <p>Continuing improvements to school as set out in the Accessibility Plan.</p>
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The SEND provision that school put in place for our SEND children is regularly monitored by the SENDCo and Assistant SENDCo along with all members of the Senior Leadership Team to measure the impact that it is having. This monitoring includes conversations with SEND pupils, conversations with adults working with the children, learning walks, lesson observations, book scrutinies, planning scrutinies, intervention log scrutinies, use of outside agencies to observe and provide feedback, assessment of continuum data, quality assurance of assessments.

How does the school identify and assess Special Educational Needs?

After a settling in period, if a class teacher feels that a child has additional needs they will complete a SEND referral form which is sent to the SENDCo. The SENDCo will then arrange a time to observe the child in class. From that observation and looking at the child's work a decision is made as to whether additional needs are present at that time. If the SENDCo feels that there are no additional needs, the child will be monitored for a half term period and then a discussion between the SENDCo and class teacher will be made as to whether it is felt the child needs to be put onto the SEND register (with consent from parents) or that there are no additional needs present.

If the SENDCo feels that there are additional needs, they will arrange to meet with the parents of the child to discuss the child being put onto the SEND register. With consent from the parents the child will be added to the register.

If a child starts SS Mary and John and has been on the SEND register at their previous setting, they will automatically be placed onto SS Mary and John's SEND register and a discussion between the SENDCo and the previous school will take place. Any documentation will be shared and the class teacher will be informed of anything they need to be.

In school we use a variety of different ways to assess whether a child or young person has special educational needs. Some of these ways include:

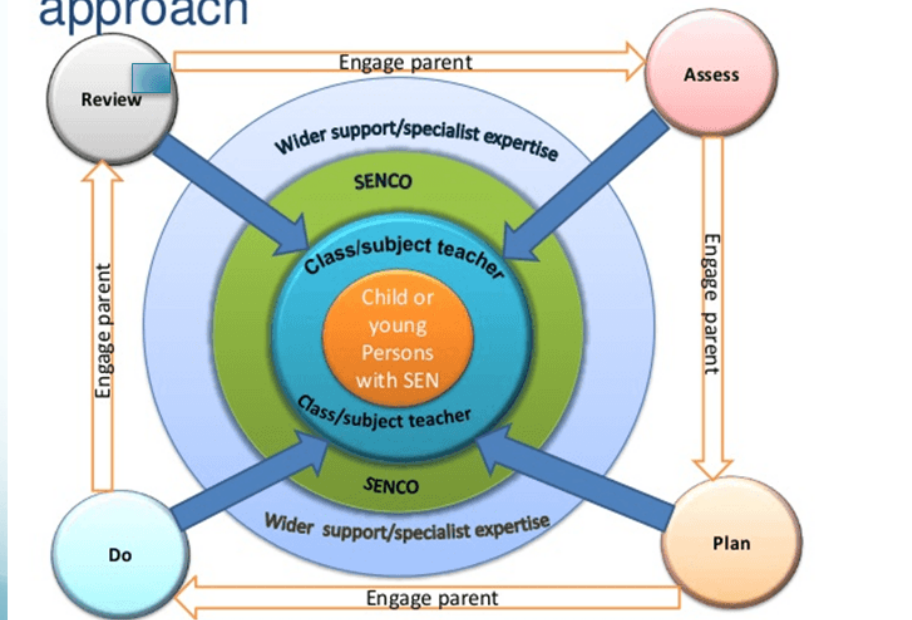
- Observations
- School based test results
- Information from parents and carers
- Information from the child or young person
- Specialised assessments carried out by members of the school's support services
- Information from medical reports and letters about the child
- Information from previous schools or settings
- Results from end of key stage assessments
- Discussions with adults who work with the child or young person

Once a child or young person is identified as having a special educational need, a graduated approach to support is taken. The child or young person's needs will first be assessed, then support will be planned, carried out and then reviewed. This will be completed alongside parents and the child to ensure that they are informed of progress and next steps.

The Graduated Approach

Begins with assessing individual pupil needs, developing meaningful and effective interventions for both social and academic development

3. The reform vision: A whole school approach



SS Mary and John Catholic Primary School use the Birmingham Literacy Toolkit to assess children with SEND and track the progress they make. Initially, class teacher with support from the teaching Assistant, will highlight continuums in the areas of Speaking and Listening, Reading and Writing, to judge where the child is currently working. From these assessments, the child will be given an Individual Target Plan which states the next steps that need to be completed for that child to make progress. Teaching Assistants then work on these targets during ITP intervention time and they are also used to support classroom learning. Each half term, the continuums are updated with relevant assessment data and a new ITP is created. Parents are consulted on this process three times per year, one per term. These assessments are inputted onto our SEND tracking system and data is reviewed by the SENDCo and assessment coordinator.

If a parent wishes to discuss their SEND child at any point throughout the year, Mrs Vernalls is happy to do so and will book in a meeting with parents for this to happen.

There are many SEND terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEND terms

ADD	Attention Deficit Disorder
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ADHD	Attention Deficit Hyperactive Disorder
ASC	Autistic Spectrum Condition
EHCP	Education, Healthcare Plan
HI	Hearing Impairment
ITP	Individual Target Plan
MLD	Moderate Learning Difficulty
OPD	Oppositional Defiance Disorder
Paed	Paediatrician
PDA	Pathological Demand Avoidance
SENAR	Special Educational Needs Assessment
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities coordinator
SPLD	Specific Learning Difficulty
SSPP	SEND Support Provision Plan
VI	Visual Impairment

What additional support is available for pupils who require it?

If a child requires further support, additional agencies may become involved. Below is a list of the agencies that school work with and what their role is at SS Mary and John Catholic Primary School.

Agency	Abbreviation	Key Person	Role
Pupil and School Support	PSS	Emma Walker	Supports the SENDCo with strategic work for whole school development in SEND with a focus on teaching and learning. Works with individuals to assess them and provide programmes of work that the SENDCo has to facilitate in school. Attends EHCP meetings where relevant.

Educational Psychologist	EP	Laurence Campbell	<p>Supports the SENDCo with strategic work for whole school development in SEND with a focus on Social, Emotional and Mental Health.</p> <p>Observes individuals in the class setting and provides advice on strategies for school to implement for that individual child.</p> <p>May also complete focused work with individual children.</p> <p>Attends EHCP meetings where relevant.</p>
Communication and Autism Team	CATeam	Jaswinder Bhogal	<p>Supports the SENDCo with strategic work for whole school development in SEND with a focus on Autism.</p> <p>Observes individuals in the class setting and provides advice on strategies for school to implement for that individual child.</p> <p>Attends EHCP meetings where relevant.</p>
Speech and Language Therapist BCNHS+	SALT	No named worker.	<p>Works with individual children assessing their speech and language needs and providing a programme of work for them. Trains class teaching assistants in how to deliver these interventions. Re-assesses children after a period of time.</p>

			Supports staff in implementing language groups in EYFS and KS1. Attends EHCP meetings where relevant.
Visual Impairment Team	VI Team	Hollie Hipkiss	Works with individual children with visual impairment. Assesses these children regularly and support school in making reasonable adjustments to support these children.
Physical Difficulties Team	PDS	No named worker	Works with individual children to assess physical difficulties and works with school to support reasonable adjustments that need to be made.
School Nurse Team	SN	No named worker	Produce care plans for children with allergies and can support school with attendance where parents site medical needs are causing children to miss time from school
Beacon Behaviour Support	Beacon	Emma Shakleton	A non-funded service which school buy in to support individuals with challenging behaviour and teachers who have children with challenging behaviour in their class. Provide advice and written reports to school, provide training and advice around next steps.
Family Support Worker	FSW	Zoe	Works in school Wednesday- Thursday supporting children and families experiencing difficulties. Liaises with the DSLs in school.

Agencies will work alongside school to ensure that appropriate support is in place for the children that they work with that is manageable for school and makes use of the notional budget. However, if agencies and school feel that further support is needed with additional funding required, as part of the plan, do, review process, school may apply for an SEND Support Provision Plan with consent from parents. This is then reviewed after a period of time. At this review a decision is made by school and agencies as to whether it ends, is re-applied for or whether an Education Health Care Plan is required.

If it is decided that an EHCP is needed the SENDCo and the agencies involved will complete a request for assessment and submit that to SENAR. SENAR then make the decision as to whether they are going to assess or not. However even if SENAR agree to assess, this does not mean that the child will get an EHCP. Having an EHCP also does not mean that school get additional funding for that child, SENAR provide funding on a case by case basis using the evidence submitted within the EHCP paperwork.

In some cases an EHCP may be applied for without an SSPP application first. This is done on the advice of outside agencies.

What additional learning opportunities are there for pupils with SEND?

All children have access to our extra-curricular activities (see School Website or School Newsletter). Where appropriate and possible, adjustments will be made to ensure all children and young people with special educational needs are fully included in these activities. In addition, our school provides additional extra-curricular activities for children and young people with special educational needs when needed. These may include lunchtime clubs, social interaction groups or homework clubs. SEND children are encouraged and supported to apply for positions in the School Council, School Chaplaincy Team, Sports Council and CAFOD club and are represented in these groups currently.

What training do the staff in school have in relation to pupils with Special Educational Needs?

At SS Mary and John Catholic Primary School, inclusion is everyone's responsibility, therefore all staff should be involved in supporting pupils with special educational needs. Staff all receive half termly training with an SEND focus covering Dyslexia, Dyspraxia, Dyscalculia, Autism, ADHD, use of resources to support SEND children in lessons. In addition to this training staff have received level 1 and 2 Autism training and use of social stories- delivered by CATeam as well as TIAAS training delivered by the school Educational Psychology team. All staff in school have training in asthma, anaphylaxis and diabetes delivered by the school nurse team. All staff have been phonics trained. Staff have yearly Positive Handling training and refresh this

throughout the year with practice sessions. The school SALT meets with TAs where a child has a speech and language needs and trains them in how to deliver that intervention. This is then monitored by the SENDCO and SALT. Staff in school have also attended Challenging Behaviours training delivered by Beacon Behaviour Support. In addition, EYFS teaching staff have been trained in the use of Wellcomm.

Where targeted interventions are recommended, individuals will be trained to deliver these. Teaching assistants have been trained in the use of precision teaching, Word Wasp, Toe by Toe, Rainbows Bereavement Training and Lexia.

The SENDCO attends regular training to update knowledge of current practice and gain a deeper understanding of different areas of SEND. This is planned throughout the year.

All staff in school have access to the National College, an online CPD training resource. Staff are asked to complete particular courses on this linked to SEND but also have the option to access additional training independently.

How do the school support pupils with Special Educational Needs through transition?

We aim to make times of transition as easy as possible for the children and young people in our school. When starting at our school we meet with the child or young person and their parents to talk about their needs and answer any questions about our school.

When starting at our school

- Meet with staff at the child or young person's previous school or setting where possible or telephone call is made to the previous school or setting
- Provide the child or young person with a transition book that has photographs of key areas around school and in the classroom
- Read reports from people who have worked with the child or young person
- Arrange visits to our school so the child or young person gets to see it before they start properly
- Use of One page profiles.

When moving to a new year group we:

- Introduce the child or young person to their new teacher during Transition Afternoon
- Use One Page Profiles
- Talk to the child or young person and their family so we can answer any questions they may have about the new year group
- Read through any reports provided by outside agencies.

When moving to a new school we:

- Pass on information to the SENDCo at the new school so that they are aware of the needs of children with SEND
- Talk to key staff at the new school about things that help the child or young person to learn well and be happy at school
- Arrange extra visits to the new school with a member of staff from our school if that is what the child or young person wants
- Talk to the child or young person and their family so we can answer any questions they may have about the new school

Parent Meetings are arranged at the start of the new school year so that parents can meet the teacher and find out important information about that school year.

How does a parent of an SEND Child raise a concern or a complaint?

Initially concerns should always be raised with the class teacher of the child. However, where this is not appropriate the school SENDCo should be contacted. At SS Mary and John Catholic Primary School, the SENDCo is Helen Vernalls and the Deputy SENDCO is Suzanne Walsh, both can be contacted by telephone on the school number 0121 382 3522, the school email address enquiry@stmryjon.net or an appointment to meet can be arranged via the school offices on both sites.

If you have a complaint about the school SENDCo please contact the Executive Headteacher Mrs Lynch to discuss the issue first of all and we will do everything we can to fix the issue. If however, you feel that the school has not adequately dealt with the complaint, the next step would be to contact the Chair of Governors, Mrs Helen Crowe; contact information can be obtained through the School Office. Our school and governing body take complaints seriously and will act upon these on an individual basis.

Who are the support services that can help parents with pupils who have Special Educational Needs?

Birmingham Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS) <http://www.birmingham.gov.uk/sendiasm>

Birmingham SENDIASS is a self-referral service that provides information, advice and support to children under 16, young people (16-25) and the families of children and young people who have special educational needs. Birmingham SENDIASS also provide information, advice and support to professionals working with these young people and families.

How can SENDIASS help?

- Providing a confidential helpline

- Verbal and written information and advice on rights and responsibilities
- Support to complete forms and understand complex documents and reports
- Support around meetings – including school, local authority and professional staff
- Support in resolving disagreements, including mediation and appeals to the First-tier of the SEN and Disability Tribunal
- Providing information sessions and training (Coming Soon!)
- Signposting children, young people and parents/carers to alternative and additional sources of advice, information and support that may be available locally or nationally
- Making children, young people and parents/carers aware of the local authority's services for resolving disagreements and for mediation, and the routes of appeal and complaint on matters relating to SEN and disability
- Providing advocacy as agreed, after assessment

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 SEND or disabilities, and young people with SEND or disabilities for whom they are responsible, to be provided with information and advice about matters relating to their SEND or disabilities, including matters relating to health and social care.

How can parents find the Birmingham Local Authority's local offer?

The Birmingham Local Authority's Local Offer can be found at:

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