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Our Lady of Fatima

Special Educational Needs Information Report

Background Information

Our Lady of Fatima RC Primary School is a fully inclusive school. We aim to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum, (Regardless of gender, ethnicity, religion, physical ability or educational needs).

Children are identified as having SEND when their progress has slowed or stopped and the interventions, resources etc put in place do not enable improvement. Once this occurs we have individual Provision Maps (IPMs) / Pupil passports which support their development and accelerate progress.

These documents are intended to give you information regarding the ways in which we support all of our pupils, including those with SEND in order for them to reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

We implement a graduated approach based on an Assess-Plan-Do-Review structure as outlined in the SEN Code of Practice (2014). Support is implemented using a Wave model i.e. Wave 1 is universally given within the classroom Wave 2 is a Catch up approach and Wave 3 is usually a more specialised intervention programme for the child in question. These will be mentioned again later.

(Please note; If a child has a Statement of Special Educational Needs or / and Education, Health and Care Plan, then we aim to provide as much of the support detailed in the plan as possible. If the school is unable to meet those specific provisions, parents and the LA would be contacted as soon as possible in order to work together to create a plan).



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How does the school identify and assess Special Educational Needs?

In school we use a variety of different ways to assess whether a child has special educational needs. Some of these ways include:

- Observations
- School based test results
- Information from parents and carers
- Information from the child or young person
- Specialised assessments carried out by members of the school's support services
- Information from previous schools or settings
- Results from end of key stage assessments
- Discussions with adults who work with the child or young person
- Carrying out an annual audit each Autumn Term

Once a child is identified as having a special educational need, a graduated approach to support is taken. The child's needs will first be assessed, then support will be planned, carried out and then reviewed. At the review any necessary changes will be made.



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A graduated approach - This means that if children are identified as having an additional need, no matter how small it may appear to be, classroom practice is adapted to ensure that their needs are met as much as possible alongside their peers within the classroom. The child may require smaller step targets, slightly different resources or a differentiated task in order to achieve their goals. This is known as Quality First Teaching or **Wave 1** intervention. If your child requires more support, then they may attend a little group outside the classroom in a quieter learning environment doing a task which is more specific to their learning needs. This is a **Wave 2** intervention. If your child has a higher level of need, he or she may require a much more individualised programme of support. This is a **Wave 3** intervention.

Below is an outline of the different Special Educational Needs we can cater for at Our Lady of Fatima RC Primary School. Although they are set out discreetly, we recognise that they could co-occur i.e. some children who have Autism may require strategies that are similar to those who need specialist input from a Speech and Language therapist.

Types of Need	What it could look like (a few examples)	Examples of support in our school - both what we have already done and what we plan to do.	How we know it is effective
Cognition and Learning	Children may need support with: <ul style="list-style-type: none"> • understanding and/or processing information • remembering key concepts e.g. spellings, phonics, times tables • learning new skills • organisational skills 	<ul style="list-style-type: none"> • Pre-tutoring and planned time for overlearning within classwork (GAP tasks during registration or at the start of lessons). • Precision Teaching • Direct Instruction (Sparkly Folders) • Structured Peer Tutoring • Nessy Computer programme • METRA intervention • Reading for Meaning 	We know by: <ul style="list-style-type: none"> • Tracking the child's progress using the school tracking system - Target Tracker • Regular liaison with class teacher, teaching assistants directly involved with the child and Inclusion Leader • Tracking along the Language and Literacy Toolkit • Talking with parents



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		<ul style="list-style-type: none"> • Rapid Reading • Paired Reading • Input from Pupil and School Support or our Educational Psychologist - will be mentioned again later. 	<ul style="list-style-type: none"> • Talking with pupils • Moderation of samples of child's work alongside peers at dedicated staff meetings. • Reviews on IPMs and individual targets. • Child observed to be using new strategies and methods by class teacher or teaching assistant or during learning walks and observations by Senior Leadership team, Inclusion Leader or outside agencies.
<p>Communication and Interaction</p> <p>This area includes children who have a diagnosis or show symptoms of:</p> <ul style="list-style-type: none"> • A Speech and language delay • Specific learning difficulties such as dyslexia and dyspraxia • Hearing impairments • Autism • Aspergers 	<p>Children who show signs of a speech or language concern may need support with:</p> <ul style="list-style-type: none"> • Finding the right words to express themselves or describe something • Understanding key concepts • the production of speech; • responding to the verbal cues of others; • dealing with frustrations and anxieties arising from a difficulty to communicate effectively - may reveal itself through behavioural difficulties and a breakdown in the relationship with peers. <p>Children who display Autistic traits may need support with:</p>	<ul style="list-style-type: none"> • Language groups, particularly in Reception class. • Pre-tutoring of key vocabulary and key concepts especially prior to a new topic. • The provision of resources dedicated to helping the child find the correct words e.g. prompts on tables, effective displays. • Small groups for speech clarity and the production of sounds. • Input from outside agencies - Speech and Language therapist, Communication and Autism Team. • Social stories and dedicated social skills groups where children can learn about how to deal with the world around them. • Teachers adapt what they do in 	<ul style="list-style-type: none"> • Tracking of child's academic progress as well as social. • Observation during class time and during unstructured times such as playtimes and lunchtimes. • Talking to parents • Talking to children • Regular meetings between staff • Discussions and observations from outside agencies



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	<ul style="list-style-type: none"> • Interaction with their peers, adults or the world around them • Talking about a topic they haven't chosen to talk about • Making friends or keep friends for a long time • Following rules made by someone else • Dealing with changes in the way they usually do things • Dealing with noises, smells or other sensations around them • Saying the things they are thinking • Understand what other people mean when they are talking 	<p>class to cater for the child's needs</p> <ul style="list-style-type: none"> • There is a particular emphasis during times of transition and most especially between Key Stages i.e. Reception to Year 1, Year 2 to Year 3 and Year 6 to Secondary school. 	
<p>Social, Emotional and Mental Health</p> <p>This area includes children who may have a diagnosis of: ADD (attention deficit disorder) ADHD (attention deficit hyperactive disorder)</p>	<p>Children may need support with:</p> <ul style="list-style-type: none"> • Managing their own emotions and behaviour on a daily basis • Following rules set by others • Sitting still for a certain period of time • Listening to and following instructions • Making friends • Dealing with their difficulties in a way that does not cause harm to themselves or others 	<ul style="list-style-type: none"> • Social Skills groups • Visual prompts i.e. class rules clearly on display, visual timetable • SEAL work in small groups • Circle time in class as part of the SMSC sessions • A school- wide emphasis on positive behaviour and rewards - Congratulations assembly and class routines i.e. housepoints, certificates, star of the week • Playground Pals- Year 6 and Reception and then juniors in 	<ul style="list-style-type: none"> • Tracking of child's academic progress as well as social. • Observation during class time and during unstructured times such as playtimes and lunchtimes. • Talking to parents • Talking to children • Regular meetings between staff • Records of rewards gained on individual behaviour plan (if required). • Discussions and observations



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	<ul style="list-style-type: none"> • Taking responsibility for the things they do • Understanding how they are feeling 	<ul style="list-style-type: none"> • infant playground at lunchtime to lead play. • Input from the City of Birmingham school through observations and advice. 	<ul style="list-style-type: none"> • from outside agencies
<p>Sensory and/or Physical Needs - links to the general accessibility of the school</p> <p>This includes children who have a physical disability which makes it difficult for them to manage daily life without support i.e.</p> <ul style="list-style-type: none"> • Hearing impairments • Visual impairments • Physical disabilities - could include fine or gross motor difficulties right through to the child requiring a wheelchair and walking aids. 	<p>Children may need support with:</p> <ul style="list-style-type: none"> • Hearing peers or adults in the classroom • Reading words on books, worksheets or whiteboards that are not made bigger or changed to help them • Moving around without the aid of a walking aid or wheelchair • Using pencils, scissors, knives and forks and other things that we need to use without changes or support 	<ul style="list-style-type: none"> • Professional advice from specialist staff • Physiotherapy • Occupational Therapy • Sensory Support Service • Specialist equipment • Fine Motor or Gross Motor groups • Adaptations to the school environment where possible - ramp between KS1 playgrounds, the ramp by the Before and After School Club (BASC), Accessible WC in the KS1 corridor, access to Year 3 and 4 through BASC by managing exits. Further adaptations could be made when the needs arises. 	<ul style="list-style-type: none"> • Observation of child during different times of the day • Additional advice from outside agency • Monitoring that the child has full access to a broad and varied curriculum • Talk to adults who have worked with the child or young person • Talk to parents • Talk to the child

Who do I speak to if I have concern?

If your child is already attending Our Lady of Fatima School, then please meet with the child's Class Teacher in the first instance at a mutually convenient time. The Class Teacher may then refer you to the Inclusion Leader. The Inclusion Leader organises the overall support for the children with additional needs within the school. This may include meeting and supporting school staff, liaising with outside agencies, discussing their children's needs with parents and teaching and meeting with the



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children themselves.

If your child does not yet attend school and you are considering Our Lady of Fatima as an option, then please come and have a chat with the Inclusion Leader if you have any concerns regarding Special Needs.

The Inclusion Leader at Our Lady of Fatima School is: Mrs Ruth Harlow.

Mrs Harlow works part-time and is in school Wednesdays, Thursdays and Fridays. If you wish to arrange an appointment, either speak to the office staff, phone the school (0121 429 2900) or email at inclusion@olfatima.bham.sch.uk. She would be delighted to chat to you.

How can I as a parent or carer be involved in my child's education?

You are more than welcome to arrange a meeting with either your child's class teacher or the Inclusion Leader, or even both, to discuss your child's education.

In addition our school aims to regularly involve parents in the education of their child through a variety of different ways including:

- Target setting so parents can see what their child is working on next (this may take place at either of the parents evenings in the Autumn and Spring terms, but it can take place termly).
- Home/school books or reading diaries
- A termly curriculum letter to inform parents of what will be going on in lessons.
- Reading Diaries
- Information on the school website
- Parents' evenings



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- INSPIRE workshops
- Parent drop-ins/coffee mornings - these will hopefully be arranged on a more regular basis this year.
- Signposting to parent groups
- Parents' views on IEP/Annual Review documents

How will my child contribute their views?

School staff are constantly aware of the importance of the child's voice when catering for their needs and are quick to respond and adapt.

As part of the formal review process of a Statement or Education and Health Care Plan (EHCP), the child's views will always be taken and recorded formally. However, in other areas of the school, pupil views are also taken when;

- Assessing their own work as part of normal classroom practise (self-assessment)
- Setting their own targets whilst discussing their progress with the Class Teacher, TA or Inclusion Leader.
- Having a range of equipment available for the child to choose to use from and asking them for their feedback or preferences
- Ensuring the child works with a range of different partners to share ideas, views and opinions.
- Ensuring the child knows who they can go to if they need help. Vulnerable children are actively encouraged to voice who they would like to see when they need to.
- Membership of the school council - children are 'elected by their peers.



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- Visual timetables - this increases the amount of talk and interaction between the teacher and child as well as being a means to help the child prepare for what is expected of them
- Stamp cards - as a means of reward. The child may choose how it is presented and whether it has pictures etc.
- Prompt cards to promote independence - the child has a say in how that is presented to them e.g. A code or a picture just to remind them without it being too obvious to peers.
- Learning breaks - the child may have a specific arrangement with the staff in the classroom, that when they feel overwhelmed by the task or environment they can take a little break and then return to the task in a better frame of mind.

What specialist services and expertise are available at or accessed by the school?

In- School

The Staff within the school are all highly trained and experienced and have many different attributes and skills. All of the Class Teachers and TAs have received the Level 1 Autism Awareness training provided by the Communication and Autism Team (CAT).

Our Inclusion Leader, Mrs Harlow, is a fully qualified teacher who has been accredited with the National SENCO Award. She has also completed the Level 3 course in Autism Awareness which means that she has a role in the strategic management of factors relating to Autism across the school. Finally, Mrs Harlow recently completed a Post-graduate course in Dyslexia specialist teaching and provision which results in the AMBDA qualification (Associate Member of the British Dyslexia Association). This allows her to assess for Dyslexia and make recommendations for provision within the classroom and with regard to access arrangements for National Tests.



This course has complemented her teaching as it is well known that assessment over time with regard to Dyslexia is the best way to identify and provide for specific children showing those traits. It would therefore be rare for her to perform a series of tests and state that a child is dyslexic.

Mrs Harlow also regularly accesses training and network meetings provided by the Local Authority, as well as meeting with other



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SENCOs and sharing their expert advice at local Network meetings.

Mrs Harlow has the pleasure of working with a team of highly skilled Teaching Assistants who have proved to be invaluable time and time again.

Mrs Homer, is a Level 2 trained TA in Autism Awareness. She works closely with teachers and children who have been diagnosed with Autistic Spectrum Condition (ASC/D) or Aspergers. Mrs Homer works hard to develop useful, specific resources for the children in question, as well as determining preferred learning styles and methods of access to the class curriculum. Mrs Homer also regularly liaises with Outside Agencies (the Communication and Autism Team) and attends regular training sessions.



Mrs Wakeman has attended courses on Speech and Language needs and Dyslexia. She has implemented many interventions within the school using specialised resources as well as creating her own based on advice from Outside agencies. Mrs Wakeman also provides several successful social skills groups within the Junior classes. These are particularly useful when the children are discussing their worries surrounding the move to secondary school in Year 6 during a specific six week Transition programme.



Mrs Rickerby and Miss Walker are both TAs within the school, but also run the Before and After School Club. As well as being skilled within the classroom, they also see another side of the children who attend the club, which can provide some interesting and useful information. They are also able to liaise with parents when they collect their children and regularly pass on information to class teachers and the Inclusion Leader. There is also an opportunity for the children to receive support in the club with homework should they wish to complete it. Mrs Rickerby and Miss Walker, along with the BASC team, are eager to provide an environment which is both stimulating and nurturing for the children who access it. They are made aware of the children's needs after permission from the parents is sought, and if the child requires some special arrangements, they are only too happy to accommodate.



Mrs Smith is an excellent TA. She has a great level of experience within the school both as a whole- class Teaching Assistant



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and on a more 1:1 level. Mrs Smith also has a lot of experience in catering for children with Downs Syndrome and is trained in Makaton. She is familiar with interventions such as Precision Teaching and multi-sensory methods of teaching literacy. Mrs Smith is also First Aid trained, along with all of the TAs, and provides care which is both nurturing and calming. The children love going to see her.



Mrs Macklin currently works across the school facilitating specific group interventions or in 1:1 situations with specific children. Part of her work includes attending a private Speech and Language therapy session with a year 2 child and her Mother. This ensures that the work completed in the session, is continued throughout the rest of the week in the classroom. Mrs Macklin is also a Lunchtime Supervisor. Lunchtimes are often the cause of many issues for certain vulnerable children or a time where their needs may be more apparent. Having Mrs Macklin as both a TA and an LTS means that support can be carried through both the structured and unstructured times of the day. It also means that any noticeable, interesting points can be observed and fed back to the class teachers or Inclusion Leader where necessary.



Mrs Barnes currently works in the Early Years and KS1, but has experience of SEND interventions across the school. She has a fantastic attention to detail regarding children with SEN and along with her impeccable organisation and implementation of interventions; she has proved to be a wonderful asset to the team. Mrs Barnes has an interest in Speech, Language and Communication (SLCN) as part of her background includes linguistics. SLCN is such a major area of development nationally which means that having Mrs Barnes in Reception, ready to notice any issues before they begin to impact on learning, is very effective.



We are a very lucky School to have such an experienced and motivated support team.

Outside Agencies

As a school we work closely with external agencies. We will always ask your permission to make a referral to those that we feel will help to support individual children and their needs.

These agencies could include:



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- Malachi - A family support service the school finds invaluable. Malachi will be starting an exciting new parents programme in the New Year called Inspiring Futures. This will be in the form of a workshop/coffee morning where parenting styles and strategies are discussed and shared in a relaxed environment and where parents can share any worries or concerns they have in a non-judgemental situation.
- Your child's GP - for general medical information and referrals to other agencies
- The school nurse - has a good overall knowledge of what a school could do next if they require some specialist support. The School Nurse may also provide specific health lessons or workshops for children as well as providing information for parents.
- Educational Psychologists - for advice for the school on Children with complex needs. An Educational Psychologist will always be involved with a child who is referred for an Education, Health and Care Plan.
- The community paediatricians (Usually at the Allens Croft Child Development centre),
- NHS Speech and Language Therapists - for children with high level speech and language difficulties
- Occupational Therapists and Physiotherapists - for children with physical difficulties
- Social services
- The Communication and Autism Team (CAT) - for children who are being assessed for or already have a diagnosis of Autism or communication difficulties. They will also provide support for families of children with these difficulties
- Pupil and School Support (PSS) - for Children who are working below the levels expected for their age. A Pupil and School Support Teacher will also work with staff in schools offering support, advice and training.
- City of Birmingham School (COBS - formally known as the Behaviour Support Service) - for Children with emotional, social or mental health difficulties that impacts on their behaviour in school.

Arrangements for Pupils transferring Schools

During Year 6, the Inclusion Leader and the SENDCo from the child's chosen Secondary school liaises to discuss the child, their needs and possible strategies to help them in their transition and learning. The Inclusion Leader creates a 'Transition report' and any records are forwarded on request from the receiving school. There are also various meetings between the Year 6 teacher



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and members of staff from the secondary school. Parents of children with SEND may wish to put forward their views and worries at one of these meetings, however, due to the recent changes with the SEND Code of Practice, there is always an opportunity for parents to meet with all staff, both Primary and Secondary, alongside any outside agencies involved, during the Summer Term Review meeting prior to transition.

Some receiving schools have even recently begun a specific transition programme where vulnerable children can visit the school, meet the staff and see how the school works at various times of the day. They also have the opportunity of meeting their future peers and working alongside them on ice-breaker activities. Vulnerable children aren't solely those with a special need. The term could also include children who are particularly anxious about the change or simply those who need a little more care and attention.

Who can I contact for further information?

Firstly, you could arrange to meet with Mrs Harlow, the Inclusion Leader, who could signpost you to a number of different useful support groups or agencies.

You may also wish to follow the link to the Birmingham City Council's Local Offer

<https://childrens.mycareinbirmingham.org.uk/local-offer-main-page.aspx>. This will provide you with lots of useful information about how Birmingham as a whole caters for children and young people with SEN and Disabilities.

The Birmingham SEN Parent Partnership Service can offer advice and support to parents of pupils with special educational needs or disabilities. You can contact them on 0121 303 5004 or you can email them on:

SENDIASS@birmingham.gov.uk

What if I have a complaint?

We shall maximise the provision of education, subject to overall capacity to do so, as well as focussing on the school's fundamental caring ethos. However, in the unlikely event of any dissatisfaction with any SEN provision, the procedure for parents to raise their concerns to the attention to the school will be as follows:



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- Contact Class teacher (who will inform Inclusion Leader)
- Contact Headteacher/Inclusion Leader
- Contact Mrs Hooper (Academy Representative)
- In the case of an unresolved complaint the LA may be involved.

Reviewed in liaison with parents

November 2015.

Agreed by Academy Representative Committee

December 2015

We hope you have found this information useful. If you have any other questions or concerns then please contact the school.

Telephone 0121 429 2900 or email enquiry@olfatima.bham.sch.uk

