



SEND Information Report 2015-2016



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

**Appropriate and effective teaching
and learning**

A Partnership Approach

Open and honest communication

Head Teacher	SENCO	SEND Teachers	SEND Governor
Mr Barry Desmond	Mrs Joanne Clifford	Mrs Okubadejo, Mrs Feely and Mrs Ralph	Mrs Michelle Bird
Mr Desmond sets the direction of the school and ensures that inclusion is high on the agenda. 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 continuity of provision for pupils with SEND. She coordinates the work of staff, outside agencies. Mrs Clifford works closely with parents and pupils to support them in achieving the best possible outcomes for learners including those with SEN.	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.	Mrs Bird works closely with the SENCo to monitor the effectiveness of SEND provision in the school. She works closely with the SENCo to report matters relating to SEN regularly at governor's meetings.



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

When relevant 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 Jolanta Axon
<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 include pupils with moderate or more severe learning difficulties. The EP use psychological methods and techniques to enable children to access the curriculum. She liaises 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 Psychologist is always involved in this assessment.</p>	<p>The role of the Communication and Autism team is to monitor children with 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. The CAT team monitors children who may display difficulties in this area and liaise closely 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. This can be achieved by training staff for interventions, assessment and observation of children. The PSS use a range of assessment methods and gives guidance for staff on using alternative strategies to achieve an agreed outcome and raise levels of attainment. The PSS teacher also works with parents to support learning.</p>



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CoB Behaviour Service Joy Parton	BRAYS Physical Difficulties Services Jane Runacres	Speech and Language Therapist Becky Bohara
<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 including 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. They liaise closely with school staff, pupils and parents to remove barriers to 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 on an individual or small group basis.</p>
The School Nurse Marian Bird	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 also delivers health awareness workshops such as personal hygiene, handwashing etc.</p>	<p>The service provides support and mentoring for both pupils and their families who are experiencing social and emotional difficulties.</p>	<p>At Corpus Christi, all members of staff are committed to inclusive practice where everyone is valued. High expectations are set for all children and everyone works as a team together to achieve the best possible outcomes for all groups of learners.</p>



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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.</p> <p>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>



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<u>Social, emotional and mental health difficulties:</u>	<u>Sensory and/or physical needs:</u>
<p>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 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. 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.</p> <p>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.</p> <p><u>Outside Agency Support: BRAYS, Sensory Support Service.</u></p>

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

<p>Literacy Intervention Groups</p> <ul style="list-style-type: none"> ➤ Reading ➤ Writing ➤ ALS/ELS 	<p>Phonics Intervention Groups</p>	<p>Maths Intervention Groups (Numbers Count)</p>	<p>Speech and Language Skills Programmes and Groups</p>	<p>Social and Emotional/Mentoring Support Groups</p>	<p>Gross Motor Skills Groups</p>	<p>Fine Motor Skills Groups</p>
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Working in partnership with parents:

Open door policy to all parents.

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

Text and telephone communication

Weekly home school letter.

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

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

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

Transition support/One Page Profiles for SEND pupils.

Termly parent workshops and meetings.

SEND Coffee mornings.

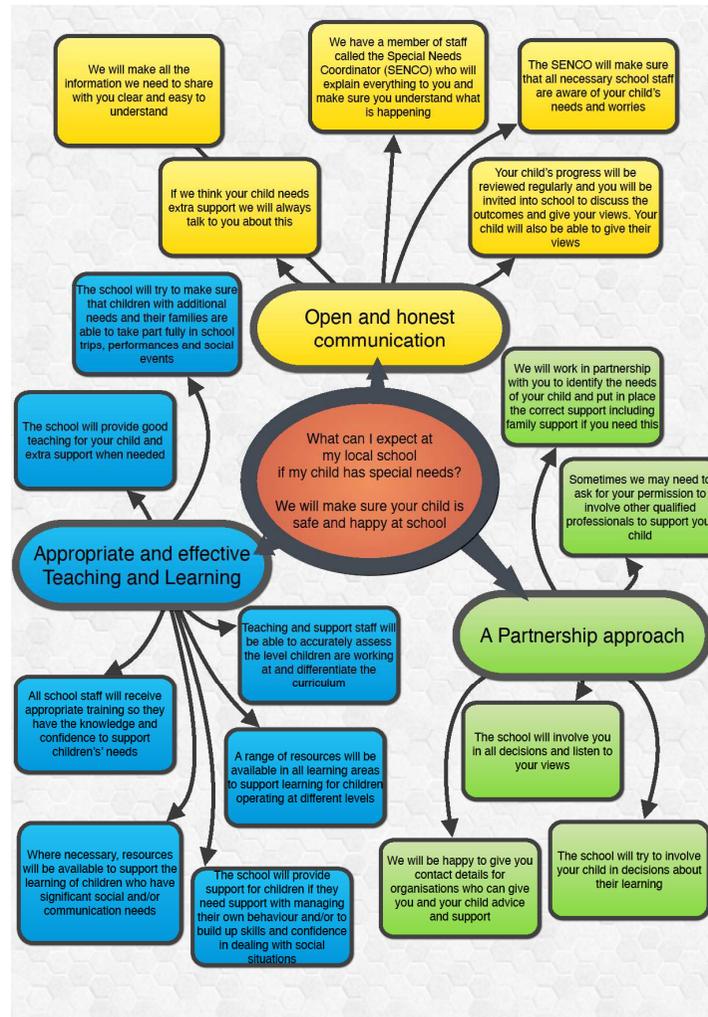
Parents Comments:

Pupils comments:



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





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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 invited to an informal meeting if their child needs to join the SEN Register and the SENCo is always available

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.

Alongside our Outside Agency professionals we are focussed on a personalised approach to learning on an

'Assess, Review, Plan, Do' cycle.

SEND learners are given 'SMART' Targets to achieve and these are shared with the 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 Target Setting process and these are set and reviewed together.



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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?

Pupils are involved through:

- Home visits
- One Page Profiles
- Being involved in Target Setting
- Regularly reviewing own progress
- Pupil interviews and questionnaires

Questions generally asked:

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

Initially any concerns should be discussed with the 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 SENCO's to aid a smooth transition. We also complete 'One Page Profiles' to provide relevant, useful information.



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How to keep updated and involved

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

Local Offer website: www.mycareinbirmingham.org.uk

Access to Education: 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.

It also provides 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.

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Jo Clifford SENCo