



# St. Mary's Catholic Primary School



SEN Information Report  
Revised September 2026  
To be revised September 2027

**Open and honest  
communication**

**Appropriate and effective  
teaching and learning**

**A partnership approach**

**Open and honest  
communication**



**Meet the SENDCo**

Hello and welcome to St. Mary's Catholic Primary School, Special Educational Needs area of our website.

My name is Mrs Birchenall and I am the Special Educational Needs Co-ordinator (SENDCo) at St. Mary's.

I work with children, teachers, parents/carers and outside agencies to ensure that all children with special educational needs have their needs met.



## Open and honest communication



## How can the SENDCo help?

If you have a concern about your child, Mrs Birchenall is available to speak to you. We always encourage you to speak to your child's teacher in the first instance.

Mrs Birchenall works in school everyday.

Sometimes she may be busy or she may be teaching a class so you can do the following:

- Speak to our staff in the office to find out when she may be available
- Make an appointment to see her or ask if she can telephone you
- Email the school office and they will forward your email to Mrs Birchenall

Mrs Birchenall will aim to respond to messages from parents within 72 hours.



0121 464 2141



[enquiry@stmaryrc.bham.sch.uk](mailto:enquiry@stmaryrc.bham.sch.uk)

# Open and honest communication



# Special Educational Needs

At St. Mary's Primary School, we support children with a variety of differing special educational needs.

We value all children in school equally and our guiding principle is one of inclusion.

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                |

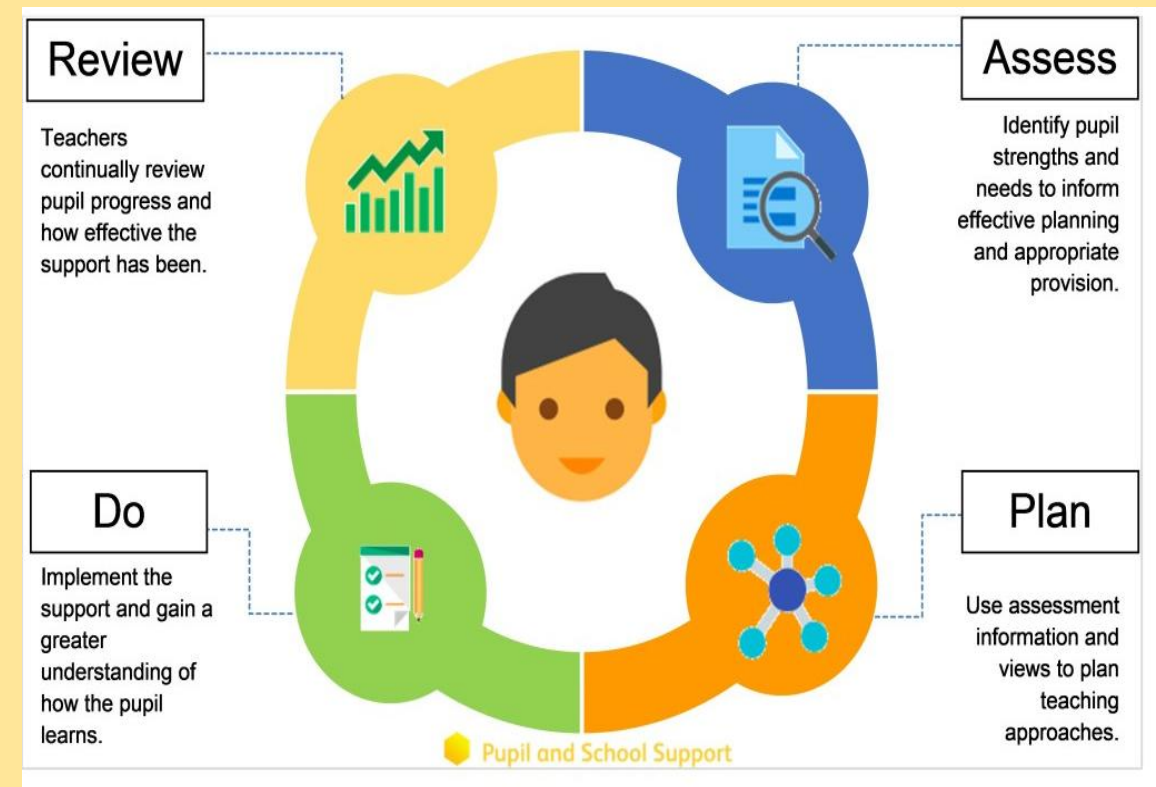
## Open and honest communication



## Identifying and assessing needs

At St. Mary's, we work closely as a team. If staff have a concern about a child, they fill in an initial concern form called a '4 + 1', 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'.

After a period of 6 – 12 weeks, we will decide, in consultation with parents, if a child needs to be placed on the SEND register. We will invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving.



## **Open and honest communication**



## **Identifying and assessing needs**

Some children will be monitored using the Birmingham Toolkits for Literacy and Language, and Maths. The toolkits allow 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.

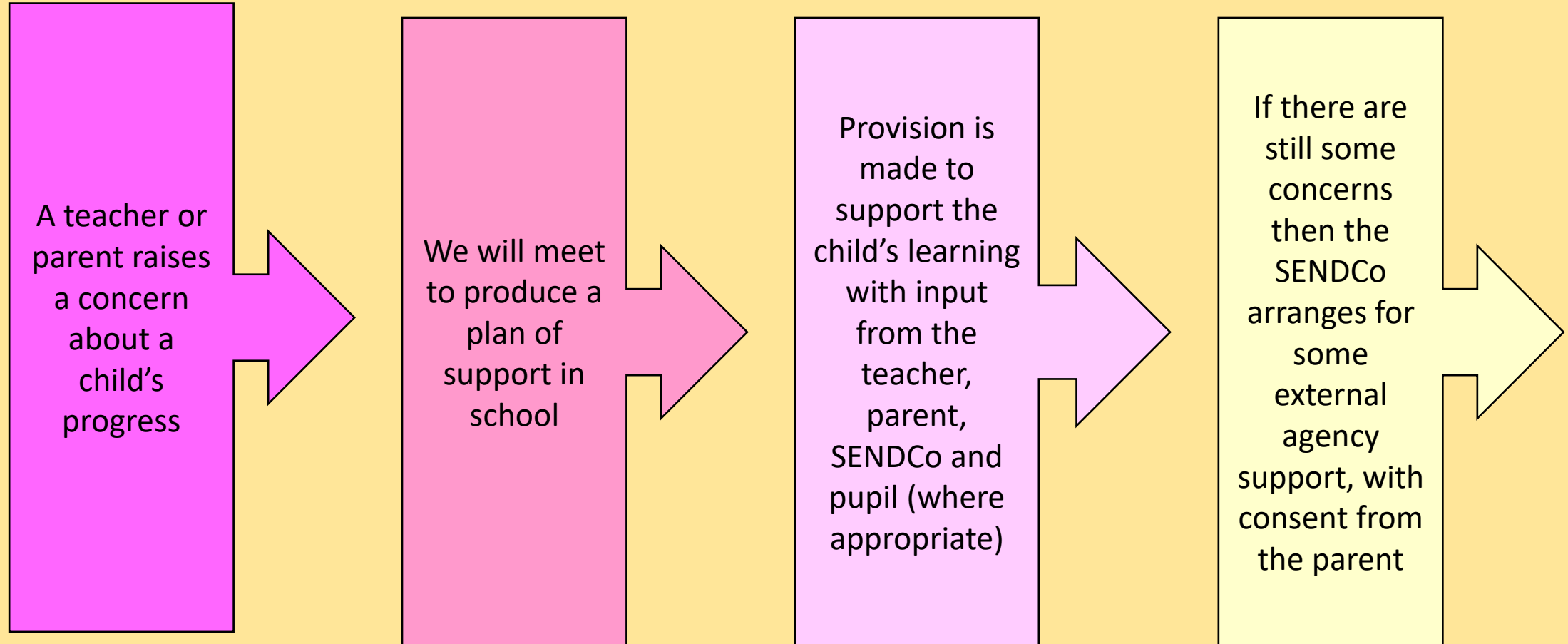
Staff can access the Birmingham Ordinarily Available Guidance (2026) to help support children's learning within the classroom.

The Ordinarily Available Guidance was produced by the Birmingham Local Authority to provide useful strategies and resources that schools can use to meet the individual needs of children and young people.

## Open and honest communication



## What happens if there is a concern about my child's progress?



As a parent, you will be informed at every stage of your child's development and the circumstances in which they are being monitored.

## Open and honest communication



## Outside agencies

St Mary's works with a lot of external agencies to help identify specific needs and provide appropriate provision.

Some of these are:

- Literacy, Language and Strategic Support Team (LLSS – previously PSS)
- Communication and Autism Team (CAT)
- Speech and Language Support (SALT)
- Hearing Support Team (HST)
- Physical support Team (PST)
- Occupational Therapy (OT)
- Forward Thinking Birmingham (FTB)
- Educational Psychology Service (EP)
- Other health professionals



If your child requires support from these services, school will always consult you and request written permission. Please note there are long waiting list for some NHS Services at present

## Open and honest communication



## Other adults who help



Mrs Tame is our school's Pastoral Lead and trained children's counsellor. She is also a DSL. Mrs Tame supports children with a range of emotional needs.

After behaviour incidents, Mrs Tame may work with children to help them to identify what happened, how they were feeling, how we can make it right and what we can do differently next time.



Mrs Huggins from Zacchaeus works in St. Mary's school. Mrs Huggins is a pastoral counsellor and supports children with their emotional needs with issues such as bereavement, parental separation, and friendship issues as just a number of examples.

**Open and honest  
communication**



**Other adults who help**



St. Mary's works closely with Mrs Rowley. Mrs Rowley is our SEND Consultant, who specialises in Literacy and Language. She works with children who may have dyslexia to carry out individual assessments in Literacy and Language and provides staff with specialist advice and training to further support the children at school.

## Open and honest communication



## Transition Support

### Nursery to Reception

If your child is at Nursery School and is about to start in Reception at St. Mary's, we liaise with the SENDCos at the nursery schools to find out as much information as possible about your child's needs. This will include any targets and paperwork or agencies which might have been involved in supporting your child.

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 SENDCo.

### 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 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 Education Plans.

**Open and honest  
communication**



**Transition Support**

### **Year 6 to Year 7**

When your child moves from Year 6 to secondary school, Mrs Birchenall will ensure that all information regarding your pupil's special educational needs is passed on to the new SENDCo. Extra visits to the secondary school may be arranged and sometimes the new SENDCo will come to review meetings held at St Mary's.

We have good working relationships with several secondary schools and, working in partnership with them, we will aim to ensure the smoothest possible transition to Year 7 for our Year 6 children.

# Appropriate teaching and learning



# Staff Training

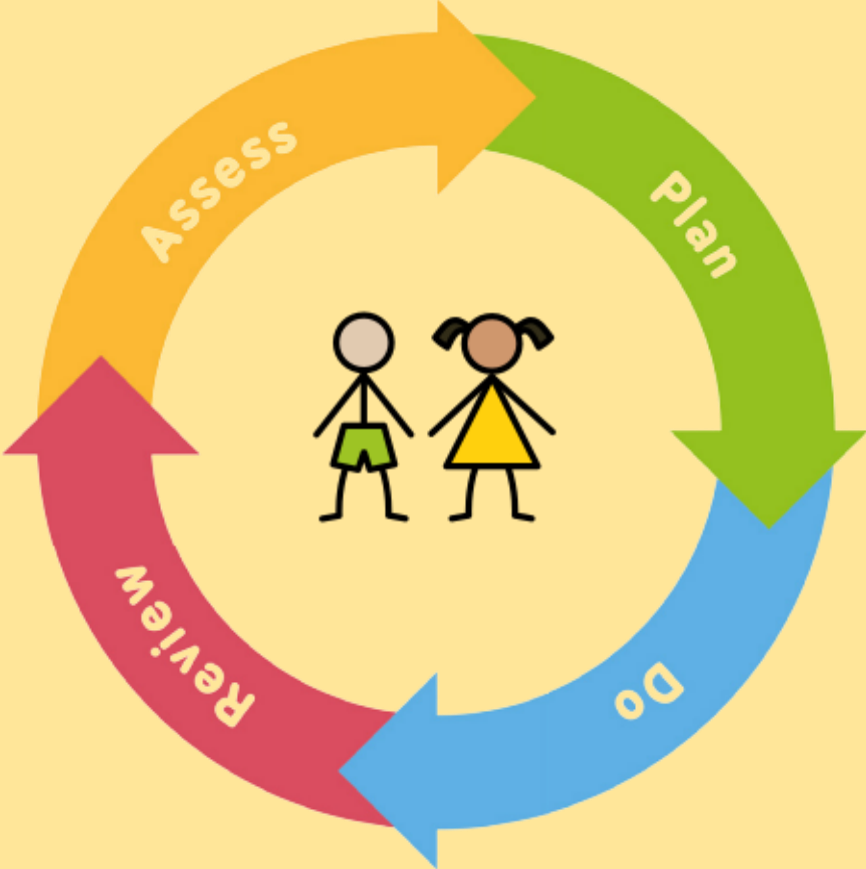
- At St. Mary's, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.
- When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.
- The Senior Leadership Team (SLT) 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), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.
- We hold weekly staff meetings. This ensures staff have up-to-date knowledge to teach children of all abilities. Sometimes, training is run by specialists, such as the school's SEND Consultant, a member of the Pupil and School Support team or the Communication and Autism Team.
- Mrs Birchenall and the teaching team regularly share advice and information about teaching approaches and resources for children with additional needs.
- Our Teaching Assistants receive specialist training to lead evidence based intervention programmes.

# Appropriate teaching and learning

# The Graduated Approach (Assess, Plan, Do, Review)

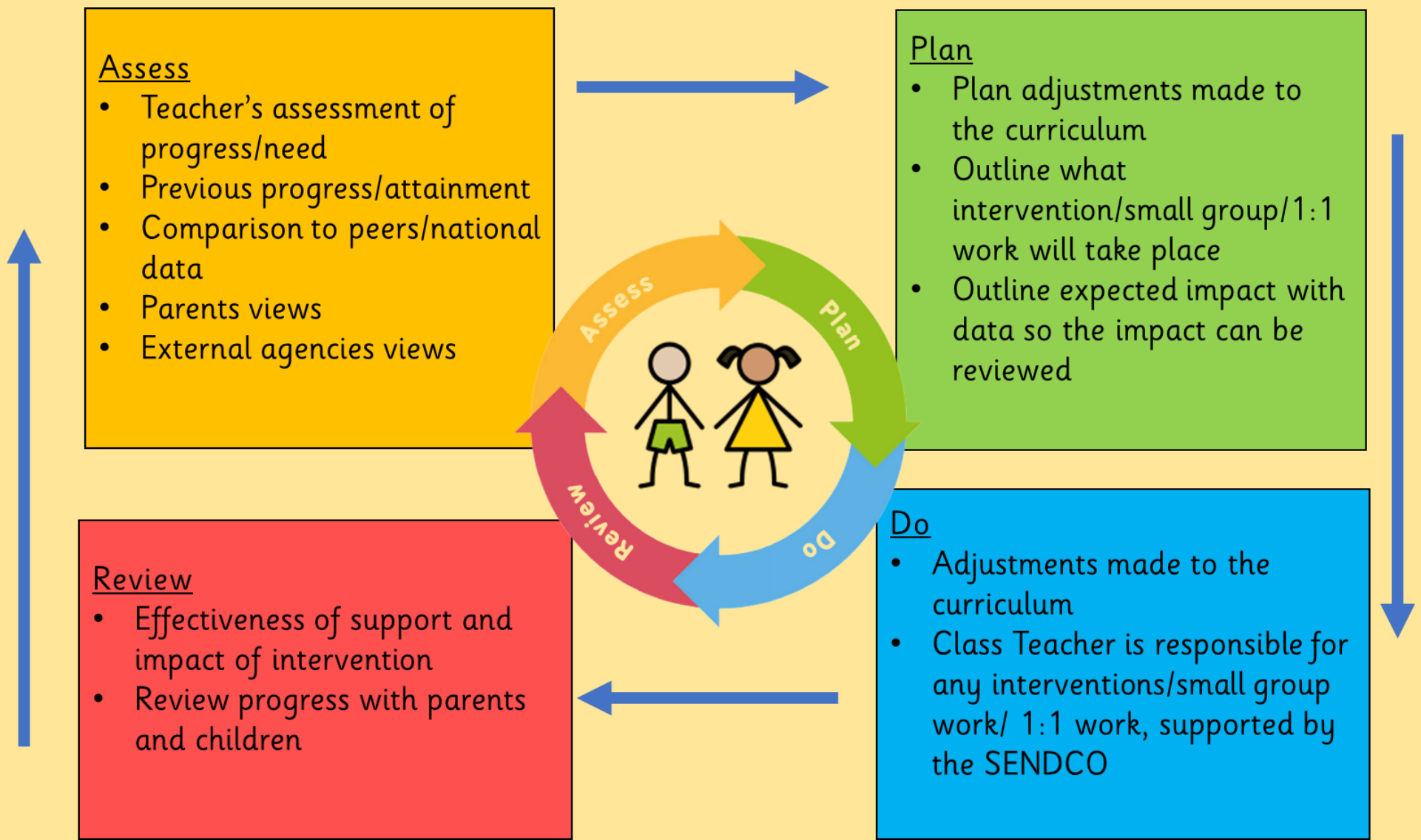
All children’s progress is monitored closely. If your child is identified as needing additional support, a range of strategies are put into place to support them.

We do this using ‘The Graduated Approach’ (Assess Plan Do Review)



# Appropriate teaching and learning

# The Graduated Approach (Assess, Plan, Do, Review)



# Appropriate teaching and learning



# 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 Ordinarily Available Guidance produced by the Local Authority to complement our teaching (July 2026).

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



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

# Appropriate teaching and learning



# Monitoring High Quality Teaching

St. Mary's uses a range of strategies to monitor all pupil progress and ensure that teaching is of a high quality for all pupils.

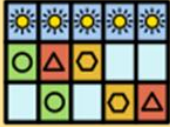
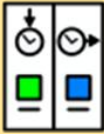
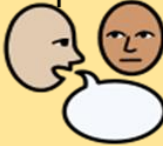
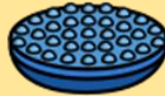
We do this through:

- Tracking your child's progress through termly pupil progress meetings
- "Book looks" for all classes and constructive feedback to teachers
- Classroom observations and learning walks, including monitoring the learning environment

# Appropriate teaching and learning



# Curriculum adjustments

|                                                                                                           |                                                                                                      |                                                                                                               |
|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Visual timetables<br>    | Task boards<br>   | Learning partners<br>      |
| Assistive technology<br> | Talk partners<br> | Wobble Cushions<br>        |
| Self-assessment<br>      | Word banks<br>    | Positive behaviours<br>    |
| Ear defenders<br>      | Timers<br>      | Explicit Instruction<br> |

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.

# Appropriate teaching and learning



# Evaluating Provision

Reviewing progress in SLT meetings and discussing next steps.

Discussing and sharing 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 baselines 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 updating targets and measure progress.

Holding termly reviews for children who are receiving SEND support, including children with Educational Health Care Plans.

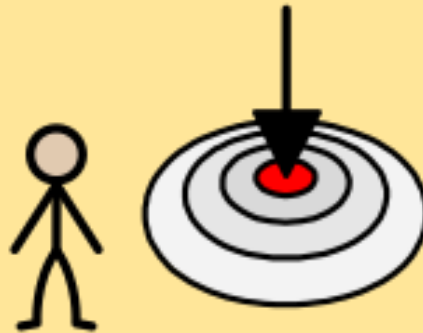
Holding annual reviews for children with Education Health Care Plans.

## Appropriate teaching and learning



## Evaluating provision

If your child has more complex needs, then we may review your child's progress and needs through the 'Person Centred Review'. This approach very much values the views of the child and the parents, as well as the school.



# Appropriate teaching and learning



# Evaluating provision: Pupil Voice

Here are some comments made by children who have participated in our interventions.

'I'm working with other people who need some help with the same thing. I'm not alone'



'I feel very special. It helps me with spellings'

'It's fun and quick. I'm making progress with my spellings and feel more confident'

'[Name of TA] makes it fun. I'm making progress'

# Appropriate teaching and learning



# 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.

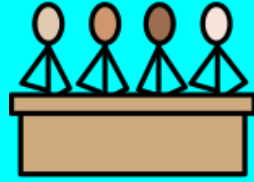
All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council, school prefects, spiritual council 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.

## A partnership Approach



## School Governors

The governing body, through the SENDCo, ensures that other appropriate agencies are involved in meeting the needs of pupils with special educational needs.

Governors can discuss SEN with Mrs Birchenall and have been involved at looking at provision offered within school.

The SENDCo reports regularly to the SEND Governor, Mrs Jones, regarding the number of pupils, their additional needs and their progress.

The Governing Body regularly reviews both policy and the information on the school website to ensure that it is up-to-date , parent and pupil friendly and in line with government policy and the SEND Code of Practice (2015).



## **A partnership Approach**



## **Outside Agencies**

Sometimes, we may need to ask your permission to involve other qualified professionals to support your child.

When another qualified professional/outside agency, works with your child, parental permission is granted and the member of the outside agency is introduced.

The content of the meeting is confidential and is only shared with parents, the SENDCo and members of the Senior Leadership Team (and the Class Teacher if appropriate)



## A partnership Approach



## Child Consultations

Pupil's views are very important; 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's views feed directly into the daily teaching of children with SEND.

Pupils are given regular opportunities to:

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



## A partnership Approach



## Parent Consultations

At St. Mary's 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 Birchenall is available at parents' evenings to discuss any concerns.

For children who have an Education, Health and Care Plan, SEN Support Provision Plans 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.



# A partnership Approach



# Parent Feedback

## Response from Parents' Evening Feedback – October 2025

### Statement 7

My child/children have SEND and the school gives them the support to succeed

**Strongly Agree**

16 responses

**Agree**

19 responses

**Disagree**

2 responses

**Not Applicable**

61 responses

### Next Steps:

We are so pleased that our efforts to support your children with SEND is seen and that children with special needs and/or disabilities make good progress. 35 out of 37 parents who felt this question applied to them agreed that their children are given the support to succeed. Our SENDCO continues to meet with parents and children to ensure that this is an area that goes from strength to strength.

“I think this makes [my child] feel heard and cared for and will increase his confidence. I thought your plan was excellent.”

“[My child] seems much happier with school life and [their] anxiety levels are considerably less than they were. Thank you to all members of staff who supported [my child] with this.”

“Great support for SEN. Received so much more support since last year and is doing so well now. I am happy with school staff and teaching.”

## A partnership Approach



## Birmingham Local Offer

Birmingham's SEND Local Offer Website provides advice and information about the services available for your child or young person from birth to 25 years with a Special Educational Need or Disability (SEND).

The Birmingham Local Authority Local Offer can be found at

<https://www.localofferbirmingham.co.uk/home/parents-and-carers/>

|                                                         |               |
|---------------------------------------------------------|---------------|
| Special Educational Needs Assessment and Review (SENAR) | 0121 303 8461 |
| School Health Support Service                           | 0121 245 5750 |
| Forward Thinking Birmingham                             | 0300 300 0099 |
| Birmingham Children's Trust                             | 0121 303 1888 |
| SEND Information Advice Support Service (SENDIASS)      | 0121 303 5004 |
| Patient Advice and Liaison Service (PALS)               | 0800 953 0045 |

## A partnership Approach



## Complaint Procedure

Your first point of contact is your child's class teacher and/or phase leader.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Assistant Head or Deputy Head Teacher. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.

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

Mary Higgins – Chair of Governors

Helen Jones – SEND Governor