



St Jude's Catholic Primary School

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

Guide to Special Educational Needs and Disabilities (SEND)

What are Special Educational Needs (SEN)?

A child may have a Special Educational Need (SEN) if they require additional or different provision to support them in their learning in order to ensure that they make progress.

There are 4 broad areas of SEN need.

1. Communication and Interaction.
 - a. This could include speaking, listening, understanding and socialising.
2. Cognition and Learning.
 - a. This could include finding aspects of reading, writing or maths difficult.
3. Social Emotional and Mental Health.
 - a. This could include finding it difficult to cope when things go wrong.
4. Sensory and Physical Needs.
 - a. This could include finding the classroom too noisy or having a hearing or sight problem.

If a child presents with a need in one of these areas then this could be a barrier to their learning and so they may receive SEN support. Every school has a Special Educational Needs Co-ordinator (SENCO) and it is their job to manage the SEND process and decide what kind of SEN support the child needs. At St Jude's our SENCO is Mr Powell.

What is SEN support?

SEN support means that a child needs more support than the majority of children in order to achieve their potential. The child would be put on the school SEND register and a plan put in place to overcome their barrier to learning.

1. For children with Communication and Interaction needs, they may see a Speech and Language Therapist (SaLT) or a member of the Communication and Autism Team (CAT).
 - a. The child's support could include targets set by the speech and Language therapist...**or**
 - b. The child could be put on the Autism Education Trust Progression Framework with targets to help overcome their barriers to learning.

2. For children with Cognition and Learning needs, they will have an Individual Education Plan (IEP) with targets based on small steps of learning. We use the Birmingham toolkits, which break down all learning in reading, writing and maths into smaller targets.
3. For children with Social, emotional and Mental Health needs, they will have a One Page Profile (1PP) or possibly an Individual Behaviour Plan (IBP).
4. For children with Physical or sensory needs they may also have a One Page Profile or a plan from the specialist teachers in that disability. They may also have a Care Plan, outlining their needs and which members of staff are able to deliver those needs.

What happens when the plans in place do not break down the barriers to learning for the child?

At St Jude's we can call on a number of outside agencies for expert support if we feel that the plans we have put in place are not helping the child.

1. Speech and Language therapist (SaLT).
2. Communication and Autism Team (CAT).
3. Language, Learning and Strategic Support (LLaSS), previously known as Pupil School Support (PSS).
4. Physical Disabilities School Support (PDSS).
5. Educational Psychologist (EP).

You will need to give your permission for your child to be referred to any of these services. Some services require you to sign a form giving permission, some of the services just require school to get verbal permission.

What happens if the outside agencies' support does not break down the barriers to learning for the child?

If the support plans we put in place still do not help the child, we have a number of "next steps" we can make at St Jude's.

1. We can refer a child to a number of NHS services.
 - a. Paediatrics.
 - b. Neuro-developmental Pathway (NDP).
 - c. Occupational Therapy.
 - d. Physiotherapy.
2. We can request referral to educational pathways:
 - a. Dyslexia pathway.
 - b. Dyscalculia pathway.
3. We can request extra support through writing a School Support Provision Plan (SSPP). This is a plan that only exists in Birmingham. Your comments and idea would be asked

for and added to the plan. You would need to sign the plan, giving permission for your child's information to be shared with a panel of people. There are 2 types of SSPP.

- a. One that is used to collect information and evidence for the school. This type is not submitted to the authority.
 - b. One that is used to gain top up funding for the school so we are able to provide the specific support that is needed by the child. This is submitted to the authority and needs the support of one of the outside agencies.
4. We can request an Educational Health Care Needs Assessment (EHCNA) by Birmingham Local Authority. This is a process that may lead to a child having an Educational Health Care Plan (EHCP) which states the needs of the child, how that child is to be supported and the educational placement that needs to deliver the support. A child needs this kind of plan to get access to special schools and resource bases. Please note, the LA may decide not to assess a child for an EHCP.

If a parent has concerns about their child's needs and feel that they require additional support, it is entirely possible for them, as parents, to initiate the EHCP application process themselves. In this situation, school will support parents and provide any information requested by professionals to assist.

Where can you get more help or advice?

1. <https://www.localofferbirmingham.co.uk/>
2. <https://www.nhs.uk/conditions/autism/support/>
3. <https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/adhd/>
4. <https://www.bdadyslexia.org.uk/advice/children/how-can-i-support-my-child>
5. <https://www.bdadyslexia.org.uk/dyscalculia/assessment-and-support/where-can-i-get-support-2>
6. <https://www.birminghamsendiass.co.uk/>

You can also find lots of information and links on our school website by clicking on the Key Information tab and then selecting SEND and Inclusion.

Inclusion Team:

Mr S Powell – SENCO

Mrs Orton – Pastoral Manager

If you prefer to speak with a member of staff outside of the Inclusion Team about your child's SEND needs, please contact the Deputy Headteacher, Mr McGarrigle.