

Open and honest
communication

Appropriate and
effective teaching and
learning

A Partnership
approach

St Bernadette's SEND Offer



Hello and welcome! My name is Mrs Bhella and I am the SENCo. I work with children, teachers, parents and agencies to ensure that our pupil's needs are met.

Please visit our school website to find out what we can offer you, if you think your child has special educational needs.

**SENCo means Special Educational
Needs Co-ordinator**

Open and Honest Communication

How to speak to the SENCo if you have a concern.

- We always encourage you to talk to your child's class teacher in the first instance.
- Speak to a member of the office team to find out when the SENCo may be available.
- Make an appointment to see her or ask if she can telephone you.
- You can also email her on r.bhella@stberns.bham.sch.uk
- Direct phone number - 0121 783 7232 (option 3)

We can hold review meetings with parents/carers during the school day so that you can find out how your child is doing in school.

Open and Honest Communication

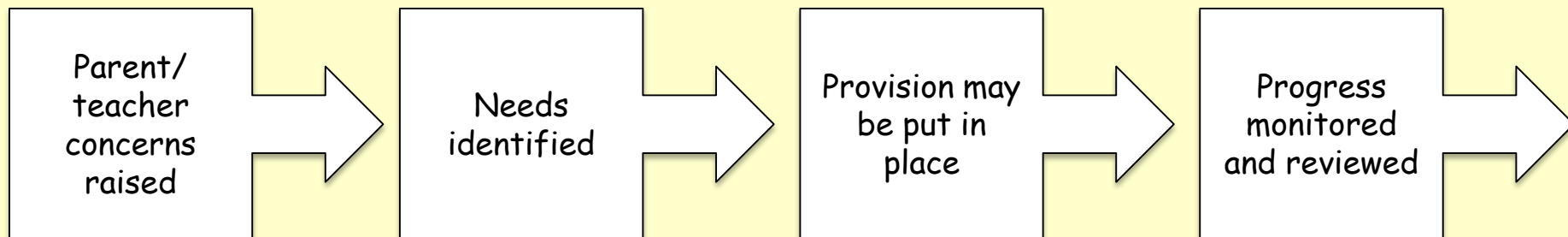
We will make all the information we need to share with you clear and easy to understand.

To read our SEND Policy or Information Report please visit www.stberns.co.uk or to look at the Birmingham Local Offer visit www.mycareinbirmingham.co.uk

This policy explains how we identify and assess children who we think might have Special Educational Needs and/or Disability (SEND). If you prefer information on paper, there are information leaflets available in our reception area.

Our governing body has a governor who is responsible for special educational needs. Her name is Mrs. E. Hill.

What happens if there is a concern about your child?



Open and Honest Communication

Our school endeavors to support all the SEND needs pupils, in the following areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

We work with a range of agencies to help identify specific needs.

These include:

- Pupil and School Support - Sian Reading
- Educational Psychologist - Diana Biddlestone
- Communication and Autism Team - Roz McCauly
- Speech and Language Therapy- Paula PRice
- City of Birmingham School & Tappy Twins- Emotional and Behavioural Needs

Our school may refer your child to other agencies as appropriate. We will always consult you and request permission before a referral is made.

Open and Honest Communication

The SENCo will make sure that all appropriate school staff are aware of your child's additional needs.

If your child has been identified as having additional needs, relevant provision (support) will be put in place. This will always be shared with you in writing on a termly basis, your child and appropriate staff.

You will be welcome to come into school each term to discuss progress with the class teacher and you will be able to give your views. Your child's views will also be listened to. We will send out a consultation form for you to express your views if you are not able to attend.

We operate an open door policy and you can make an appointment to speak to your child's teacher or the SENCo at any point during the year. We also offer SENCo Surgery every 1st Monday of the month (this is flexible), a Speech and Language Drop-in and Communication & Autism Team- Drop-in. You will be informed of these via the school newsletter and also on the website.

Open and Honest Communication

Identification and assessment of Special Educational Needs (SEN)

There are a range of methods used to identify Special Educational Needs which may include the following:

- Parental concern
- Pupil concern
- Staff concern
- In school data
- External agency advice

Our method of assessment will be dependent on the needs of the child. Some children may need an Education, Health Care Plan (EHC). This may be issued by the Local Authority following a detailed assessment. These are usually only available for children who require a specialist setting and whose needs cannot be met in school within the budget allowance.

Appropriate and Effective Teaching and Learning

All school staff will receive appropriate training so they have the knowledge and confidence to support children's needs.

Regular staff meetings are used to ensure staff have up-to-date knowledge to teach children of all abilities.

Sometimes training is run by specialists e.g. Epipen training or training by a member of the Communication and Autism Team, Speech and Language therapist, Pupil and School Support Services or even the Educational Psychologist..

The SENCo is available to support and assist all staff in school with regard to SEN.

Appropriate and Effective Teaching and Learning

Teaching and support staff assess the level children are working at and differentiate the curriculum accordingly.

We use a range of criteria and evidence to help us identify the level children are working at. This helps teachers to plan work for all children to make progress. The work and support will be different for different groups of children.

The school will provide an appropriate level teaching for your child and extra support where needed.

We use a range of strategies to monitor the progress of children to ensure that good teaching is in place for all pupils. We do this through:

- Tracking your child's progress through termly pupil progress meetings
- Looking at the children's work for all classes to feedback to teachers
- Classroom observations and learning walks, including monitoring the learning environment

Appropriate and Effective Teaching and Learning

We offer support through a variety of interventions that are matched to your child's needs.

For example:

- Whole class differentiation
- Small group support
- 1:1 intervention
- Adapted tasks and resources

The effectiveness of these interventions are continuously evaluated and reviewed.

A list of the interventions we offer can be found on

Appropriate and Effective Teaching and Learning

Here are some comments made by children who have participated in our interventions.

I love working in small groups. It helps me understand the lessons better.

My handwriting and spelling is getting better because I get extra help.

I like playing games to help me to learn.

Maths is hard but I like it when I get extra help.

Appropriate and Effective Teaching and Learning

A range of resources and approaches are used across school to support learning for children operating at different levels.

- Our **reading books** are organised in a way that helps your child to make progress.
- A range of **ICT equipment** is used to support children in the recording of their work in different ways across the school environment.
- **Classroom management and organisation** accommodate children who have difficulties and barriers to learning.
- Our **working walls** have examples of teacher models to support independent learning.

Where specialist resources are required these will be secured.

Appropriate and Effective Teaching and Learning

The school provide support for those children with social, emotional and mental health difficulties.

We work with **outside agencies** to provide appropriate support for those pupils identified.

We run social skills groups as appropriate across the school to support children who can find social situations difficult.

We work with TAPPY TWINS to support children with their emotions.

We support children through working closely with the NHS Childrens Services.

The school makes links to this aspect of the curriculum through whole school PHSE, assemblies and class assemblies.

Appropriate and Effective Teaching and Learning

The school will try to make sure that children with additional needs and their families are able to take part fully in school life.

This may include:

- School trips
- Social events
- Before and after school clubs
- School performances and assemblies

School work closely with parents to ensure that specific needs are met so that children have a wide and varied range of experiences that are fully accessible and enjoyable.

A Partnership Approach

How we work with you to identify your child's needs.

- We involve you in all decisions and listen to your views
- We involve your child in decisions about their learning
- We ask for your permission to involve other professionals to work with your child. The content of their involvement is confidential and is only shared with you and relevant staff/agenices.
- We can support you in contacting organisations who can give advice and support

A Partnership Approach

The school will involve you in all decisions and listen to your views.

Parents/carers or teachers raise a concern about the progress of a child.
Discussion with parents/carers, teacher, SENCo takes place.

Outcomes are assessed and reviewed with parents/carers and pupil.

Assessments are carried out to find out the specific need(s) of the child and ways to support at home discussed



Teaching supports targets with appropriate interventions. Progress is monitored.

Targets addressing the needs are shared with parents/carers and pupils.
Resources and teaching approaches are identified.
Possible involvement of **outside agency**.

A Partnership Approach

The school will try to involve your child in decisions about their learning.

Here are some of the things we do to make sure your child is listened to and are involved in decision making:

Home visits

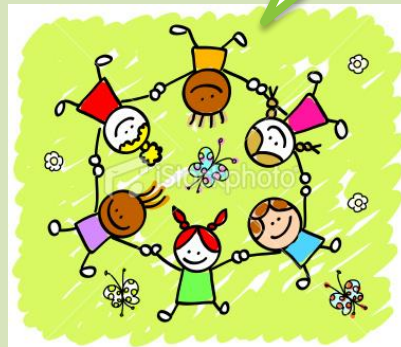
Our
voice!

Pupil Profiles

Person Centered
Reviews

Children are involved
in reviewing their
progress.

Children can speak to any
member of staff as well as
their class teacher.



Pupil Voice

Children are involved
in target setting.

A Partnership Approach

How we support you and your child with transition whilst they are in our care.

If your child has additional needs and is in a pre-school setting, we liaise with the relevant staff to find out as much information as possible about your child's needs. This may include any targets and paperwork or agencies which might have been involved in supporting your child. We may arrange for additional meetings and visits.

During your child's education at our school their annual transition will be supported by all **staff/parents and carers/outside agencies** involved with your child.

When your child moves to a new school, we ensure that all information regarding your pupil's special educational needs are passed on to the new SENCo. Extra visits to the school may be arranged and sometimes the new SENCo will come to review meetings held at our school.

A Partnership Approach

Responsibilities of our Governing Body with regards to SEND

Our Governing Body has a duty to ensure that the school adheres to the new **Code of Practice** under the **Children and Families Act** and also has a responsibility to ensure that appropriate safeguarding procedures are in place for all pupils, including those who have SEND.

A governor is specifically responsible for SEND to ensure that the school and the SENCo carry out their duties. If you have a concern about the provision provided for your child please follow our complaints procedure.

Our governor for SEN is Mrs. E. Hill

One of the key responsibilities of our Governing Body is to make sure that the school's policy for children with disability and Special Educational Needs (SEND) is published on the school website. The information on the school website must be reviewed annually by the Governing Body.