



Mission Statement:

**At SS John & Monica's, we learn through
the example of Jesus to
Love, Respect, Understand and Value each other.**



SEND Policy

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Special Education Needs and Disabilities (SEND) Policy
at
SS John & Monica's Catholic Primary School

1. Rationale

This policy sits firmly within the context of the school's Mission Statement, which emphasises the value of every child, and our commitment to delivering a broad, balanced and relevant curriculum to all pupils, within a Catholic environment. Every pupil is supported to feel important, is to be helped to discover and develop potential, to develop respect, reverence and responsibility for themselves and others, and to learn the skills to become an active member of society.

At SS John and Monica's, we recognise that children of all abilities have specific learning needs and need an individual, personalised learning approach. Not all pupils with special educational needs (SEN) have disabilities, and not all pupils with a disability have SEN, but this policy covers all of these pupils.

We offer a child-centred approach that aims to meet the needs of all children through adapting our teaching. Each child's progress is unique to them and different children develop at different rates. Some children will require provision that is 'additional to' and 'different' from that which is ordinarily available for other children of the same age. This policy is concerned with the ways in which the needs of these children who need additional support are identified and met.

2. Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) (Code of Practice 0 – 25 (April 2015)) and has been written with reference to the following guidance and documents:

- Equality Act 2010;
- Children and Families Act 2014;
- Education Act 1996 & 2002;
- School Admissions Code;
- SEND Code of Practice (April 2015);
- Statutory Guidance on supporting pupils at school with medical conditions April 2014;
- Safeguarding Policy;
- Accessibility Plan;
- Teachers Standards 2012.

This policy is written in conjunction with the Special Educational Needs Coordinator (SENCO), Senior Leadership Team (SLT), and SEND Governor.

The SENCO is Mrs S Smith, SS John and Monica's Catholic Primary School, Chantry Road, Moseley, Birmingham B13 8DW. Mrs Smith has completed the National SENCO Award at University of Birmingham,

fulfilling clause 64, C & F Bill, 2014. Mrs Smith is also a Designated Safeguarding Lead (DSL) and an experienced primary teacher.

Ref: Role of the SENCO in Schools SEND Code of Practice, 6.89.

3. Introduction

Our policy for Special Education Needs and Disabilities has its foundation in the Catholic Mission Statement of the school, and has been developed in accordance with relevant legislation (see above).

This policy is to be read in conjunction with all Birmingham Local Authority statutory and non-statutory guidance on the application of the Code of Practice (including standards for inclusion) and inclusive practice and equality. Due regards must also be paid to SS John & Monica's Policies for Assessment, Target Setting, Admissions, Behaviour and Equality as they have bearing on the application of this policy.

SS John & Monica's recognises and values all children as individuals and as such all children are entitled to a high quality education that recognises their individuality and responds to their personal, social, emotional and academic needs. We feel that within this recognition of individuality is the potential for children to have a range of academic and behavioural levels, and our aim is to respond quickly and appropriately to their needs as far as resourcing will allow.

We recognise that some children will have a 'Special Educational Need and/or Disability' (also referred to as SEND in this policy) at some stage of their school life. These needs are unique to each child in severity and duration and therefore the need for constant observation, assessment, target setting, liaison with parents and external agencies and review of all children is paramount to fulfilling our commitment to a quality education for all. As a result of this cycle of assessment and review, we can ensure that all children are offered a curriculum which is broad and balanced, addresses their individual needs and has staff that are responsive to difficulties and ensure quick intervention where necessary.

At SS John & Monica's we strive to bring school and home into closer and more effective communication in all aspects of their child's life. We involve parents in all stages of the Special Educational Needs process and aim to provide a supportive network exchange of information and to help parents help their children.

Changes in circumstances can impact the needs of the child and we encourage parents to contact school to discuss their children whenever this may be the case; likewise teachers will contact parents as soon as difficulties become apparent. The child is central to education and at all stages of planning and review we aim to make children involved in their goals, ensuring they are consulted whenever practicable and their viewpoint noted. Such records are good indicators of the less measurable success criteria such as improved self-image, confidence, and perception of ability and areas of interest. We aim to give children ownership of their learning and the opportunities to evaluate their achievements.

4. Aims

Our overall aim is to help each child to realise their full potential and to nurture their self-esteem. We value all children in school equally and our guiding principle is one of inclusion.

Provision for children with Special Educational Needs is a matter for the school as a whole and is every staff member's responsibility. In addition to the governing body, the head teacher, the SENCO and all other members of staff have important day-to-day responsibilities. All teaching and support staff are teachers of children with Special Educational Needs. Therefore, SEND is a whole-school responsibility.

We aim to:

- Identify an additional need as early as possible;

- Include children with Special Educational Needs in all aspects of school life;
- Seek children's views and take them into account;
- Provide all children with access to a broad and balanced curriculum through whole class, small group teaching and individual support;
- Prepare suitable programmes of work structured to each child's needs with the relevant resources;
- Provide a range of teaching strategies and effective differentiation;
- Provide appropriate support and training to enable all staff to play a part in the identification of Special Educational Needs and address pupils' individual needs;
- Encourage parents to understand and support their child's learning at home and at school;
- Liaise and consult with outside agencies where appropriate;
- To raise the aspirations of and expectations for all pupils with SEND;
- To focus upon outcomes for children and not just to focus upon hours of provision/support;
- To raise achievement of pupils with SEND;
- To identify and provide for pupils who have special educational needs and additional needs;
- To work within the guidance provided in the SEND Code of Practice;
- To operate an 'every teacher is a teacher of SEND' approach to the management and provision of support for special educational needs;
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Policy;
- To provide support and advice for all staff working with SEND pupils.

5. Definition of SEND

Quality first teaching by the class teacher is vital in providing support for all pupils. The SEND Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments they need as well as good quality personalised, adaptive teaching.

The SEND Code of Practice April 2015 outlines four broad areas of needs.

These are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These four broad areas offer an general overview of the range of needs that SS John and Monica's plan for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At SS John and Monica's we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

“A child or young person has SEND 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 or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age
- or
- have 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 or mainstream post-16 institutions.”

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s) he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.”

Some of these children may need support to access differing areas of the curriculum or environment and this support may be assistance from an adult, equipment, longer time to complete activities, etc. The exact nature of the support these children can receive will be determined by the type and complexity of their Special Need. Children requiring additional support may include:

- A child who has displayed evidence of work (and then after further assessment) that is significantly below the level of their peer group in English or Maths and continues to fall behind;
- Children who display a difficulty in learning generally and are behind the level of their peers in subject areas other than English and Maths;
- Children who have a learning disability which prevents access to equipment and/or curriculum that their peer group are accessing;
- Children who have developmental difficulties and whose physical and/or academic progress is affected and need additional support that their peer group do not need;
- Children who are showing challenging behaviours in classroom, playground and/or home settings and these behaviours are having a detrimental effect on themselves and/or the curriculum access of their peers;
- Children who have specific difficulties related to Speech and Language, Hearing, Vision or which require intervention or awareness at school;
- Children who have physical conditions that affect their access to environment and/or curriculum;
- Children who have complex medical needs.

Children may have one or a combination of the above difficulties and we aim to provide effective intervention for the children who fall into these categories. This list is not exhaustive and provides an example of our interpretation of SEND. We recognise many variations and levels of Special Educational Need and/or Disability and look at each child individually when assessing their needs.

All children are potentially intellectually able and/or talented and in some way so we aim to effectively monitor and address SEND. We also monitor children who may need an accelerated curriculum (within the expectations of the depth and breadth of the National Curriculum).

We offer opportunities for children with talents to share their skills at school, develop in areas where they have flair (such as art or music) and to participate in after school activities, which may extend their interest and achievement in their area of excellence. We look for the children who may be academically exceeding expectations in order to offer them an accelerated curriculum.

What is NOT SEN but may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being in receipt of Free School Meals
- Being a Looked After Child

6. Legislation

Legislation in the Children & Families Act require schools to have a robust approach to the management and provision for pupils that have a Special Educational Need or Disability (SEND).

Where possible all pupils will have their needs met in a mainstream school with access to the right resources, professional experts and best teaching. This will ensure progress for all. As part of this new approach all schools are required to publish information about how they support pupils with SEND.

7. Safeguarding: Keeping Children Safe in Education ([Paragraph 199](#))

Children with special educational needs and disabilities or health issues

All schools in the UK must adhere to statutory guidance issued by the UK Department for Education.

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. We aim to ensure that our child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and communication barriers and difficulties in managing or reporting these challenges;

- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or a deputy) and the SENCO.

SS John and Monica's will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Where children require support with toileting, we have an Intimate Care Policy in place.

8. The Local Offer

In line with the Children & Families Act 2014, Local Authorities publish and regularly review information and services they provide for children and young people who have Special Educational Needs and Disabilities (SEND).

The services provided by the Local Authority are accessible to children and young people aged 0-25.

The SEND Local Offer is available on this website:

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

At SS John and Monica's Catholic Primary School, we endeavour to ensure all pupils access the right resources, professional expertise and best teaching. We follow the model of plan, do, assess and review, to ensure all children identified with an SEN need are supported through the Graduated Approach of quality first teaching for all, targeted support and when needed specialist support.

There is a single school based category of SEND provision called '**SEND School Support**'. Children needing support are supported through the:

'Graduated Approach' model

Step 1 : Universal Provision
Step 2: Targeted Support
Step 3: Specialist Support

We hold 'SEND School Support' review meetings three times a year; at the meetings parents have the opportunity to discuss concerns with the school SENCO and the class teacher. Children complete a pupil voice form and parents are asked to complete a parent voice form to review provision.

9. The role of the SENCO

The school SENCO is Mrs Smith.

The class teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This data includes high quality and accurate formative assessments before a decision is made about whether a pupil has SEND.

The SENCO's Role is outlined in the Code of Practice 2015:

- To ensure that all children with SEN are identified and supported in school and records of the support provided are maintained;
- To provide an up to date policy for SEN School Support;

- To co-ordinate training and specialist support for staff;
- To monitor the progress and attainment of pupils with SEN;
- To ensure appropriate resources are available for staff and pupils;
- To liaise with professional support agencies who will work with children and families in school;
- To ensure that all pupils have equal access to facilities, services, resources and opportunities while at school;
- To ensure appropriate information sharing with agencies working to support the child, young person and family;
- When appropriate seeking consent and advise from other professionals before referring pupils for SEND Support Provision Plans or EHC Plans and support the process of ensuring wrap around provision for pupils who need it;
- To work with parents so that they are informed about their child's progress, are aware of what support they are receiving and where to go for more assistance;
- To ensure on secondary transfer at the end of Year 6 Person Centred Review Meetings take place to support transition;
- Overseeing the day to day operation of the school's Special Educational Needs policy;
- Coordinating provision for children with special educational needs;
- Preparing and reviewing Education Support Plans with the class teacher, parents, child and specialist, external support;
- Overseeing Education Support Plans, making referrals to outside agencies and requesting statutory assessments;
- Liaising with class teachers, parents and outside agencies;
- Conducting Annual Reviews for children with Educational Health Care Plans (EHCP);
- Liaising with SENCOs of other schools/consortia to keep up to date with SEND developments.

The Role of the Head Teacher and Governing Body

The Head Teacher Mrs M. Elliott is responsible for the day-to-day management of the school including support for SEN pupils. The Head Teacher will ensure that class teachers and the SENCo meet their responsibilities and that the needs of all children are met. The Head Teacher will include a termly SEN report in her Head Teachers Report to Governors

The Governing Body of SS. John & Monica's is responsible for ensuring that pupils with SEN have their needs met. The SEN Governor at SS. John & Monica's is Mrs K Elliston, who can be contacted through the school.

The Local Authority has a department that supports pupils with SEN. The Special Educational Needs Assessment & Review Team (also referred to as SENAR) oversees the creation of Education, Health & Care Plans.

The Role of the Class Teacher

We pride ourselves on offering quality first teaching to all pupils.

Your child's class teacher will:

- Have high expectations for your child and all pupils in their class.
- Follow the programmes of study for their year group as outlined in the National Curriculum; offering an inspiring, creative broad curriculum to all pupils.
- Base their planning and teaching on what your child already knows, can do and can understand.
- Adapt their teaching so that your child is fully involved in learning in class. This may involve more practical learning.
- Carefully monitor your child's progress and decided if your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Contribute to your child's SEND provision plan and share and review this at least once a term with you and the SENCO at Parents' Consultations and/or Termly Reports

The role of the Learning Support Assistants

Learning Support Assistants/Teaching Assistants are a vital part of the support we offer to our children. For children with SEND, the role of the LSA includes:

- Supporting learning in the classroom, allowing your child's class teacher to focus on different groups at different times
- Supporting your child's learning in the classroom by developing questioning, modelling the learning and using practical equipment to aid understanding
- Informing the class teacher and SENCO of your child's progress
- Running specific group intervention work overseen by the class teacher and /or SENCO
- Providing targeted and/ or specialist interventions one to one or in small groups

10. Starting school

On entry to the school, each child's current levels of attainment will be assessed to ensure that they build upon the pattern of learning and experience already established during the pre-school years. If the child already has an identified Special Educational Need, this information will be transferred from the Early Years setting and the SENDCO and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum;
- Identify and focus attention on action to support the child within the class;
- Use the assessment processes to identify any learning difficulties;
- Ensure ongoing observation and assessment;
- Provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning;
- Involve parents in implementing a joint learning approach at home.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the barriers to learning they have in the classroom are due to limitations in their command of the English language or arise from Special Educational Needs.

11. Monitoring children's progress

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries should will be monitored. Once a pupil has been identified as possibly having SEN, they are closely monitored by staff in order to gauge their level of learning and possible difficulties.

The child's class teacher then takes steps to provide differentiated learning opportunities that will aid the pupil's academic progress and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENCO will be consulted as needed, for support and advice and may wish to observe the pupil in class or carry out additional assessments. It can then be determined which level of provision the child will need going forward.

Parents are informed fully at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school in order that school have a full picture of the child's strengths and needs.

12. The SEND Process

In order to help children who have SEND, the school will adopt a graduated response (as described above) that recognises there is a continuum of SEND and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The steps taken to meet the needs of individual children will be recorded.

13. Accessing SEND support at SS John and Monica's School:

In the first instance, you should talk to your child's class teacher about any concerns you have. Your child's class teacher will be planning and preparing the work that meets your child's needs. They are in the best position to talk to you about how those needs are affecting the learning

You may also ask to speak to the school SENCO about your concerns;

Class Teachers will seek advice from the SENCO to support in their planning and assessment of your child and together they will monitor your child's progress;

If your child is accessed as needing 'SEN School Support' a plan will be put in place to address concerns and/ or need;

You will meet the class teacher and SENCO as appropriate to discuss this plan, the plan will then follow the plan, do, assess, review model and you will be invited to attend the termly review meetings;

As a result of the SEN Support Review Meetings, the Class teacher/SENCo will inform you if there is a need to involve an outside agency – you will be asked to give your consent for another professional to be involved;

The outside agency will be contacted by the SENCO and they will visit the school to observe and assess your child, a report will follow with recommendations outlining targeted and /or specialist support. A copy of this report will be given to you and the person writing the report may also be invited to attend the next review and discuss their recommendations;

The plan, do, assess, review model will continue for as long as is needed to support your child in the classroom;

'Targeted and Specialist Support' will be monitored by the SENCO and class teacher; progress will be discussed at the end of each cycle of plan, do, assess and review. You will be invited to the 'SEN School Support' review meeting to discuss next steps and the level of support needed;

Where the needs are severe and persistent, the SENCo will discuss with you whether or not your child would benefit from a SEND Support Provision Plan or an Educational Health Care Plan. With your consent and input and with support from the outside agencies a Team Around the Child (TAC) meeting will be held. At this meeting you will hear reports from the professionals involved and a decision will be made to put a SEND Support Provision Plan in place or request an EHC Plan from the Local Authority (SENAR). This is called a Statutory Assessment of Needs;

The school (or you) can request that the Local Authority SENAR Team carry out a statutory assessment of your child's needs. This is a legal process, which sets out the amount of support that will be provided for your child;

After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education, Health & Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of 'SEN School Support';

If the request for an EHC Plan is successful, the plan will outline the individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child;

An additional adult may be used sometimes to support your child with whole class learning, run individual programmes or run small groups including your child;

Under the Equality Act, Schools are required to make sure that all reasonable adjustments are anticipated and made to ensure equality of access to our services for pupils with SEN. As part of this duty, we are required by law to ensure that auxiliary aids and services are provided where necessary for pupils with disabilities. As part of our compliance with the Equality Duty, we set an annual Equality target to monitor our inclusive practice.

Discussing Concerns

If you have concerns about your child's progress or behaviour you should speak to your child's class teacher initially. Your child's teacher observes their work and behaviour regularly and will have many suggestions for working together to get the best results.

If you continue to be concerned that your child is still not making progress, you may speak to the Special Education Needs Coordinator (SENCO). This will allow other agencies to become involved.

The school SEN Governor can also be contacted for support.

If you feel that your concerns have not been addressed, you can speak to the Head Teacher.

The **SENCO** at SS John and Monica's Catholic Primary School is **Mrs Smith**.

Telephone: 0121 464 5868

Email: senco@stjonmon.bham.sch.uk



14. SEND Support Provision Plans

If the child is still not making progress, the SENCO, in consultation with the class teacher and parents, will seek advice from appropriate outside agencies. A decision may be made to escalate the level from the Code of Practice.

SEND Support Provision Plans (SSPP) demonstrate the provision being put in place for children where their needs are complex and require multi-agency involvement, but where the provision does not require an Educational Health Care Plan (EHCP) in order to support delivery within a mainstream setting. SEND Support Provision Plans are also used by the Local Authority as the mechanism by which mainstream settings can apply for additional 'top up' funding to support provision for the child in school.

15. EHCPs and Request for Statutory Assessment

If, after the SSPP is reviewed with parents and any relevant SEND support services, the child's support needs to be escalated further, the SENDCO will make a request to the Local Authority for statutory assessment.

Educational Health and Care Plan (EHCP)

If a statutory assessment finds that the child has more significant and/or complex needs, the Local Authority will prepare an EHCP.

An EHCP is a document which details the education, health and social care needs of a child or young person for whom extra support is needed in their early years setting or school, beyond that which the school or setting can provide. Children with an EHCP will have outside agencies involved in their support, such as Education Psychologists, Local Authority SEND Support Services, and/or health services and are usually entitled to extra resources in their current school or setting or may require their needs to be met in a specialist provision such as a Resource Base or Special School.

EHCPs are reviewed annually with parents or carers and any third parties involved, and the outcomes reported to the Local Authority's Special Educational Needs Assessment & Review Service (SENAR). A representative from the Local Authority may attend the review. Annual Reviews may take place before 12 months elapse if the family or school feel that provision needs to be reviewed more urgently.

16. The Woodland Hub

A. Vision and Purpose

The Woodland Hub is a flexible, short-term intervention and regulation area that supports full inclusion in mainstream classrooms. It is specifically designed to support children with the most complex needs. Operating with a high adult-to-child ratio, the hub provides targeted sensory and academic interventions aimed at helping children regulate so they can access their mainstream classes wherever possible.

The first instance for all children at SS John and Monica is to have full access to their mainstream classroom supported by universal, high-quality teaching. Children may access the Woodland Hub for carefully planned parts of their school day; the overarching aim is to support children to integrate into the mainstream classroom wherever possible, and for as long as possible.

B. Staffing and Governance

The Woodland Hub is managed on a day-to-day basis by a Higher Level Teaching Assistant (HLTA), supported by two Learning Support Assistants (LSAs). The strategy, provision, and caseload of the hub are directly overseen by the SENDCo.

C. Entry and Referral Criteria

A child will be discussed on a case-by-case basis and may attend the Woodland Hub if they meet one or more of the following criteria:

- **Formal Plan Requirements:** The child has a Special Educational Needs Support Plan (SSPP) or an Education, Health and Care Plan (EHCP) that explicitly requires small-group teaching or specifies access to an intervention hub.
- **Exhausted Class Measures:** Universal Quality First Teaching (QFT) and the graduated approach have been fully deployed and exhausted, yet the child is still not making progress and is working significantly behind their peers.
- **Regulation Needs:** The child exhibits acute emotional dysregulation or sensory overload within the mainstream classroom, despite comprehensive environmental adaptations being made.
- **Group Dynamics & Well-being:** The child's needs align safely and constructively with the current allocated groups. Crucially, a child will not access the hub if it is assessed that doing so would be detrimental to their personal well-being or self-esteem.

D. Referral Process and Accountability

- Teacher Referral: Class teachers initiate the process by submitting a referral to the SENDCo for a child to join a specific hub group.
- Parental Partnership: No child will access the hub until the proposed provision and targets have been discussed and agreed upon with their parents or carers.
- Exit Criteria: All placements feature a predefined exit criteria. Depending on individual needs, this may outline long-term transition goals or signify readiness to move to alternative specialised settings.

17. Partnership with parents

The SEND Code of Practice for children and young people 0 to 25 years states:

“Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

- The views, wishes and feelings of the child or young person, and the child’s parents
- The importance of the child or young person, and the child’s parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child’s parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.”

The school will always inform parents when their child is receiving help for Special Educational Needs.

Partnership with parents plays a key role in enabling pupils and young people with SEND to achieve their potential. At SS John and Monica’s, we recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with Special Educational Needs will be treated as partners, supported to play an active and valued role in their child’s education.

We will always meet with you to discuss SEND needs or concerns.

We will always inform you if we feel your child needs ‘SEN School Support’, a SEND Provision Plan and an Education Health and Care Plan (EHCP).

We will always ask for your permission when we think an outside agency would support your child’s needs.

We will ensure that you receive feedback about your child from the professional who has been working with them.

You will be invited to an ‘SEN School Support Review Meeting’ twice a year as a minimum.

Transition to Secondary School will be managed through consultation with you.

The success of the provision SS John and Monica's Catholic Primary School offers to children with Special Educational Needs will be judged against their development as happy, wholesome young people who can participate fully and actively in living out the virtues of the Catholic Faith as part of our school community - and their academic progress and outcomes.

Parents of any pupil identified with Special Educational Needs may contact the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) for impartial and confidential information, support and advice.

Email: SENDIASS@birmingham.gov.uk

Phone: 0121 303 5004



18. Pupil participation

Children with Special Educational Needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes including the setting of learning targets and contributing to their support plans.

We will gather pupil voice at regular stages in each child's learning journey so that they are involved in any decisions made about their provision. This means that work is done *with* rather than *to* the child.

19. External Agencies

Our colleagues who support us via external agencies bring a wide range of expert knowledge when planning provision for our children with SEND. With permission from parents/carers, we can access specialists in the following areas:

- Educational Psychology Service
- Pupil & Schools Support
- Communication & Autism Team
- Autism Outreach Services
- Special Schools Outreach Service
- Health Education Service
- School Nursing Service
- Speech & Language Therapy
- Sensory Support (Hearing Impairment and Visual Impairment)
- EAL/Translation Support
- Physical Difficulties Support Service
- NHS Occupational Therapy
- Family Support Worker/Attendance Officer
- Social Workers
- Forward Thinking Birmingham
- Early Help Team

20. Transition

All children in SS John and Monica's are entitled to a well-planned successful transition, between year groups, key stages and schools. We aim to invest time in ensuring that our children and young people are prepared for the change that occurs during transition and to support families in managing this period of

uncertainty for their child. We can only truly achieve this if we work in partnership together and create a clear and consistent pathway for all children and families.

Transition might be:

- From Nursery to Reception Class
- From Reception to Key Stage 1 (years 1 and 2)
- From one year group to the next
- From Year 6 to Secondary School

The aims for transition include:

- Ensuring that learning outcomes and children's mental health and well-being are not compromised
- The receiving class teacher/s and/or school will have a secure knowledge of the individual before they arrive, ensuring any reasonable adjustments are put into place in a timely manner
- All children and young people should have equality of opportunity regardless of any additional needs
- Schools will work collaboratively in the best interests of all children and young people and build trust with families to engender successful transition
- Transition will be consistent, across schools, yet personalised to meet the needs of all children and young people regardless of additional needs
- Transition arrangements will be clearly communicated and children, parents and staff will have access to relevant and timely information
- Schools will work effectively together, supported by families and professionals
- All partners/professionals will work together
- As a result of a well-planned and successful transition, children and young people will be equipped to manage the change and thrive in their new environment social, emotionally and academically.

Staff work together with colleagues in other schools and nursery settings to exchange information, and discuss strengths and needs, well in advance of the date of moving. This will ensure that the new setting is ready to welcome the new pupil with provision already in place and the necessary staffing and resources allocated. This will ensure that the child feels welcome and comfortable during this period of significant change.

Monitoring, review and evaluation of this policy

To be read in conjunction with other school policies, most specifically Anti-Bullying, Attendance, Intimate Care, Positive Relationships and Behaviour and Safeguarding policies.

School policies can be found on our website:

<https://stjonmon.bham.sch.uk/key-information/policies-procedures>

Policy updated: 3rd September 2025

By: Mrs S Smith(SENCO)

To be reviewed: September 2026 by the SENCO.