



St Jude's Catholic Primary School

We live, love and learn together joyfully in Jesus' name

Special Educational Needs Information Related to Local Offer

At St. Jude's Catholic Primary School, we are committed to ensuring that all children become independent learners and reach their full potential. We aim to identify children's individual and specific areas of need early in their school career and make appropriate provision and reasonable adjustments to meet their needs.

This document has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children and Families Act 2014
- Equality Act 2010
- Equality Act 2010 – Advice for schools 1.

1) What kinds of support do we offer for children with Special Educational Needs?

- Quality First Teaching
- small group targeted intervention
- individual targeted interventions

The types of SEND that we support at St. Jude's are:

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

We support children through Quality First Teaching meaning that:

- teachers have the highest possible expectations for your child and all pupils in their class
- all teaching builds, in small steps, on what your child already knows, can do and understands
- different ways of teaching are used so that children are fully motivated to be involved in their learning
- school makes regular progress checks to ensure that teaching matches the changing needs of the children

We support children through targeted group work. This is where your child works with a smaller group of children who are at a similar place in their learning, often called an intervention or booster group. For your child this would mean:

- working in small group sessions on specific targets or objectives to support individual progress
- the sessions are led by a teacher, or a teaching assistant under the direction of the Class Teacher, often with advice from the SENDCO
- progress is constantly monitored to ensure that this small group work meets the group's needs

We support children through targeted individual work For your child this would mean:

- working 1:1 on specific targets to support progress
- these sessions are usually led by a trained Teaching Assistant under the direction of the Class Teacher, with advice from the SENDCO and any outside agencies involved
- progress is constantly monitored to ensure that 1:1 interventions are meeting the child's needs

2) How are Special Educational Needs identified?

How do parents/carers raise concerns? Talk to us:

- if you have any concerns about your child's progress please contact your child's class teacher - the class teacher may ask for the support of the School's SENDCO or a senior teacher, either of whom may arrange a meeting to discuss your concerns in more detail.

We always aim to listen to and build positive partnerships with our Parents/Carers.

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

- school arranges to have regular discussions with Parents/Carers about any concerns relating to a child's learning, progress or behaviour
- Class Teachers may raise concerns with Parents/Carers and the SENDCO following observations as part of the day to day teaching, or as a result of observations of a child's written work
- Class Teachers, SENDCO and Senior Managers will identify at least three times per year using the school's tracking system, children who are not making at least expected progress and explore the reasons why
- advice is also requested from appropriate outside agencies to identify specific needs using specialist assessments - THIS CAN BE A LENGTHY PROCESS.

3. How will school monitor the progress of children with SEND? We:

- set and review individual targets at least twice a year
- check that any additional support the child receives is planned and monitored carefully by the Class Teacher and SENDCO
- have regular meetings between Class Teachers, SENDCO, Teaching Assistants and Senior Managers to discuss children's progress and provision: we will share information with parents and the child concerned as appropriate

Who will explain this to me?

- Class Teachers will meet the Parents/Carers at least on a termly basis: this could be part of Parents' Evening or as a review of termly targets to discuss and review your child's needs, support and progress
- the SENDCO is available to provide further information and does request to meet with some parents on Parents' Evenings
- children with an Education and Health Care Plan (EHCP) will have Annual Reviews
- children with a SEND Support Provision Plan (SSPP) have regular reviews which may be annual or sooner

4. What extra-curricular activities can a pupil with Special Educational Needs access at school?

St. Jude's is an inclusive school and all activities are available to pupils with SEND. If appropriate, reasonable adjustments will be made to meet the needs of individual children so that they can participate. Class teachers will be able to tell you what after school clubs/activities are available.

5. Who are the best people with whom to discuss SEND?

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 SENDCO will be available to speak to you. The SENDCO is a teacher who is responsible for supporting members of staff, Parents/Carers and Pupils in meeting the additional needs of all children. This member of staff has specialised training in co-ordinating SEND across the school.

The name of our SENDCO is Mr S Powell

Mr Powell can be contacted by arranging an appointment via the school office.

6. What training do members of staff in school have to support children with Special Educational Needs?

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

- additional training for Teachers and Teaching Assistants in Autism
- Dyslexia Screening
- supporting pupils with ADHD & ADD
- FASD mastery
- Pupil regulation & de-escalation
- managing SEND needs within the classroom
- all members of staff are trained in the delivery of Rocket Phonics
- Precision Teaching
- Speech and Language support
- WellComm Screening

7. How does the school obtain more specialist help?

At St. Jude's, if we feel a child needs more specialist help we seek advice from a range of outside agencies. We may need your permission before some specialists will become involved with your child.

Agency or Service	Areas of support
Educational Psychology Service (EPS)	<ul style="list-style-type: none">• children 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)	<ul style="list-style-type: none">• provide school staff with advice on teaching strategies, resources, individual and whole school training to support pupils with difficulties in Language, English and Mathematics• individual assessments of pupils who are not making progress in the above areas
Speech and Language Therapy Service (SALT)	<ul style="list-style-type: none">• children who are referred by the GP or school who have specific speech or language needs• service can school with advice on work that can be carried out in school as well as providing specific programmes in clinic• input is accessed in school from the West Midlands Independent Speech Therapy service to further support our children with their speech and communication needs
Communication and Autism Team (CAT)	<ul style="list-style-type: none">• children with social and communication difficulties or a diagnosis of Autism• service provides individual and whole school training for staff with advice on teaching strategies and resources for pupils with Autism
Forward Thinking Birmingham	<ul style="list-style-type: none">• children with specific mental health issues e.g. anxiety/depression
Sensory Support Service	<ul style="list-style-type: none">• children with visual or hearing impairments• provides school with advice regarding resources and strategies to support children with sensory impairments
City of Birmingham School (COBHS)	<ul style="list-style-type: none">• provide advice and support for groups or individuals requiring behavioural guidance

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

- open door policy to listen to Parents/Carers about their concerns
- regular review meetings with class teachers and other professionals
- Parents' Evenings - targets are shared regularly with Parents/Carers to ensure clear communication and to enable Parents/Carers to support children with their targets at home
- annual reviews for children with EHC Plans
- variety of workshops, class assemblies, some specific class or group workshops

9. 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
- self-assessment and evaluation - all children are encouraged to speak to members of staff if they have a concern or are worried about anything
- Pupil Voice/School Council - pupils identified with additional needs are also involved
- monitoring their own progress - regular review meetings - one-page profiles as necessary
- SEND questionnaire and visits from SEND governor for pupil voice

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

At St. Jude's we have a designated governor with responsibility for SEND who liaises with the SENDCO to ensure that the Governors are informed about provision, progress and well-being of our children with SEND. To ensure confidentiality any feedback or reports do not name individual children. If you have concerns about how school deals with your child regarding any SEND issues you can discuss these with the Headteacher or our SEND Governor.

The name of our SEND Governor is: Mrs S Casey

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

11. What support services are available to help Parents/Carers with children with Special Educational Needs?

Our school SENDCO will be able to advise you on the support services available to you, both locally and nationally. It is also recommended that you consider contacting your GP to discuss any concerns you may have about your child's needs and to seek medical support, guidance and assessments if appropriate.

The 'Special Educational Needs and Disability Information, Advice and Support Service' (SENDIASS) can offer independent and unbiased advice and information about the assessment procedures and

educational provision for your child. The service is based at PO Box 12670, B2 2HN telephone 0121 303 5004, or email: sendiass@birmingham.gov.uk

12. How will we support your child through transitions?

Before your child starts at our school:

- visit existing school or home if appropriate
- transition sessions, staggered at times of the day to meet the needs of the child as appropriate

When your child moves to a new school:

- additional visits to the new school for children with specific needs
- contacting key personnel at receiving school
- reviews centred on the needs of your child involving parents, staff and relevant agencies when appropriate
- all relevant documentation about your child shared with new setting
- individual visits to a new setting as necessary, allowing the child to take photographs and ask questions in a more relaxed and unhurried setting

When children are moving into the next class:

- your child's new teacher will be informed of your child's likes, dislikes and what works best for them
- visits to the new classroom are arranged during the term prior to moving in to a new class
- provision of transition booklets for some of our children showing photographs of the new classroom and the child's new teacher

13. How can Parents/Carers find the Birmingham Local Authority's Local Offer for SEND?

You can find the Birmingham Local Authority's local offer by clicking on the link below:
www.localofferbirmingham.co.uk

14. This document was reviewed in February 2025.