



**'Learning to Love – Loving to Learn
Whilst living together in Christ.'**

Appropriate and effective teaching and learning	A Partnership Approach	Open and honest communication
--------------------------------------------------------	-------------------------------	--------------------------------------

SEND – Special Educational Needs and Disabilities

SENCo – Special Educational Needs Co-ordinator

Head Teacher Mrs Julie Taylor	SENCO & Acting Deputy-head Mrs Joanne Clifford	SEND Teachers Mrs Okubadejo and Mrs Feely	SEND Governor Mrs Claire Price
Mrs Taylor ensures that inclusion is high on the agenda and that we provide quality teaching and learning for all groups of pupils. At Corpus Christi everyone is important and we work hard to ensure that individual needs are met and high expectations are set for all groups of learners.	Mrs Clifford champions the cause of SEN pupils and oversees the quality of provision for pupils with SEND. Mrs Clifford works closely with parents, pupils, staff and outside agencies to support SEND pupils in achieving the best possible outcomes.	The SEND Teachers provide targeted support in Maths and English across the school. Staff liaise closely with class staff, pupils and parents to plan and teach effective intervention programmes including Numbers Count. In line with the SEND Code of Practice we follow the Graduated Response of 'Assess, Plan, Do, Review' model of practice.	Our new SEN governor works with the SENCo to monitor the effectiveness of SEND provision in the school. She is involved in observing practice and evaluating progress / outcomes for SEND pupils. She works closely with the SENCo to report matters relating to SEN regularly at governor's meetings.

SEN - Special Educational Provision.... Provision different from or additional to that normally available to pupils of the same age.

--

When a pupil has a specific or more complex need, these professionals liaise, monitor and support pupils, staff and parents.

Educational Psychologist (EP) Victoria Jenkins	Communication and Autism Team (CAT) Jaswinder Bhogal	Pupil and School Support Officer Lisa Fishwick
<p>The role of the Education Psychologist is to support staff, pupils and parents for a range of needs. Examples might include pupils with moderate or more severe learning difficulties. The EP use psychological methods and techniques to assess pupils and plan their next steps in learning, enabling them to access the curriculum. She works closely with staff and parents to ensure that the most effective strategies/provision is in place for SEND pupils. The EP supports staff if parents and school agree a child needs an EHC (Educational Health Care Plan). The Educational Physiologist is always involved in this assessment.</p>	<p>The role of the Communication and Autism team is to monitor children who have a diagnosis of ASD and give staff appropriate support and training. The CAT teacher also assists school in identifying any communication, language or social issues that can occur as a result of these difficulties.</p> <p>The CAT team monitors children in school closely and liaises with pupils, parents and staff to break down barriers to learning and provide the best possible strategies for supporting ASD in school.</p>	<p>The role of Pupil and School Support Teacher is to support school staff and children in the area of cognition and learning.</p> <p>The PSS use a range of assessment methods and gives guidance to staff on using alternative strategies to achieve an agreed outcome and raise levels of attainment. The PSS teacher works with parents and other outside agencies to support learning and lead training staff if appropriate.</p>
CoB Behaviour Service Joy Parton	BRAYS Physical Difficulties Services Jane Runacres	Speech and Language Therapist Michelle Turner
<p>The role of the CoB is to support and advise staff, pupils and parents on how to manage children experiencing a range of difficulties. This can include social, emotional or mental health difficulties. The CoB teacher liaises and supports staff closely, in observing and planning next steps for pupils who are having difficulties in this area. The CoB also works in partnership with parents to support a range of needs in this area.</p>	<p>The role of this service is to provide professional support and advice on provision for children with physical disabilities. BRAYs support the whole staff in removing barriers to learning and participation.</p> <p>They liaise closely with school staff, pupils and parents to audit practice and environments and ensure maximum participation and learning for pupils including those with a physical disability.</p>	<p>The role of the speech and language therapist is to identify and assess children with speech and language difficulties. She advises staff on how best to cater for these children's needs in the classroom. She also supports more specific difficulties through targeted programmes of work and is a key part of the 'assess, plan, do, review' process.</p>
The School Nurse Stephanie Green	The Big Community	Teaching and Non-teaching staff at Corpus Christi

<p>The school nurse team supports parents and pupils by holding confidential, informal drop in sessions to address areas of concern related to health. The school nurse may also be involved in delivering health awareness workshops such as personal hygiene, hand-washing etc.</p>	<p>This service provides support and mentoring for pupils and families who are experiencing social and emotional difficulties or who may be vulnerable.</p> <p>Services are centred on attendance and well-being, health and emotional well-being and family support.</p>	<p>At Corpus Christi all members of staff are committed to inclusive practice where everyone is valued and high expectations are set for all children. Effective communication between the SENCo, staff, pupils and parents enables everyone to work as a team and achieve the best possible outcomes for all groups of learners.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

The Four Broad Areas of Special Educational Need identified in ‘The Children and Families Act 2014’

<u>Communication and Interaction:</u>	<u>Cognition and Learning:</u>
<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communication with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with an Autism Spectrum Disorder, including Asperger’s may have particular difficulties with social interaction. They may also experience difficulties with language, communication, or social interaction and imagination which can impact on how they relate to others.</p> <p><u>Outside Agency Support: CAT and Speech and Language Therapy</u></p>	<p>Support for learning difficulties may be required when children and young people fail to make expected progress even with appropriate differentiation. Learning difficulties cover a wide range of needs, including mild, moderate (MLD) or severe learning difficulties (SLD), which can mean that children are likely to need support in all areas of the curriculum. They may also have associated difficulties with mobility and communication. A profound and multiple learning difficulties (PMLD) is where children are likely to have severe and more complex learning difficulties as well as a physical disability or sensor impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p> <p><u>Outside Agency Support: Educational Psychologist and Pupil Support Service</u></p>

Social, emotional and mental health difficulties:	Sensory and/or physical needs:
<p>Children and young people may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression or demonstrate physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p> <p><u>Outside Agency Support: CoB, The School Nurse Team and 'The Big Community'</u></p>	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Some children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p> <p><u>Outside Agency Support: BRAYS Physical Disability support service, Sensory Support Service.</u></p>

We look at the individual needs of the child and offer a range of interventions. Examples of these are:-

Literacy Intervention Groups ➤ Reading ➤ Writing ➤ ALS/ELS	Phonics Intervention Groups	Maths Intervention Groups (Numbers Count)	Speech and Language Skills Programmes and Groups	Social and Emotional well-being /Mentoring Support sessions and Groups	Gross Motor Skills Groups Fine Motor Skills Groups	Family Support School Nurse Team
----------------------------------------------------------------------------	------------------------------------	--------------------------------------------------	---------------------------------------------------------	-------------------------------------------------------------------------------	---------------------------------------------------------------	---------------------------------------------

Appropriate and effective teaching and learning	A Partnership Approach	Open and honest communication
--------------------------------------------------------	-------------------------------	--------------------------------------

Working in partnership with parents:

Open door policy to all parents

Daily informal contact with the Head Teacher, Deputy Head and Assistant Head Teachers.

Regular text and telephone communication / Weekly home school letter

Reporting to parents – Report cards, progress & attainment

School Website – SEND Report, learning overviews, other curriculum information accessible and twitter.

Termly meetings assessing, reviewing and planning children's Individual Target Plans and outcomes

Termly meeting/Annual Reviews for EHC pupils and their families.

Transition support – close liaison with nursery & secondary settings
One Page Profiles for SEND pupils.

Parent workshops and meetings / SEND Coffee mornings

Parents Comments:

'I am happy with the way my son is progressing, especially in his speech and language.' (Year 3 parent)

'The staff are committed to doing their very best for my child and I am really pleased with his progress.' (Year 4 parent)

'We are kept informed about how he is doing and everyone is working together so that he can achieve the best he can' (Year 6 parent)

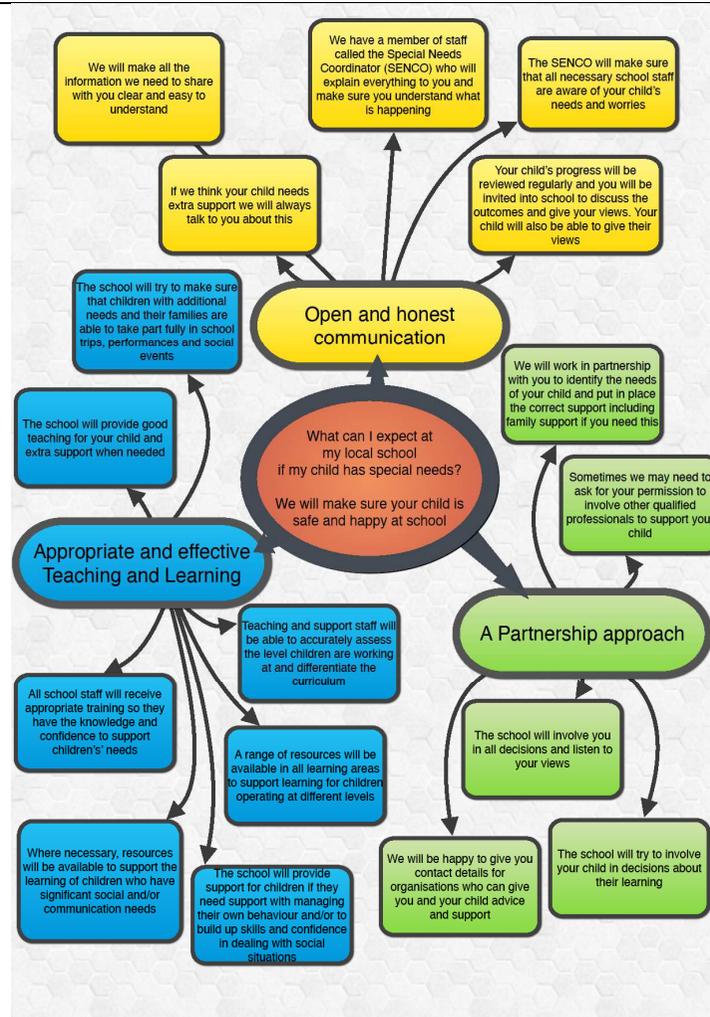
Pupils comments:

'All my teachers help me to learn, solve problems and do better for myself.' (Year 6 parent)

'Teachers and teaching assistants are kind they help me to write and learn new things' (Year 5 pupil)

'When I get extra help it makes me happy and feel more confident because I know I can improve.' (Year 4 parent)

At Corpus Christi we recognise the value of working together in partnership, to achieve the best outcomes for your child.



How does school identify children with a Special Educational Need and inform parents? We are committed to inclusive practice and removing barriers to learning. If a Parent / Class teacher has concerns regarding a child's development, they are monitored closely and current skill levels assessed. Parents will be informed if their child needs to join the SEN Register and the SENCo is always available to discuss concerns.

What are the different types of support available for children with a SEN? Often pupils' needs will be met in the classroom through high quality teaching and differentiated activities. On some occasions pupils will be taught in class with extra support or they may be withdrawn for additional support to meet their needs.

Questions generally asked:

How will the curriculum and learning environment be adapted to meet my child's need? Our curriculum is designed to cater for all abilities and a range of learning styles. We use a variety of environmental strategies to support SEND pupils for example visual timetables and set high expectations for all groups of learners.

Alongside our Outside Agency professionals we are focussed on a personalised approach to learning on an 'Assess, Review, Plan, Do' cycle. We aim to involve pupils and parents as much as possible.

SEND learners are given 'SMART' Targets these are regularly reviewed and shared with pupils and parents.

How will I be involved in decisions about my child's learning?

We aim to work in partnership with pupils and parents and see this as an essential part of ensuring success and improving outcomes for all. Pupils are regularly asked to talk about their learning and how they learn best. Pupils and Parents are also at the heart of the 'Assess, Plan, Do, Review' process.

How will my child's progress be measured? Pupil's Progress is monitored closely by the class teacher and Senior Leadership Team. Termly Pupil Progress meetings and Individual Target Plan meetings are held, to evaluate progress and attainment and to identify the next steps in learning.

How are pupils involved in decisions about learning?

Home visits , One Page Profiles

Being involved in Target Setting

Regularly reviewing own progress

Pupil interviews and questionnaires / Pupil Centred Reviews

Questions generally asked:

Who are the best people to talk to about my child's SEN?

Initially any concerns should be discussed with your child's class teacher. The SENCO is also happy to discuss any concerns you may have. (An appointment can be made at the School Office.)

How will the school support and prepare my child to join the school or to transfer to a new school or the next stage of education and life?

We have close links with our Nursery and Secondary Feeder schools and the SENCo liaises closely with these and parents to aid a smooth transition. We also complete 'One Page Profiles' to provide relevant, useful information.

How to keep updated and involved

Corpus Christi Website: www.corpuschristi.bham.dbprimary.com

Lots of information related to Birmingham's Local Offer and the range of SEND services on offer can be found on:

www.mycareinbirmingham.org.uk

www.autismeducationtrust website (aet)

www.accesstoeducation.birmingham.gov.uk

www.specialneedsjungle.com

www.SENDIASS.co.uk

These useful websites provide Information about services for families, children and young people with SEND.

They also provide information from education, health and social care, 0 – 25 years. In addition, there is information about decision making, including eligibility criteria for accessing services where appropriate.

If you have any questions or would like to comment on our SEND Report come in and tell us or please tweet us.



SEND Information Report 2016-2017

Jo Clifford SENCo & Acting Deputyhead

