



Learning Living Loving together in Christ

WELCOME TO OUR SEND LOCAL OFFER

Learning • Living • Loving together in Christ

At Our Lady and St Rose of Lima Catholic Primary School, provision for children with additional needs is extremely important to us.



OUR COMMITMENT

Our statement of equality is simple; we strive to ensure **all children** achieve their best, irrespective of:



Religion



Gender



Race



Need



Background

Every child is valued, supported and encouraged to flourish within our school family.



WHAT IS THE SEND INFORMATION REPORT?

This guide explains our school's 'Local Offer' for children and families who may need additional support.



In schools, this information is known as the:

SEND Information Report

It outlines how we identify needs, provide support and work together to help every child succeed.



NEED ADVICE OR SUPPORT?

Should you require any additional information or feel there may be an issue with educational development, please contact:



YOUR CHILD'S CLASS TEACHER
(first point of contact)

or



MRS N EDGINGTON
(SEND Lead)

who are more than happy to discuss with you any questions which you may have.



OUR PROMISE

We constantly evaluate the needs of our pupils and ensure appropriate provision is in place for **all children** so that they can **achieve their potential**.



**WE SEE
EVERY CHILD**



**WE SUPPORT
EVERY CHILD**



**WE HELP
EVERY CHILD SHINE**



Learning • Living • Loving together in Christ



☆ Every child is different – we support children who have difficulties with: ♥



Speaking, listening, communicating



Learning, reading, writing, spelling; memory/recall skills



Understanding new concepts, new experiences



Their behaviour, anger, controlling their emotions



Making friends, social interactions, self-esteem, confidence



A medical problem or a physical difficulty e.g. epilepsy, hearing impairment, diabetes.



Mental Health Issues.



Maths



We see.
We support.
We help every child shine.

We are here for every child.

Learning • Living • Loving • together in Christ





EFFECTIVE TEACHING AND LEARNING



1



Initial assessments are completed by class teacher who identify needs and next steps for learning

5



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

2



Discussions take place with parents/carers to discuss targets and provision



3



Interventions put in place to support gaps in learning e.g.

- 1-1 tuition
- Small group work
- Adapted tasks
- Additional adult support



4



Contacting outside agencies to seek additional professional advice and support

6



Regular feedback and discussion with parents/carers



7



Termly Multi Agency Meetings to discuss the progress of SEND pupils and strategies to support further.

9



Our aim is to ensure every child is supported to achieve their full potential in a nurturing, inclusive and faith-filled environment.





Learning Living Loving together in Christ



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.



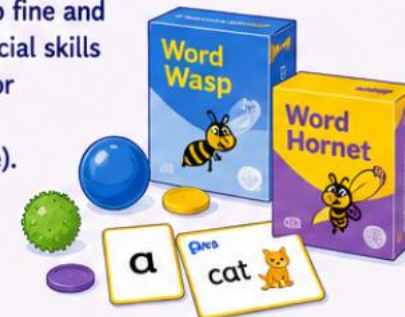
For children with SEND who require additional support for toileting needs due to delayed toilet training, we have Intimate Care Plans, signed by parents.

These will detail each child's specific needs and how they will be supported by staff. These plans will detail how the child will be supported towards becoming independent in their toileting.



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.



We are committed to providing the right resources and support so that every child can thrive and succeed.



Learning • Living • Loving together in Christ

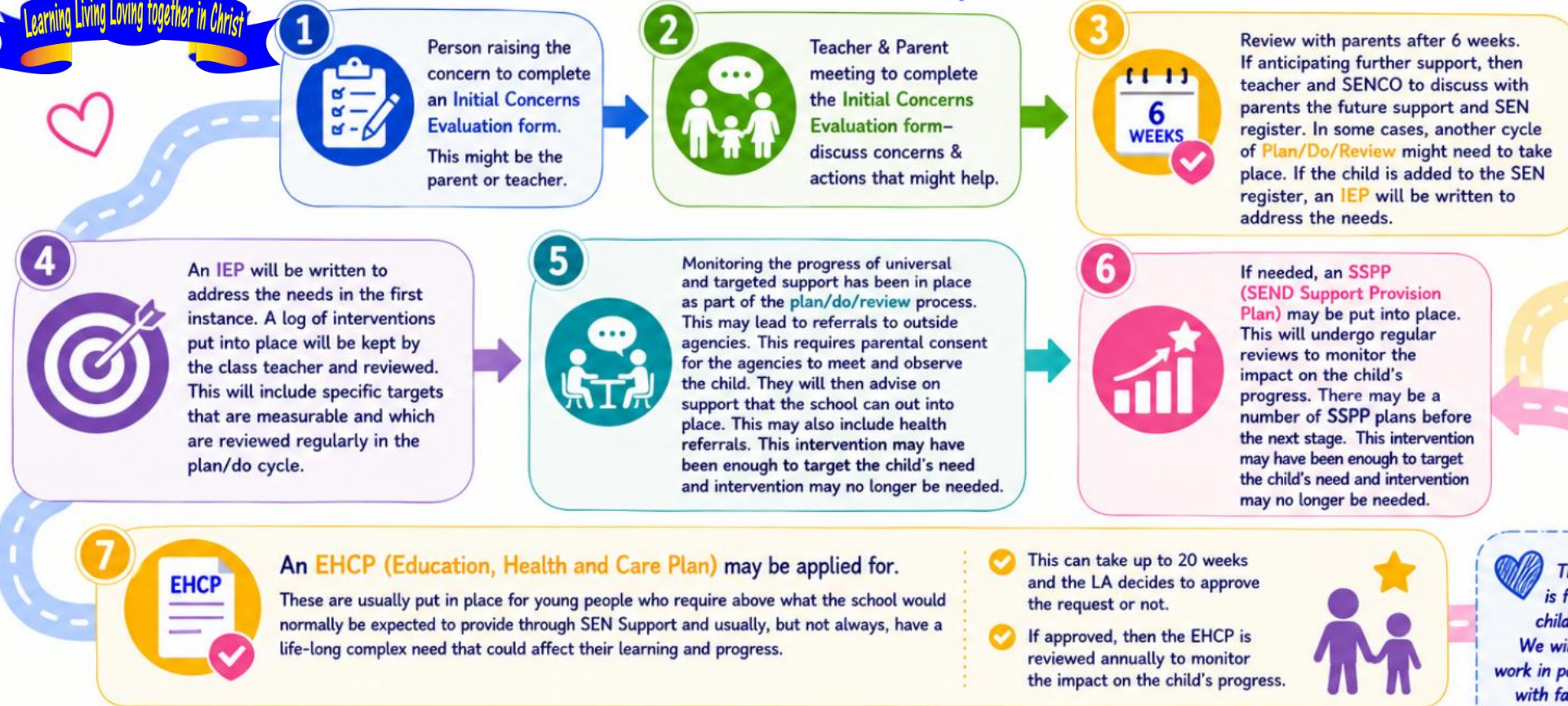




Learning Living Loving together in Christ

SPECIAL EDUCATIONAL NEEDS IDENTIFICATION & SUPPORT PROCESS

Graduated Response



This process is flexible and child-centred. We will always work in partnership with families.



WE ASSESS
We listen and identify needs.



WE PLAN
We plan the right support together.



WE SUPPORT
We put the right support in place.



WE REVIEW
We review progress and adapt.



WE HELP EVERY CHILD THRIVE

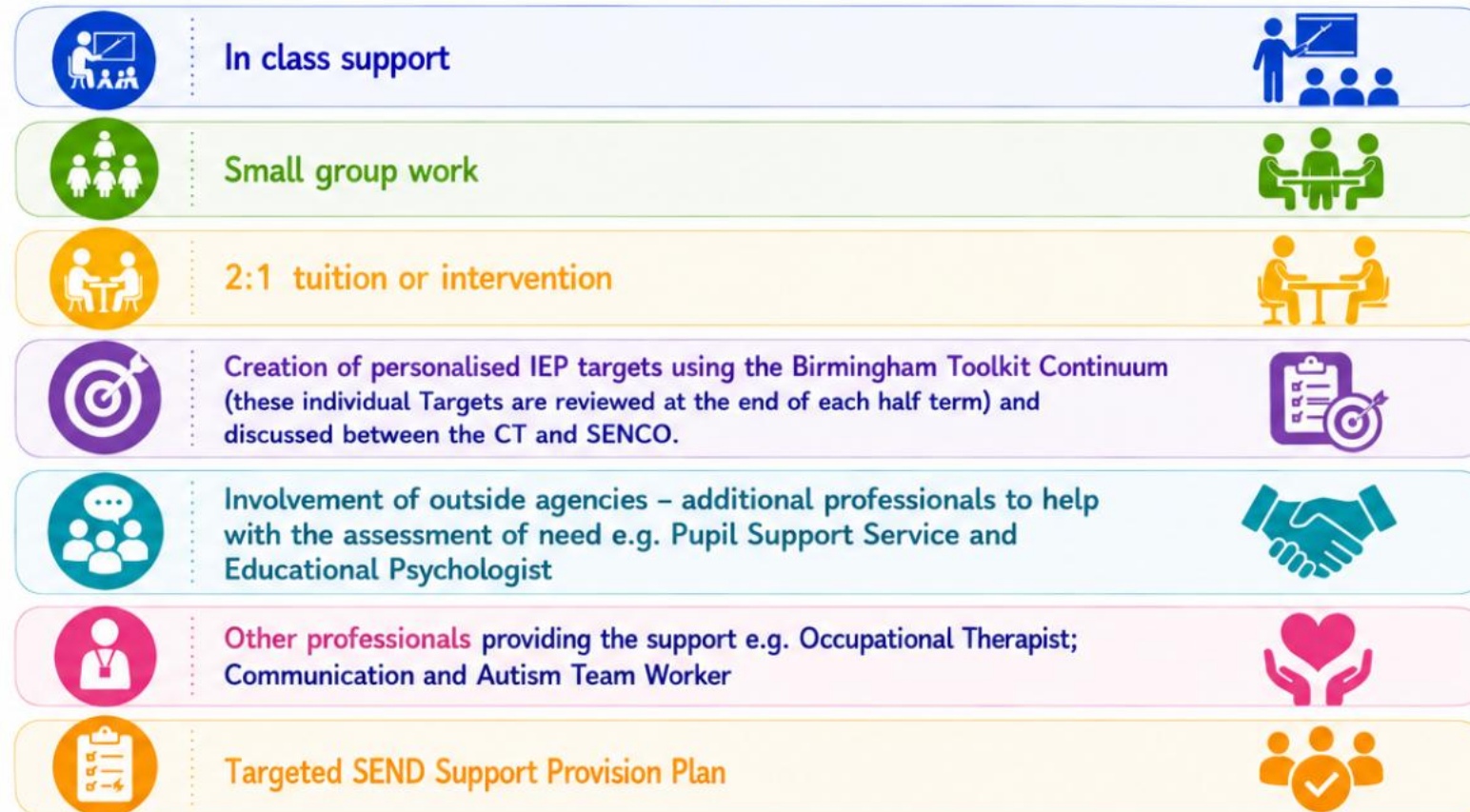
Learning • Living • Loving together in Christ



WE HAVE A GRADUATED APPROACH TO SEN SUPPORT

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.



We are committed to identifying needs early, providing the right support at the right time and helping every child to achieve their potential.



Learning • Living • Loving together in Christ



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** (Mrs Hensman, Ms Kavanagh and Mrs Edgington).



Our **Behaviour Coordinator** (Mrs Hensman) 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.



We are committed to supporting the wellbeing, safeguarding and happiness of every child in our care.



Learning • Living • Loving together in Christ 



TRAINING AND EXPERTISE



The SENCO (Mrs Edgington) has completed the statutory 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



We are committed to developing our staff so we can support every child to reach their full potential.



Learning • Living • Loving together in Christ



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 (Mrs Hensman - 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.



We are committed to monitoring, supporting and celebrating progress so every child can achieve their full potential.





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 **Mrs Hensman (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**.



FIRST STEP: TALK TO OUR SENCO



SECOND STEP:
COMPLAIN TO THE HEAD TEACHER



THIRD STEP:
FOLLOW OUR COMPLAINTS PROCEDURE



You can find more details about the Birmingham Local Offer at:

[Home - Local Offer Birmingham](https://www.birmingham.gov.uk/localoffer)



**Birmingham
Local Offer**

[birmingham.gov.uk/localoffer](https://www.birmingham.gov.uk/localoffer)



We are committed to working in partnership with families to ensure the best possible support for every child.



Learning • Living • Loving together in Christ 