

Oratory RC Primary School & Nursery

SEND Information Report

How does the school identify and assess Special Educational Needs (SEND)?

At Oratory School, we use Assess, Plan, Do, Review – the Graduated Approach to identify SEND. The class teacher will use high quality teaching and will provide differentiated work and make adjustments for pupils according to their needs. We will assess pupils' strengths as well as the areas they find difficult and create a learning plan which may incorporate additional interventions. Learning will be closely monitored and any additional support will be discussed with the pupil and parents. The SENCO will be consulted in order to provide additional support, advice or to refer to specialist agencies.

Where it is determined that a child does have SEND, parents will be notified of the formal identification and invited to regular meetings to discuss their child's progress.

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

- Observations
- School data.
- Information from parents.
- Information from the child
- Specialist assessments carried out by support services.
- Information from previous schools or settings.
- Results from end of key stage assessments.
- Discussions with adults who work with the child.

What is SEND?

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of other of the same age; or
- has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. (SEND Code of Practice, 2014).

- If a pupil is identified as having additional needs, we will provide provision that is 'additional to' or 'different from' the usual differentiated curriculum in order to overcome the barrier to their learning.
- We use an ongoing assessment cycle with four parts, Assess, Plan, Do, Review to assess and monitor individual pupils' progress and outcomes. Parents are included in this cycle, and we value their input and incorporate information that is shared by them into the teaching and learning cycle.

How do we teach children with SEND?

Assess

We use assessment in order to monitor and track individual progress. We use teacher assessment, previous and current data, comparisons to national data and information provided by parents and the child to build a picture of strengths as well as barriers to learning.

We use pre and post assessment in order to effectively monitor additional interventions to ensure that they are matched to the child's needs. We regularly review provision to ensure that barriers to learning are being removed and children are making progress.

Where the school believes a child needs additional assessment, this will be done in consultation with parents or carers and consent sought.

Plan

Once assessed, we will agree an individual support plan for the child. This will be done by the SENCO, class teacher and support staff. We will agree targets, provision, strategies and timescales for monitoring progress. Parents or carers will be involved with such decision making, and school will share any strategies or resources that can be used to support the child at home.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with the SENCO and teaching assistants to plan and assess the impact of support and interventions and make links with classroom teaching.

Review

The class teacher, SENCO and teaching assistant will review the child's progress regularly to ensure that progress is being made and will adapt or change the

provision in order to effectively respond to the child's needs. Parents or carers, along with the child, will be consulted about any necessary changes.

How do we adapt the curriculum and the environment?

At Oratory School, we implement high quality teaching for all, as a first response to SEND support. Teachers will assess and monitor progress and identify barriers to learning and respond by adjusting the curriculum or the physical environment.

In order to support pupils, we might provide:

- Additional spellings
- Additional maths
- Additional reading
- Fine or gross motor support
- Language groups and social skills groups
- Sensory support in the classroom

Making adjustments and adaptations

We will ensure that effective scaffolding through resources, models and images are incorporated into lessons and additional interventions and teaching styles, strategies and approaches are adapted in order to meet the individual needs of the child.

We might adapt the curriculum by:

- Adapting our Staffing
- Using pre-teaching
- Using flexible grouping,
- Allowing longer processing time
- Giving chunked instructions (instructions broken down into stages).
- Scaffolding activities

We may also provide resources such as:

- Task boards/Now and next boards
- Communication boards
- Visual timetables
- Coloured overlays
- Timers
- Use of ICT
- Dyslexia friendly font and larger print
- Sensory resources

How do the school know how much progress is being made by pupils with Special Educational Needs?

All children's progress, including those with special educational needs, is tracked using the school's assessment tracking system. Pupils are assessed regularly using

marking and feedback, observations and questioning as well as more formal assessments such as curriculum and standardised tests.

In Birmingham we also have access to the Birmingham Language and Literacy and Maths Continuums which support assessment when a child or young person is making small steps of progress. Where appropriate we use the pre-key stage statements as an assessment tool. In addition, we also set individualised targets that are formally reviewed throughout the year.

Intervention Monitoring

Additional provision monitored in the following ways:

- Carrying out pre and post assessment
- Monitoring by the SENCO
- Using the Birmingham Toolkits to monitor small steps of progress
- Termly reviews for pupils receiving SEND support
- Annual Reviews for pupils with an Education, Health and Care Plan (EHCP)
- Annual reviews for children with a School Support Provision Plan (SSPP)
- Pupil conferencing to gain feedback

This helps the school to monitor how well additional provision is working. Copies of the ITPs and continuums will be shared with parents and the child to ensure a transparent and collaborative partnership.

There will also be opportunities to discuss children's progress at Parents and Review Meetings. The progress each child is making is discussed at pupil progress meetings with the class teacher, head teacher and other senior members of staff.

What extra-curricular activities can a pupil with special educational needs access at school?

All children will have access to our extra-curricular activities. Reasonable adjustments will be made to ensure all children and young people with SEND are fully included in these activities.

All children have full access to our breakfast club, after school clubs, sports day, competitions, school performances and workshops.

We believe that it is important that all children regardless of their needs, has the opportunity to hold a role of responsibility in school such as being a School Council Representative.

Please see our Accessibility Plan on our website that details how we aim to ensure inclusivity in children's access to the curriculum, the physical environment and in our communication with parents and visitors to our school. Our ethos is that no child regardless of their needs should be treated less favourably than their peers.

How are pupils with special educational needs involved in their own education?

We aim to involve all children in our school in the evaluation and implementation of their own education. For children with special educational needs we use a variety of strategies to support this including:

- Person Centred Reviews
- Child views for Review meetings.
- Child involved in setting their own targets (where appropriate).
- Self-assessment strategies.
- Access to a range of resources and equipment.
- Ensuring children have a designated person to go to if they need help.
- Pupil conferencing.
- One-page profiles

How do we support children with social and emotional needs?

At Oratory School, we recognise that some children have additional social and emotional needs and we have staff that can provide pastoral support and interventions to meet these needs. We will also contact the following specialist agencies if needed following consultation with parents or carers:

- Communication and Autism Team (CAT)
- Educational Psychology Team (EP)

All children participate in personal, social, and health education (PSHE) lessons and collective worship, where they develop their knowledge about how to lead healthy, independent lives. In these lessons, children get the opportunity to practise resilience as well as learning how to develop strategies to support their social, emotional and spiritual development.

Our PHSE lessons provide an opportunity for children also learn about bullying, citizenship, healthy eating, physical activity, online safety as well as mental well-being. As a result, they develop a wide range of knowledge and strategies to support mental and physical well-being.

We have a positive Behaviour Policy which includes expectations on acceptable behaviour, rewards and sanctions. All children are aware of these expectations and so understand that we have a zero-tolerance approach to certain behaviours such as bullying, racist or other discriminatory abuse. Details can be found in our Behaviour Policy.

What training does the staff in school have in relation to pupils with special educational needs?

In our school we believe that all staff should be involved in supporting pupils with special educational needs and so we make sure that staff have training to help them to do this. Some examples include EpiPen, asthma, epilepsy and autism training.

Regular staff workshops are held to ensure that staff have up-to-date knowledge of the most effective strategies and knowledge of amendments to statutory policies that will impact on their practice.

How does 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 and their parents to talk about their needs and answer any questions about our school.
- Provide the child with a transition book that has photographs of key staff and areas around school.
- Read reports from people who have worked with the child.
- Liaise with the previous setting.
- Arrange visits to our school before starting.

When moving to a new year group we:

- Introduce the child to their new teacher.
- Provide the child with a transition book that has photographs of key staff and areas around school.
- Talk to the child and their family so we can answer any questions that they may have about the new year group.
- Give adults who will be working with the child copies of their one-page profile and discuss the support needed.

When moving to a new school we:

- Hold a review meeting and invite staff from the new school.
- Talk to key staff at the new school about the things that will help the child to learn well and be happy at school.
- Arrange extra visits to the new school with a member of staff from our school if requested.
- Talk to the child and their family so we can answer any questions they may have about the new school.

How are parents involved in the education of their child?

Our school has an open-door policy which ensures that we are always approachable.

We regularly aim to involve parents or carers in the following ways:

- Regular meetings with the SENDCO, class teacher and support staff.
- Target setting so parents are aware of their child's targets.
- Home/school books for sharing important information.
- Information on the school website.
- Weekly newsletters.
- Parent's meetings.
- Parental views - Review meetings.
- Sign posting to support/parent groups.

How does school get more specialist help for pupils if they need it?		
Agency or Service	Who they work with:	How can school get in touch with them?
Communication and Autism Team (CAT)	Children or young people with a communication/interaction needs or a diagnosis of Autism. They will also provide support for families.	School has an allocated worker who they will contact after a parent or carer signs a referral form.
Educational Psychology Service (EP)	Children or young people with complex needs. An EP will always be involved with a child who is referred for an Education, Health and Care Plan.	School has an allocated worker who they will contact after a parent or carer signs a referral form.
Physical Disabilities Support Service (PDSS)	Children and young people with physical difficulties which impact on their access in the school setting.	School has an allocated worker who they will contact after a parent or carer signs a referral form.
Pupil and School Support (PSS)	Children and young people who are working below the levels expected for their age. A PSS teacher will also work with staff, offering support, advice and training.	School has an allocated worker who they will contact after a parent or carer signs a referral form.
Speech and Language Therapy Service (SALT)	Children or young people with a high level of speech and language difficulties	School can make a referral with parental consent. The family doctor can also make a referral.

Occupational Therapy	Children or young people with physical difficulties.	School can make a referral with parental consent.
School Nurse	Children and young people with medical needs.	School will complete a referral with parental consent.
Forward Thinking Birmingham	Children with a high level of emotional and well-being difficulties.	School can make a referral with parental consent.

How does the Governing Body support school in meeting the needs of pupils with SEND and their families?

In our school, we have a governor who is responsible for special educational needs and disabilities (SEND). Her name is Carol Parkinson. Her job is to meet with the SENCO regularly. In these meetings, the SEND Governor makes sure that children and their families are being supported by school and the right services. The SEND Governor will also visit school, observe what happens in classrooms and meet with pupils and class teachers.

The head teacher and SENCO report to the SEND Governor twice a year. The SEND Governor shares this information so that the whole governing body is aware of how children with special needs are being supported in school and how well the support is working. The governors will challenge, support and advise the head teacher if appropriate provision is not being made.

If a parent has a complaint about the school, how does the governing body deal with this?

Parents can raise concerns about their child's provision at any time. They can speak to their child's class teacher or the head teacher. They might also choose to speak to a school Governor.

If you have a more formal complaint about the school or your child's provision, please contact the head teacher or the Chair of Governors, Father David Sprong. Our school governing body takes complaints seriously and will act upon these on an individual basis. We will do everything we can to help.

Our complaints policy can be found under 'policies' on our website.

Who are the support services that can help parents with pupils who have special educational needs?		
Agency or Service	Support Provided	How to get in touch with them
Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS)	Support SEN procedures, help with understanding the law surrounding SEN and SEN provision.	Lancaster Circus, PO Box 16289, Birmingham B2 2 XN Telephone: 0121 303 5004 Email: sendiass@birmingham.go.uk
Autism West Midlands	Provide advice and support for parents of children with Autism.	Regent Court, George Road, Edgbaston B15 1NU Telephone: 0121 450 7582 Email: hello@autismwestmidlands.org.uk
Child Health Service	Paediatric assessments	0121 466 3300 Email: bham.childhealthteam@nhs.net
Forward Thinking Birmingham	Support for mental health issues in children and young people. School can make a referral.	https://www.forwardthinkingbirmingham.org.uk/
SENAR	Special Educational Needs Assessment and Review Service	parent link service helpline on 0121 303 8461 or email parentlinkservice@birmingham.gov.uk

Birmingham's SEND Local Offer

In March 2021, Birmingham launched their 'Local Offer' which includes information about the wide range of services that are available to support all areas of a child's life (0-25 years) especially those with a Special Educational Need or Disability (SEND). This includes support with education, physical and mental health, social care, leisure activities and moving towards independence and adulthood.

Every local authority in England has a duty to provide children and young people, (0-25 years) with support if they have Special Educational Needs and/or Disabilities - this is known as the **Local Offer**. Every local authority has to publish what support is available on a website: this is called the Local Offer Website.

www.localofferbirmingham.co.uk.

The information you should be able to find on a Local Offer Website includes:

- Sources of support, advice and information for children, young people and families including supporting groups and forums
- Special educational, health and social care provision for children and young people with SEN or disabilities
- Arrangements to identify and assess children and young people with SEN, including how an assessment can be requested
- Other educational provision for example, leisure activities, sports and arts provision
- Information about provision to assist in preparing children and young people for adulthood including post-16 education and training provision
- Arrangements for travel to and from school, post-16 institutions and early year providers
- Childcare, including suitable provision for disabled children and those with SEND
- Support available to young people in higher education, particularly the Disabled Students Allowance (DSA) and the process and timescales for making an application for DSA.
- Arrangements for resolving disagreements, and details about making complaints.