



Special Educational Needs Information (SEN Information Report)

At Saint John Wall Catholic School, our mission statement is 'To educate each and every unique child in our care, to hear and respond to what God calls them to be.' This means that we aspire to give every child the opportunity to explore their vocation in life and achieve their best both academically and personally. We are committed to ensuring that all pupils become independent learners and reach their full potential. We aim to identify a pupil's individual and specific areas of need early and make provision to meet their needs.

1. What kinds of support do we offer for pupils with Special Educational Needs?

- Quality First Teaching.
- Small group targeted interventions.
- Individual targeted interventions.

The types of SEN that we support at Saint John Wall Catholic School are:

- Cognition and Learning Needs: how your child thinks, learns and understands their world.
- Communication and Interaction Needs: how your child talks to, listens, responds, plays and learns with other pupils and adults.
- Social, Emotional and Mental Health Needs: how your child shows their feelings, negotiates and solves problems in different situations and handles changes of routine
- Sensory and/or Physical Needs: how your child responds to their environment and learning using their senses and any diagnosed medical issues.

Year 7	Year 8	Year 9	Year 10	Year 11
EHCP 0	EHCP 1	EHCP 1	EHCP 0	EHCP 0
SEN Support 10	SEN Support 17	SEN Support 13	SEN Support 13	SEN Support 22

We support pupils through Quality First Teaching.

This means that:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- A range of teaching strategies are used to ensure that your child is motivated and engaged in their learning.
- Your child's progress is constantly checked to ensure that the teaching and any additional resources meets their needs.
- Teachers adapt their teaching to meet the needs of the pupils in their classes.
- Some classes have a pupil coach to support SEND learners with their academic and personal development. Pupil coach deployment is flexible and reactive to the needs of SEND pupils.

We support pupils through targeted group work.

This is where your child works with a smaller group of pupils, who are at a similar place in their learning, often called an intervention or support group.

For your child this would mean:

- Working in small group sessions on specific targets or objectives to support their progress. These sessions are usually led by a pupil coach, with advice from the SENCO. Progress is constantly monitored to ensure that this small group work meets the group's needs.
- Attending a short-term Literacy intervention programme in our Saint Thomas Aquinas Centre SEND Hub on site at Saint John Wall Catholic School. Each programme will last 6-8 weeks and pupils will be taught an appropriately broad, balanced, relevant and differentiated curriculum of English, Maths, Science, RE and Humanities. Pupils will also have a PE lesson and Life Skills lesson each week. The focus of the curriculum will be on rapidly improving Literacy skills as well as personal development.

We support pupils through targeted individual work.

For your child this would mean:

- Working one to one on specific targets to support their progress.
- These sessions are usually led by external professions such as Speech and Language Therapists, Educational Psychologists and staff from the Communication and Autism Team.
- Progress is constantly monitored to ensure that one to one interventions are meeting the child's needs.

We support pupils accessing remote learning:

- Provide laptops for SEN pupils who do not have the means to access remote learning.
- Identify pupils who are struggling to access remote learning and provide additional support.

2. How are pupils with disabilities supported in their admission to the school?

As per our admissions policy, a pupil with an Education, Health and Care Plan (EHCP) that names the school MUST be admitted. This will reduce the number of places available to applicants. This is not an oversubscription criteria.

If your child is offered a place at our school, your child will be offered additional transition days, we will have meetings with parents, current teachers and existing support agencies.

Transition days will be tailored to support the needs of each child with SEN.

3. What facilities do we provide to help disabled pupils to access the school?

- Hand rails on the steps between the playgrounds.
- Maintenance of all flooring and seating around the building (including the steps into reception).
- Maintenance of markings and blinds for visually impaired staff and students.
- Visual timetables made available as appropriate.
- Labelling of equipment to include pictures/symbols.
- Ensure all written material is accessible to pupils (e.g. include use of audio software and iPads where appropriate).

- We have a Learning Support classroom where pupils receive one to one and small group support. The school has invested in a range of specialist materials purchased to meet the needs of pupils with SEN.

4. How are Special Educational Needs identified?

How do parents/carers raise concerns?

- Talk to your child's class teacher or Form Tutor.
- Speak to the Special Educational Needs and Disabilities Co-ordinator (SENCO- Mrs Adams).
- Meet the SENCO at the fortnightly drop-in session in the conservatory where parents/carers can come to discuss their child's needs. Read the weekly school newsletter for dates and times.
- Talk to the Inclusion Co-ordinator (Mrs Kaur).
- Raise your concerns with your child's Head of Year.

We pride ourselves on listening to and building positive relationships with our parents/carers.

How does the school identify a child's Special Educational Need?

- Regular discussions with parents/carers about any concerns with your child's learning or progress.
- Class teachers will raise concerns with parents/carers and the SENCO following day to day teaching and observations or assessments.
- Class teachers, SENCO, pupil coaches and members of the Senior Leadership Team will identify pupils who are not making expected progress from the school's tracking system. This is carried out frequently during the academic year, after each assessment week.
- Advice is requested from appropriate outside agencies to identify specific needs using specialist assessment.

5. How will school monitor the progress of pupils with SEN?

We:

- Check that additional support the child receives is planned and monitored carefully by the class teacher, pupil coaches and the SENCO.
- Have regular meetings between class teachers, SENCO, teaching assistants, the pastoral team and the Senior Leadership Team to discuss pupil progress and provision.
- Review assessment data after each assessment week and identify additional support that may be required to ensure that progress is being made.

Who will explain this to me?

- Class Teachers and/or the SENCO will meet with parents/carers, this could be part of Parent's evening/ afternoon.
- The SENCO is available for further information and discussion.
- Pupils with a Student Support Plan or an EHC Plan will have annual reviews. EHC Annual Reviews will take place in the Autumn Term for year 11 pupils to support transition into post 16 courses.
- You can attend the fortnightly drop-in sessions with our SENCO for more information.

What extra-curricular/ enrichment activities can a pupil with Special Educational Needs and Disabilities access at school?

- Saint John Wall Catholic School is an inclusive school and all activities are available to pupils with SEN. If appropriate, reasonable adjustments will be made to meet the needs of the individual child so they can participate.
- Class teachers will be able to tell you what extra-curricular/ enrichment are available.

Who are the best people to talk to about SEN?

We always encourage you to speak to your child's class teacher about any concerns you may have about your child. However, if you have a specific concern about your child's learning, special educational or additional need then the SENCO or the Inclusion Co-ordinator are available to speak to you.

The SENCO is responsible for supporting members of staff, parents, carers and pupils in meeting the additional needs of all pupils.

Our Learning Support Co-ordinator is: Mrs Adams

Mrs Adams can be contacted by arranging an appointment through the school office, (telephone number 0121 5541825) or emailing sadams@sjw.bham.sch.uk.

What training do the staff in school have to support pupils with Special Educational Needs?

To ensure our staff have the skills and knowledge to support pupils with SEN there is a programme of on-going training, both in school and off-site. Recent training has included:

- Specialist training for the Teaching Assistants in Autism.
- Transition to Secondary School.
- Speech, Language and Communication Needs.
- All Teaching Assistants have been trained in Access Arrangements for Centres, invigilator training and Supporting Access Arrangement training.
- Effective Behaviour Management.
- Teaching Assistants are trained in supporting pupils' reading.
- Supporting pupils with Acquired Brain Injuries.
- Emotion coaching.
- Our SENCO is also a Qualified Teacher of the Visually Impaired.
- Annual training for identified medical needs.
- Regular updates from SENCO regarding pupils with SEN and how they can be supported.
- SENCO holds the National Award for SEN Co-ordination.
- Weekly 'Thoughtful Thursday' CPD

7. How is the school increasing the extent to which disabled pupils can participate in the school's curriculum?

- Consideration is given to the timetabling of lessons in the Tower Block for students with disabilities.

- We use a one-way system to ease congestion in corridors at key points within the school day.
- Raising staff awareness of disabilities.
- Staff Training to support pupils with specific needs including use of ICT software such as ClaroRead.
- Raising pupil awareness in assemblies and through the curriculum.
- Raising governor awareness of disabilities with annual review of Accessibility Plan.
- Word processors are provided to students who require them due to their medical or SEN needs. These can be used both in school and at home.
- Access Arrangements are put in place to remove the cognition and learning disadvantages that some students have.
- Installation of software such as ClaroRead for students with SEN.
- Ensuring the awareness of both staff and students of who they should speak to if they are concerned about accessibility to the school site or to learning in lessons.

8. How is the school looking to improve the physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services offered by the school?

- Continuing to bid for further funding for a lift and external ramps (to reception and between the playgrounds).
- Investigation about the possibility of installing a map of the school on a board near to reception.
- Investigation into the use of automatic doors/alternative doors to replace some of the heavier doors around the school site.

9. How does the school get more specialist help?

At Saint John Wall Catholic School, if we feel a child needs more specialist help, we can work with a range of outside agencies. We may need your permission before some specialists will become involved with your child.

Agency or Service	Who they work with
Educational Psychology Service	Pupils with more significant and complex learning needs. Provide school staff with advice on teaching strategies, resources, individual and whole school training.
Pupil and School Support (PSS)	Provide school staff with advice on teaching strategies and resources, individual and whole school training to support pupils with difficulties in language, literacy and maths. Individual assessments of pupils who are not making progress in language, literacy and maths and advice on next steps.
Speech and Language Therapy Service (SaLT)	Pupils who are referred by the GP or school who have specific speech or language needs. Provide school with advice on work that can be carried out in school as well as providing specific programmes in clinic.

Communication Therapists	Pupils who are struggling to access the curriculum with potential communication needs. Provide school with advice on work that can be carried out in school as well as providing therapy sessions and supporting referrals to Paediatricians.
Communication and Autism Team	Pupils with social and communication difficulties or a diagnosis of Autism. Provide individual and whole school training for staff with advice on teaching strategies, resources for pupils with Autism.
Sensory Support Service	Pupils with visual or hearing impairments. Provide school with advice regarding resources and strategies to support pupils with sensory impairments.
Health professionals	Provide advice and support for staff working with individual pupils with health needs: School Nurse. Occupational therapist. Physiotherapist. Child Development Centre.
Forward Thinking	Pupils with specific mental health issues e.g. anxiety/depression.

10. How are the parents of pupils involved in the education of pupils with Special Educational Needs?

- Open door policy to listen to parents/carers about their concerns.
- Drop-in sessions fortnightly with the SENCO.
- Parents evenings.
- Annual reviews for pupils with Student Support Plans and EHCPs.

11. How does the school apply for an Educational Health Care Plan?

If we believe that a pupil needs extra educational provision, an EHC Plan referral can be made describing the child's learning difficulties and how they are to be addressed. This referral will be done with support from the parent and the Local Authority following the guidance from Birmingham SENAR.

Pupils with EHC Plans have their plans reviewed annually in accordance with the procedures laid down by the local authority.

12. How are pupils with Special Educational Needs involved in their own education?

All pupils are involved and encouraged to take part in their own learning journey, for example:

- Developing and achieving targets.
- Attending parents' evenings/ afternoons with parents.

- Self-assessment and evaluation.
- All pupils are encouraged to speak to members of staff if they have a concern or are worried about anything.
- Pupil voice.
- Pupils are encouraged to attend interventions to help them to develop a positive attitude to learning and increase their independence.

Pupils identified with SEN additional needs are also involved in:

- Annual Review Meetings (for pupils with an EHCP).
- The construction of Pupil Passports

13. How is the governing body involved in supporting families of pupils with Special Educational Needs?

At Saint John Wall Catholic School, we have a designated governor with responsibility for SEN who liaises with the SENCO and Inclusion Co-ordinator to ensure that the Governors are informed about provision, progress and well-being of our pupils with SEN. To ensure confidentiality any feedback or reports do not name individual pupils.

If you have concerns about how school deals with your child regarding any SEN issues you can discuss these with the Headteacher or the Governing Body.

The name of our SEN Governor is Mrs K Hazelwood.

If you want to discuss any issues with our SEN Governor, she can be contacted by arranging an appointment through the school office.

14. What support services are available to help parents/carers with pupils with Special Educational Needs?

Our SENCO will be able to advise you on the support services available to you, both locally and nationally. This can be done via telephone, email or face to face during parents' afternoons/ evenings or parent drop-in meetings.

It is recommended that you contact your GP to discuss any concerns you may have about your child's needs and to seek medical support, guidance and assessments if appropriate.

SENDIASS are a support service we also recommend to you. They can offer independent and unbiased advice and information about the assessment procedures and educational provision for your child. For more information, please follow the link below:

<https://www.birmingham.gov.uk/info/50258/sendiaass>

15. How will we support your child through transitions?

Before your child starts at our school:

- Visit to existing school or home visit where relevant.

- Transition days — staggered at times of the day to meet the needs of the child e.g. after school, during class time.
- Additional transition days for those pupils with SEN.

When they are moving to a new school:

- Additional visits to the new school for pupils with specific needs.
- Contacting key personnel at receiving school.
- Reviews centred on the needs of the child involving yourself, staff and relevant agencies when appropriate (Person Centred Review).
- All relevant documentation about our child shared with the new setting.

When your child has a new teacher:

- Your child's new teacher will be informed of general information about your child as well as strategies to support their academic and personal development.

When your child is starting post-16 education:

- Contacting key personnel at receiving sixth-form/ college.
- Additional visits to appropriate provisions.
- Support with completing application forms for appropriate provisions and courses.
- Work with careers advice to prioritise pupils with SEND for careers interviews and interventions at the beginning of year 11. This is to ensure they have the appropriate help and support throughout year 11 whilst transitioning to post 16.
- As part of their annual review, pupils with EHCPs will start preparing for adulthood in year 9. Discussions with the SENDCO will identify and agree with parents and the pupil what additional support they may need to enable them to feel prepared for post 16 and life in the workplace

16. How can parents/carers find the Birmingham Local Authority's Local Offer for SEN?

You can find the Birmingham Local Authority's local offer by clicking on the link from the school website.