



# **St. Benedict's Primary School**

## **SEND Information Report 2024 - 2025**

## Our School Vision

St. Benedict's Primary School is a Gold Rights Respecting School and a School of Sanctuary. The United Nations Convention on the Rights of the Child is at the heart of everything we do and all children are welcome. [School of Music?](#)

We aim for our children to be enjoying their rights, fulfilling their dreams by being:

**Ambitious:** To take pride in learning, make progress and achieve.

**Resilient:** To face challenges with perseverance and determination.

**Respectful:** To be inclusive, enjoy their rights and respect the rights of others.

Our Right Respecting vision expects the development of talents, building of resilience and confidence, empowerment around physical and mental health, valuing diversity, active participation and non-discrimination.



## Meet our SENDCO

The SENDCO is Mrs. Samantha Thompson

If you would like to contact Mrs. Thompson, please call school on **0121 464 6420** or send an email to [enquire@stbendic.bham.sch.uk](mailto:enquire@stbendic.bham.sch.uk) marked for the attention of the SENDCO.



## Special Educational Needs

At St. Benedict's Primary School, we support children with a variety of differing special educational needs and disabilities and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of Practise (2014):

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



At St. Benedict's we work closely as a team and if staff have a concern about a child, they complete in a SEND Record of Concern form and discuss concerns with parents. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

## Identifying and Assessing Need

After a period of 6 – 8 weeks, we will decide if a child needs to be placed on the SEND register and invite parents in for a meeting, where we will share the targets their child is working on and the support they are receiving.

Some children will be monitored using the Birmingham Toolkit Continuum; this allows the children who are working at below key stage standards to have small step targets set in lessons to allow them to achieve and begin to work independently.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

Staff can access the Ordinarily Available Guidance (January 2024) from the Birmingham Local offer to help support children's learning within the classroom.

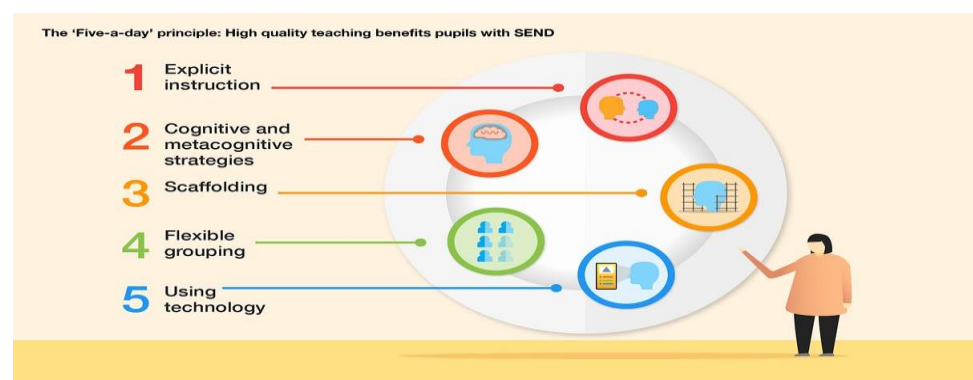


## Our approach to teaching children with SEND

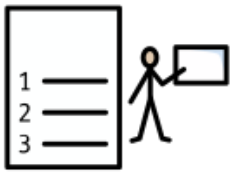
We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

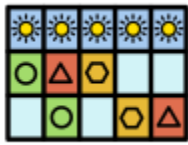
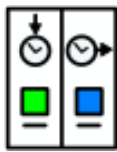


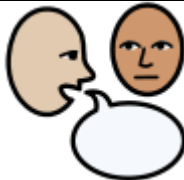


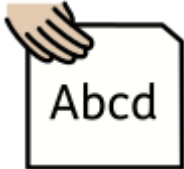




We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



We use the Ordinarily Available Guidance produced by the Local Authority to complement our teaching (January 2024).



### Curriculum adaptations

		
Visual timetables	Task boards	Peer mentoring
		
Assistive technology	Talk partners	Peer marking
		
Self-assessment	Word banks	Positive behaviour
		
Ear defenders	Timers	Explicit instruction

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.



### Parent Consultations

At St. Benedict's Primary School, we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

We hold drop-in sessions every term and Mrs. Thompson (SENDCO) is available at parents' evenings to discuss any concerns.

We also hold several coffee mornings each year where parents can meet up and support each other in a safe environment. During these sessions we gather parent feedback on SEN provision at St. Benedict's, direct to training courses and support groups, and offer opportunities to meet up with outside agencies.

For children who have an Education, Health and Care Plan (EHCP), SEN Support Provision Plan or require specialist support (over and above what is ordinarily available), we will invite you in for 3 further meetings a year in the Autumn, Spring and Summer term. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings.

During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.



### Child Consultations

As a Gold Award Rights Respecting School, pupil's views are very important at St. Benedict's; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:

<p>Self-assess how they are doing</p>	<p>Attend meetings and help decide the support needed.</p>	<p>Feedback and Review progress/interventions.</p>



### Evaluating Provision

- Review progress in SLT meetings and discussing next steps.
- Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.
- Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term.
- Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.
- Asking our children if they feel the adjustment or intervention is helpful and makes a difference.
- Monitoring by the SENDCO.
- Regularly using a tracking tool to update targets and measure progress.
- Holding termly reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support.
- Holding annual reviews for children with Education Health Care Plans.



## Staff Training

At St. Benedict's, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Communication and Autism Team (CAT), Occupational Therapist (OT) or school nurse for example, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

Play Therapy	Lego Therapy	Child Development	Bucket time
Autism (Levels 1/2)	Makaton (Levels 1 – 4)	Phonics (catch-up)	Team Teach
Specific Learning Difficulties	Complex Needs training	Thrive Approach	Speech and Language
De-escalation	Attachment	Reading for those who struggle	Sensory needs





## Transition Support

### Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCO.

We hold two 'taster' sessions follow in the second half of the summer term in preparation for their September start.

Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.

### End of Year transition

When children move up a year, we provide transition sheets which include photos of the teacher, TA and classroom environment.

We hold 2 transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

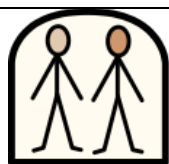
Class teachers and Teaching Assistants meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans.

### Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

### Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.



## Outside Agencies

We work with the following agencies to provide support for children with SEND:

Pupil and School Support (PSS)  
Communication Autism Team (CAT)  
Birmingham Educational Psychology Service (EPS)  
School Health Advisory Service  
Speech and Language Therapy (SALT)  
Chatterboxes (SALT)  
Beacon Behaviour Support  
Physical Difficulties Support Service (PDSS)  
Visual and Hearing impairment team and Behaviour Support

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will call you in for a meeting to share the advice.



## Clubs and Trips

All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

All children are encouraged to go on our trips such as residentials, day trips and overnight stays at school.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, technical team etc.

No child is ever excluded from taking part in these activities because of their SEN or disability.

Please read the [School's Accessibility Plan](#) for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.



## Complaints Procedure

Your first point of contact is your child's class teacher.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Assistant Heads, Aidan Annetts or Corinne Whetton or Deputy Head Teacher, Mrs. Clayton. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher, Emma Nott.

If you are not happy with the response, then you may contact the governors through the school office.

Andrea Vaughan – Chair of Governors  
Karen Colbeck – SEND Governor



## Birmingham Local Offer

[The Birmingham Local Offer for SEND can be found by clicking this link.](#)

Other useful telephone numbers are below:

<b>SENAR</b>	0121 303 0829
<b>School Health Advisory Service</b>	0121 465 5457
<b>Forward Thinking Birmingham</b>	0121 250 1560
<b>Child Development Centre</b>	0121 465 1582
<b>Birmingham Children's Trust</b>	0121 303 1888
<b>SEND Information Advice Support Service</b>	0121 303 5004