





SEND Information Report 2018-2019



“In St Margaret Mary’s School,
we welcome everyone into our community in order to
live, love and learn together in the light and example
of the life of Christ.”

For information relating to the Birmingham Local Offer please use this link: <https://www.mycareinbirmingham.org.uk/>

Head Teacher Mr Michael Aldred Deputy DSL	Head DSL SENCO/Designated LAC Mrs Jayne Logue	SEND Governor Mr Gerard Boylan	Fr Simon Ellis Parish Priest DSL Governor
<p>Mr Aldred sets the direction of the school and ensures that inclusion is high on the agenda and every individuals needs are met at St Margaret Mary RC school.</p> 	<p>Mrs Logue ensures and oversees continuity of provision for pupils with SEND and Coordinates the work of outside agencies on a daily basis.</p> 	<p>Mr Boylan oversees the budget and the effectiveness of the inclusion and access plan. This is reported upon annually at governors meetings.</p> 	<p>Fr Simon oversees the Pastoral and religious life of the school and is the Vice Chair of Governors and as such assures the inclusive nature of the school.</p> 



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The entire agencies listed below in this table are currently representatives from the Local Authority.
When relevant these professionals attend termly and annual reviews with parents, pupils and staff.

Educational Psychologies Mr Laurence Campbell	Communication and Autism Team (CAT) Mrs Ros McAuley	Pupil and School Support Officer Mr Scott Johnson
<p>The role of the Education Psychologist is to support staff, pupils and parents on a daily basis for a range of needs. Examples might be pupils with Downs Syndrome, Attachment or anxiety. The EP use psychological methods and techniques to enable children to access the curriculum. 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 with Autism and give staff appropriate support and training. Also in this remit they assist school in identifying any communication, language or social issues that can occur as a result of these difficulties.</p> <p>The team monitor children who may display difficulties in this area who may not have a formal diagnosis of Autism All Staff from the CAT team are trained to AET Tier 1 standard. SENCO is trained to Tier 3.</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>This can be achieved by training staff for interventions, assessment and observation of children, guidance and coaching for staff on using an alternative strategy to achieve an agreed outcome.</p>



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A pupil has SEN where their learning difficulty calls for Special education provisional, that is provision different from or additional to that normally available to pupils of the same age.

Communication and Interaction:

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, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication social interaction and imagination, which can impact on how they relate to others.

Cognition and Learning:

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory 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.

Social, emotional and mental health difficulties:

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. 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, self-harming, substance misuse, eating disorders or 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.

Sensory and/or physical needs:

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. Many 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.



Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum than for those with a single sensory impairment. 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.



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

Peer Tutoring 1:1	Maths Interventions 1:1 groups Precision Teaching	Fine Motor Club	Physio- Activities to support children who have individual needs that need to follow a prescribed programme for Gross Motor skills.	Nurture Groups (Socialisation)	Swimming (Gross Motor Group) Wilson Stuart School	Speech and Language Interventions (SALT and EAL)
A programme designed to aid pupils in learning to read/write letters, words and sentences. This is a layered approach to assist pupils in reading and writing progression.	School use a variety of maths intervention programmes to assist pupils who have difficulty with maths.			Children with social needs meet weekly to develop communication and social skills through the form of art and crafts.	We have a great link with Wilson Stuart Special School and we facilitate their swimming pool for small groups of children who need Gross Motor activity or muscle tone.	Colourful Semantics is a resource facilitated by school to enable small group language work to take place weekly.

Working in partnership with parents:

- ❖ Open door policy to all parents.
- ❖ Daily informal contact with Head Teacher and Deputy Head Teacher.
- ❖ Text and telephone communication.
- ❖ School Website – learning overviews and other curriculum information accessible.
- ❖ Weekly home school letter.
- ❖ Termly meetings with EHC pupils and their families.
- ❖ Annual Reviews for EHC pupils.
- ❖ Transition support/booklets for EHC pupils and any other pupils where contact is needed regularly.
- ❖ Termly parent workshops and Lottery lunches.
- ❖ Termly parent meetings.
- ❖ SEND Coffee Mornings termly.
- ❖ End of Year Reports.

Parents Comments:

- ❖ ‘All I want for my child is to be happy and Nurture club has helped my child.’
- ❖ ‘We like taking the busy bags of activities home, it helps me to help them.’
- ❖ ‘Enjoyed looking at the project books displayed at parents evening, they were really informative.’

Pupil's comments:

- ❖ ‘Nurture groups make me happy!’
- ❖ ‘Fine motor club is fun!’
- ❖ ‘My writing is good now.’
- ❖ ‘I am better at swimming now and I like meeting my friends at Wilson Stuart.’



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Links with other Schools/agencies that we liaise and work with to benefit the daily provision for all pupils in our school:-

Christ the King RC School – www.christkng.bham.sch.uk

Wilson Stuart School – www.wilsonstuart.co.uk

Maryvale School – www.maryvalepriamry.org.uk/

Cardinal Wiseman Secondary School – www.cardinalwiseman.net

St Edmund Campion RC School - www.stedcamp.bham.sch.uk

Bishop Walsh RC School – www.bishopwalsh.bham.sch.uk

St Pauls Girls School – www.stpaulgl.bham.sch.uk

Big Community (SALT) – www.big.comm.org/

Stockland Green Health Centres (Nurses visit to do hearing and sight tests in REC and Y6 Height and Weight).

EYFS parenting support – www.foundationparetningsupport.ork.uk

Autism West Midlands - www.autismwestmidlands.org.uk/

Downs Association – www.downs-syndrome.org.uk/

RELATE www.relate.org.uk/



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How does school know if children need extra help and what should I do if I think my child may have SEN?

School has an open door policy parents are welcome to express a concern at any time. If a parent has a concern they are invited in to discuss the concern with the Senco and a plan of action is drawn up together. School will also approach parents when they feel there is a need to ascertain if extra assistance is required.

How will school staff support my child?

School ensures quality first teaching pitched at the right level for all pupils to progress and improve attainment. A range of interventions may be offered, daily 1:1 or group work, 1:1 with a peer or adult or further differentiation of tasks to meet a pupils need.

Questions generally asked:

How will the curriculum and learning environment be matched to my child's need and how will I know how my child is doing?

Lessons are differentiated to meet the needs of all pupils. The appropriate resources are used to ensure pupils progress. School will inform parents via direct informal contact daily and in some cases in the form of a home/school book. Parents are informed of progress at ITP review meetings and at parent's evening's consultations. If parents want more frequent meetings this can be arranged for pupils with EHC plans

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

Speech and language Therapy (SALT)
Pupil and School Support.
Communication and Autism Team
Child and Adolescent Mental Health Service (CAMHS)
Educational Psychologist
Social Services.

(Parental consent is sought before outside are involved.)



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How will my child be included in activities outside the classroom including school trips?

School liaise with parents before all trips and staff are allocated appropriately to groups or individuals with a need. Accessibility plans are drawn up along with risk assessments.

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?

Induction meetings are held for all new parents and meetings and a buddy system is in place for new pupils. Transition plans and meetings take place where necessary along with handover conversations where records and information is shared. Transition plans are in place at the end of each key stage and where necessary transition booklets are provided for parents and pupils.

Questions generally asked:

Who can I contact for further information?

Head teacher Mr Michael Aldred
(enquiry@stmgtmry.bham.sch.uk)

0121 464 6355

or

Mrs Jayne Logue

SENCO

How can I contact school if I have a concern about my child?

School has an open door policy. The Head Teacher and Deputy Head Teacher are available every morning and afternoon. Parents have the option of ringing school to make an appointment to see the Head Teacher with any concerns.