

Special Educational Needs (SEN) Information Report

Our Lady of Fatima Catholic Primary School



Approved by:	Mr Shanahan, Mr Rayson-Leese & Mr Higgins	Date: October 2024
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [Our Lady of Fatima Catholic Primary School - SEND Information \(olfatima.bham.sch.uk\)](http://Our Lady of Fatima Catholic Primary School - SEND Information (olfatima.bham.sch.uk))

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

The staff within the school are all trained and have many different attributes and skills. Almost all of the Class Teachers and Teaching Assistants (TAs) have received the Level 1 Autism Awareness training provided by the Communication and Autism Team (CAT). Where this has not occurred, it is because they have recently joined Our Lady of Fatima and there will be plans to ensure they have had the training as soon as possible. Staff also work closely with Primary and School Support Service (PSS) and the Educational Psychologist (EP) who support and guide with relevant up-to-date strategies and advice to help meet individual children's needs.

We have a team of 7 Teaching Assistants (TAs), which currently includes one Higher-Level Teaching Assistant (HLTA) and one apprentice TA.

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mr Michael Rayson-Leese

They achieved the National Award in Special Educational Needs Co-ordination in 2022.

They are work 5 days a week to manage SEN provision alongside duty as the Vice Principal.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching Assistants (TAs)

We have a team of 7 TAs, including 1 Higher-Level Teaching Assistant (HLTA) and 1 apprentice Teaching Assistant.

We have 2 Level 3 Teaching Assistants (TAs) deliver interventions such as registration or at the start of lessons).

- RWI booster-type sessions
- Precision Teaching
- Doodle (IT based 5-10-minute basic skill-based session)
- Direct Instruction (Sparkly Folders)
- Direct phonics
- Toe-by-Toe
- SNIP
- Plus 1 and Power of 2
- Structured Peer Tutoring
- METRA intervention
- Paired Reading
- Language groups, particularly in Reception class- based on the WELLCOMM pack
- Talk Boost
- Pre-tutoring of key vocabulary and key concepts especially prior to a new topic
- Small groups for speech clarity and the production of sounds
- Social stories and dedicated social skills groups where children can learn about how to deal with the world around them
- Nurture-type groups
- Rainbow – trained staff to support children who have suffered loss/bereavement

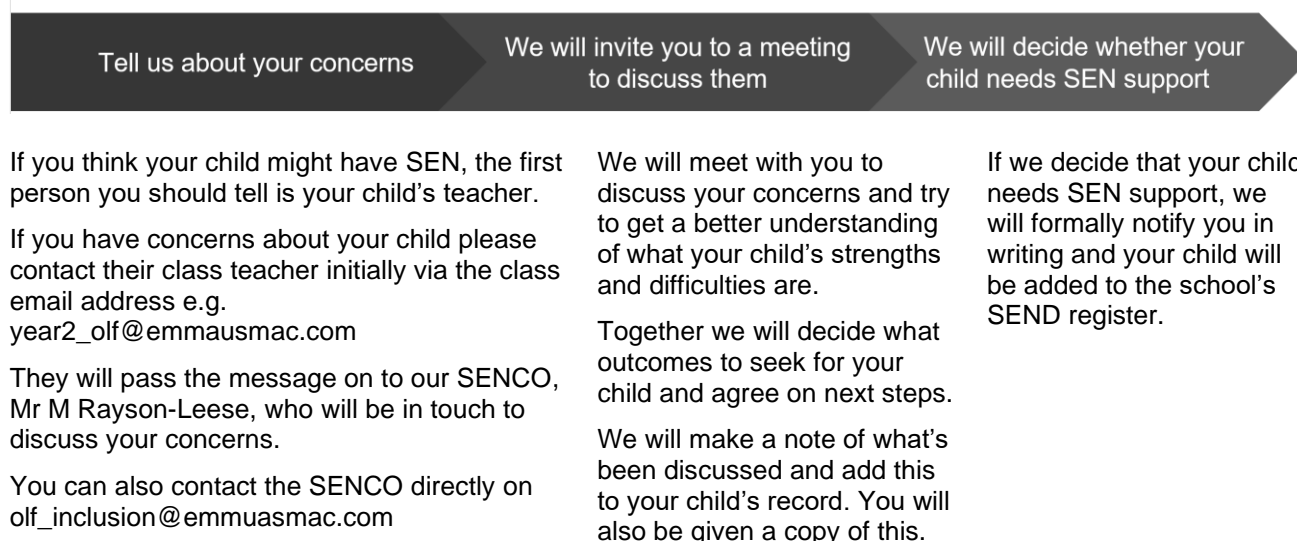
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists (SALT)
- Educational psychologists (EPS)
- Occupational therapists (OT)
- GPs or paediatricians

- School nurses
- Malachi
- Pupil and School Support (PSS)
- Communication and Autism Team (CAT)

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially/emotionally. This might include reading, writing, number work etc.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it within the classroom environment e.g. scaffolds/small group work. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

- Your child's class/form teacher will meet you once in the Autumn term and once in the Spring term, to:
- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

You are able to book a meeting with the SENCO if you need extra support or guidance.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. To get in touch with your child's teacher you can use the class email address e.g. year2_olf@emmausmac.com

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
 - Prepare a presentation, written statement, video, drawing, etc.
 - Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teachers is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work (where needed) , adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, modelling or scaffolding concepts etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching Assistants (TAs) will support pupils on a 1-to-1 basis when needs are complex or if it is specified in an EHCP or SSPP.
- Teacher and Teaching Assistants (TAs) will support pupils in small groups when they need extra support and guidance across the curriculum.

We may also provide the following interventions:

- RWI booster-type sessions
- Precision Teaching
- Doodle (IT based 5-10-minute basic skill-based session)
- Direct Instruction (Sparkly Folders)
- Direct phonics
- Toe-by-Toe
- SNIP
- Plus 1 and Power of 2
- Structured Peer Tutoring
- METRA intervention
- Paired Reading
- Language groups, particularly in Reception class- based on the WELLCOMM pack
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- Pre-tutoring of key vocabulary and key concepts especially prior to a new topic
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- Social stories and dedicated social skills groups where children can learn about how to deal with the world around them
- Teachers adapt what they do in class to cater for the child's needs
- Nurture-type groups
- Rainbow – trained staff to support children who have suffered loss/bereavement

These interventions are part of our contribution to Birmingham City Council local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions each half-term
- Using pupil questionnaires
- Monitoring by the SENCO and SLT during progress meetings with teachers
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will get a delegated budget up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to Alton Castle in Year 6.

All pupils are encouraged to take part in sports day/swimming/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school support pupils with disabilities?

- Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We value all our pupils and are committed to providing a fully accessible environment, which includes all pupils, staff, parents and visitors – regardless of their: education, physical, sensory, social, spiritual, emotional and cultural needs. We have ensured that the school is fully accessible having made various adaptations in recent times and review this annually in line with this plan and other health and safety related policies in school.
- Here at Our Lady of Fatima, we are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. This also supports staff understanding of the Department for Education (DfE) document 'Keeping children safe in education' in which reference is made to provision that overcomes barriers to inclusive learning and social development.
- We have included a range of stakeholders in the development of this accessibility plan, including the Local Governing Board (LGB); the senior leadership team; staff members; pupils and parents. The LA is aware that children have the right to be educated in the school of their choice and this will not be inhibited by disability.
- You will find our accessibility plan on our website alongside our SEN policy. It will outline how we aim to ensure the following areas:
 - Increase the extent to which disabled pupils can participate in the curriculum
 - Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
 - Improve the availability of accessible information to disabled pupils

13. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of in extra-curricular clubs and nurture groups to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by including them in groups such as Rainbows and Social groups.
- We run a nurture club for pupils who need extra support with social or emotional development

- We have a 'zero tolerance' approach to bullying. Please refer to our Anti-bullying policy and school charters.

14. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend transition meetings at the end of the year when the pupil's SEN is discussed
- Schedule transitions day and lessons with the incoming teacher towards the end of the summer term

Between phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Transition groups in preparation for secondary school move
- Learning how to get organised independently
- Plugging any gaps in knowledge

15. What support is in place for looked-after and previously looked-after children with SEN?

Mr Shanahan will work with Mr Rayson-Leese, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

16. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the Mr Shanahan or Mr Rayson-Leese in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services

- › Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Birmingham City Council local offer. Birmingham City Council publishes information about the local offer on their website: [Home - Local Offer Birmingham](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Birmingham SENDIASS Homepage – Birmingham SENDIASS](#)

National charities that offer information and support to families of children with SEND are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

18. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages