

Working in Partnership – Open and Honest Communication

Parents, children and teachers have the support of:

- SENCO: Mrs N Edgington
- Behaviour Coordinator (HT): Mr. Paul Carroll
- Zacchaeus Catholic Counselling Service
- Speech & Language Therapist

The SENCO liaises with outside agencies:

- Speech & Language Therapist
- Pupil Support Service Teacher
- Educational Psychologist
- Communication and Autism Team
- Family Support Worker
- Behaviour Support Service - known as COBS
- Sensory Support
- Occupational Therapist
- Forward Thinking Birmingham

We work together to ensure children's needs are met so they can access the curriculum and have regular meetings with parents/carers and the children to ensure appropriate provision is in place and is successful. Parents can, at any time, contact the child's class teacher or Mrs Edgington to arrange an appointment to discuss the needs of their child.

Effective Teaching and Learning

- Initial assessments are completed by class teacher who identify needs and next steps for learning
- Discussions take place with parents/carers to discuss targets and provision
- Interventions put in place to support gaps in learning e.g.
 - 1-1 tuition
 - Small group work
 - Adapted task
 - Additional adult support
 - Contacting outside agencies to seek additional professional advice and support
- Regular Progress reviews with School Leadership Team monitor children's attainment and progress and ensuring teachers are putting appropriate provision in place for all children
- Regular feedback and discussion with parents/carers
- Termly Multi Agency Meetings to discuss the progress of SEND pupils and strategies to support further.

All actions and strategies that support individual children are recorded and shared with key adults.

Additional Resources

- Some children require additional resources to support their learning.
- We provide these for individuals as appropriate. These are purchased by the SENCO as necessary. The SENCO oversees the general provision of useful tools for learning that can be available for all children within the classroom and also supports teachers and teaching assistants to identify specific resources that may help a child e.g. a special pencil or a writing slope.
- We do have a changing bench and designated room to change children who may have toileting difficulties due to medical needs.
- We buy resources that will support intervention groups e.g. resources to develop fine and gross motor skills; games for social skills groups and specific resources for Word Wasp & Word Hornet (published

intervention package). The school also has a daily phonics program across EYFS, KS1 and KS2 to support reading and writing.

- There is a specific scheme (called Talisman) for Years 3 and 4 to support the transition between phonics and early readers for the pupils who continue to require support with decoding to read.

Special Education Needs Identification and Support Process

Graduated Response

1. Person raising the concern to complete an Initial Concerns Evaluation form. This might be the parent or teacher.
2. Teacher & Parent meeting to complete the Initial Concerns Evaluation form– discuss concerns & actions that might help.
3. Review with parents after 6 weeks. If anticipating further support, then teacher and SENCO to discuss with parents the future support and SEN register. In some cases, another cycle of Plan/Do/Review might need to take place. An IEP will be written to address the needs.
4. An IEP will be written to address the needs in the first instance. A log of interventions put into place will be kept by the class teacher and reviewed. This will include specific targets that are measurable and which are reviewed regularly in the plan/do cycle.
5. Monitoring the progress of universal and targeted support has been in place as part of the plan/do/review process. This may lead to referrals to outside agencies. This requires parental consent for the agencies to meet and observe your child. They will then advise on support that the school can put into place. This may also include health referrals. This intervention may have been enough to target the child's need and intervention may no longer be needed.
6. If needed, an SSPP (SEND Support Provision Plan) may be put into place. This will undergo regular reviews to monitor the impact on the child's progress. There may be a number of SSPP plans before the next stage. This intervention may have been enough to target the child's need and intervention may no longer be needed.
7. An EHCP (Education, Health and Care Plan) may be applied for. These are usually put in place for young people who require **above** what the school would normally be expected to provide through SEN Support and usually, but not always, have **a life-long complex need** that could affect their learning and progress. This can take up to 20 weeks and the LA decides to approve the request or not. If approved, then the EHCP is reviewed annually to monitor the impact on the child's progress.

Parent Meetings – Target Setting – creating and implementing plans - Reviews with children

- IEP reviews take place at least bi-annually and often termly (this can be through parent consultation sessions or through meetings with the outside agency staff).
- EHCP Reviews take place annually (as required by SENAR).
- SSPP reviews are termly (as required by SENAR).
- An written annual report is created, by the class teacher, in July of every school year and your child's progress is considered in the report

SEN Support

We have a graduated approach to SEN support:

- 1 In class support
- 2 Small group work
- 3 2:1 tuition or intervention

- 4 Creation of personalised IEP targets using the Toolkit Continuum (these individual Targets are reviewed at the end of each half term) and discussed between the CT and SENCO.
- 5 Involvement of outside agencies – additional professionals to help with the assessment of need e.g. Pupil Support Service and Educational Psychologist
- 6 Other professionals providing the support e.g. Occupational Therapist; Communication and Autism Team Worker
- 7 Targeted SEND Support Provision Plan

It may be that the needs of the child are such that an Education Health Care Plan needs to be requested. Details of these can be discussed with the SENCO as and when appropriate.

Pastoral Care

All staff work in partnership with the intention of ensuring children are happy and safe in school.

There are designated teachers for Safeguarding and Child Protection (Mr Carroll and Ms. Kavanagh).

Our Behaviour Coordinator (Mr. Carroll) monitors behaviour in school and supports teachers to meet the needs of individuals alongside the SENCO and SLT where there are level 3 incidents. Phase Leaders support the CT with level 2 incidents. The CT is responsible for level 1 incidents. All information is placed on CPOMS. Behavioural issues, in themselves, are not a specific area of SEN. It often is a symptom that can be investigated through our family support worker initially and then through behaviour support (COBS).

We address the issue of bullying continually (through participating in anti-bullying week and PSHE lessons) to raise awareness with the children. As a Catholic school, we incorporate our Catholic Social Teaching themes throughout all our learning and the themes of 'Dignity of the Human Person', 'Rights and Responsibilities' and 'Family and Community' are key aspects where we explore how we treat others should be as we would treat God as we are all made in His image.

The school employs a school counsellor to support with emotional needs and behavioural issues. The counsellor (Mrs Huggins) is from Zacchaeus - a Catholic support service.

Training and Expertise

- The SENCO (Mrs Edgington) has completed the statutory 10-day Post Graduate Certificate in Special Educational Needs (Birmingham University).
- All staff are able to draw upon their own knowledge and that of experienced staff to enable children to learn. When difficulties arise we discuss with each other the best possible solution.
- Most of our staff have had Autism Awareness (AET 2025)
- Most of our staff received training about Adverse Childhood Experiences (ACES) from the SENCO
- All staff have annual safeguarding training, every September which includes aspects of SEN.
- The S&L Therapist supports our TA staff with the needs of the individual children who require Speech therapy, throughout the year.
- All staff have access to The National College CPD videos and the HT and SENCO recommend CPD related to school or class needs as they see fit
- We also invite outside agencies to deliver training sessions and send staff out of school for additional training as and when the need arises.
- We are well supported by the Local Authority Medical Needs Team (School Nurse) who train us annually regarding EpiPen, Asthma and Epilepsy.
- EYFS staff use the Wellcomm assessment tool to identify speech, language and communication needs.
- We recognise that 1-1 tuition and small group work can support children to learn and catch up with their peers. We employ a number of highly trained Teaching Assistants who support the teacher to:
 - Teach children
 - Monitor progress
 - Carry out specific intervention programmes under the guidance of the class teacher
 - Lead a variety of groups to support the development of particular skills
- Talisman (Reading, Writing and Phonics – KS2)

- Word Wasp/Word Hornet
- Social skills
- Speaking and listening – Wellcomm EYFS
- Fine and/or Gross Motor
- Phonics (including KS2 group)
- Big Maths

(The list is an example of some of the activities undertaken everyday but is added to or amended as the need arises).

Monitoring, Evaluation and Transition

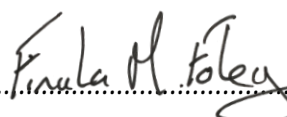
- It is the responsibility of the teacher to ensure that all children make progress as is required by the teacher standards.
- The SENCO monitors the progress of all children receiving SEN support and supports teachers when a child is not doing so.
- The SENCO evaluates the provision within each year group and analyses its impact with the Assessment Coordinator (Mr Carroll - HT), the Class Teacher (CT) and the Senior Leadership Team.
- The SENCO reports back to Governors on a termly basis regarding SEN provision.
- The SENCO works with outside agencies to create individual targeted support plans as necessary.
- The SENCO works with outside agencies to prepare referrals and the Education and Health Care Plan (EHC) as necessary. All referrals are always in consultation with the HT and the CT.
- The SENCO works with the class teacher, every term, to plot the progress of the children receiving SEN support using the Toolkit Continuum. This allows for celebration of small steps of progress.
- The SENCO prepares the paperwork for and attends the multi-agency meeting termly to discuss every child on the SEND register.
- The SENCO has staff drop ins to discuss concerns around pupils' progress.
- The SENCO keeps a master folder on BGFL where copies of records of a child receiving SEN support are kept and other related documents e.g. Doctors letters, notes from discussions with parent/carers, details of targets and provision being made and the outcomes of review meetings. Any reports, letters or plans are shared to the individual's CPOM files to ensure transition of information as needed.
- The SEN one page profiles are shared with Staff via BGFL and are added to CPOMs to support transition.
- The school completes the 'Every Child Deserves a Good Start' Birmingham's Primary and Secondary Transition Form. This form is completed for every Year 6 child in Birmingham to ensure a smooth transition and effective start at their new school. All primary and junior schools in Birmingham are expected to complete this form during Year 6 and share it with the receiving secondary school when requested.

Complaining about your child's SEN Support:

If you want to complain about your child's SEN support, you should do it while your child is still registered at St Rose. This includes complaints that the school has not provided the support required by your child's education, health and care (EHC) plan. There's a different process if you disagree with a decision your local authority has made about an EHC plan.

Before making a complaint, talk to our special educational needs co-ordinator (SENCO) Mrs Edgington, to try and find a solution. If you're not happy after talking to Mrs Edgington You can make a formal complaint to Mr Carroll (Head Teacher). If you do not feel that the issues have been resolved, please follow our formal complaints procedure as outlined in the Complaints Procedure policy.

You can find more details about the Birmingham Local Offer at: [Home - Local Offer Birmingham](#)

April 2025  Chair of Governors