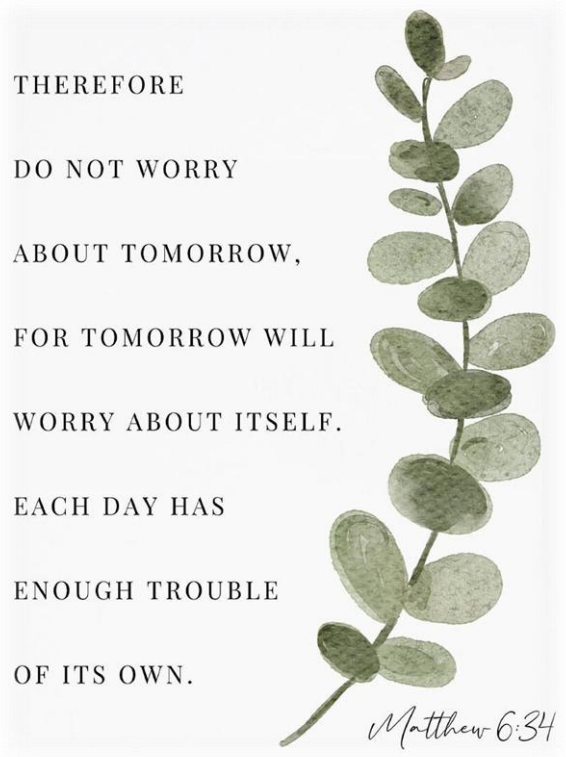
St. Gerard's Primary School

SEND Information Report 2026 – 2027



Our School

Our School Vision

At St. Gerard's Primary the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

<u>September 2026 Information</u>

St. Gerard's currently has 230 children on role (September 2026)

There are currently 37children on SEND register with a range of needs from universal to specialist.

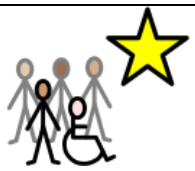
4 children that have an EHCP and 4 children have a SEND Support Provision Plan.



Meet our SENDCO

KS1 SENDCO – Miss Knibbs
KS2 SENDCO – Mrs Copson
SENDCO is Mrs Martin from May 2027.

If you would like to contact Miss Nash, please call school on **01214642613** or email enquiry@stgerard.bham.sch.uk with the subject FAO: Mrs Martin.



Special Educational Needs

At St. Gerard's Primary School, we support children with a variety of differing special educational needs 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 Practice (September, 2014):

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

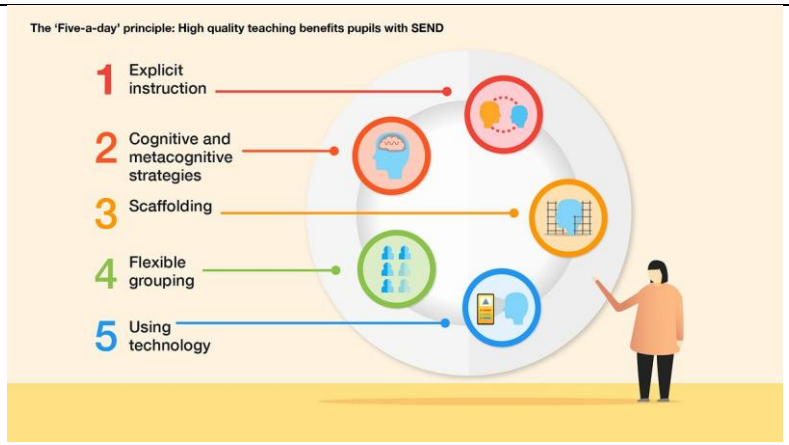


Identifying and Assessing Need

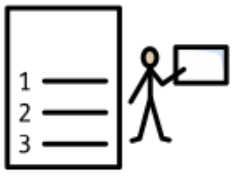
At St. Gerard's we work closely as a team and if staff have a concern about a child, they fill in a 'School Pathway' form and discuss concerns with parents. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

This will be reviewed termly. If a child fails to make progress over a minimum of two terms, we will decide if a child needs to be placed on the SEND register and invite you

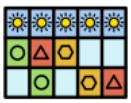
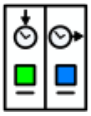
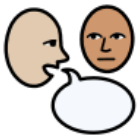
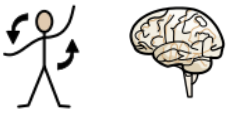
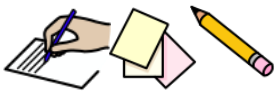
	in for a meeting, where we will share the targets your child is working on and the support they are receiving. Some children will be monitored using the Birmingham SEND Toolkits, this allows the children who are working at below age related standards to have small step targets set in lessons to allow them to achieve and begin to work independently. Where children have not made progress across a minimum of two terms, they 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) to help support children's learning within the classroom as well as the Whole School Provision Maps. 
 **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. ○ Where it is needed, individual targets are set to show what the child need additional help with. These are shared with parents and class teachers. ○ Support can be tailored to a child with particular needs in consultation with the SENDCO, outside agencies, class teachers if required. ○ Children who have social, emotional and/or mental health difficulties can be supported through learning about emotions, having a trusted adult/s that they can talk to through the day. For more complex needs, upon discussion with parents, a referral may be made to a specialist external agency. 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	Mixed ability groupings
		
Assistive technology	Talk partners	Pre-teaching
		
Quiet working spaces	Word banks	Positive behaviour
		
Ear defenders	Timers	Explicit instruction
		
Seating plans	Movement/brain breaks	Writing aids

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. At St. Gerard's 'every teacher is a teacher of every child'. Our school, classrooms and lessons are adapted to ensure all children can flourish and reach their full potential.

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



Parent Consultations

At St. Gerard'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 have an open door policy and the SENDCO is available at parents' evenings to discuss any concerns.

If parents have a concern about their child, they should first arrange a meeting with their child's class teacher, where future actions should be agreed. These actions should be reviewed after 6 weeks. Should a parent still have concerns, following the implementation of the agreed actions, they can complete an internal SENDCO referral. A meeting will then be arranged with the SENDCO and class teacher.

If a healthcare professional or an external agency have advised parents to contact their child's SENDCO then this can be done by completing a SENDCO referral form or contacting the school office.

We also hold three coffee morning a 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. Gerard's, direct to training courses and support groups and offer opportunities to meet up with outside agencies.

For children on the SEND register, a termly meeting is offered to parents to discuss their progress and to review their individual targets. This will be with the SENDco and Class Teacher.

For children who have an Education, Health and Care Plan, 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 meeting 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.

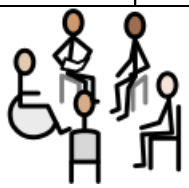
During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.



Child Consultations

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 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:

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



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' 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.
Termly



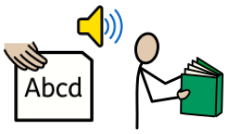
Staff Training

At St. Gerard'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), Occupational Therapist (OT) or school nurse, Communication and Autism Teams (CAT) or Pupil and School Support (PSS) we will always discuss this with you first.

			
Autism	Makaton	Phonics/ Reading support	ELSA (emotional literacy)
			
Maths Support	Dyslexia	WELLCOMM	Speech and Language

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<tr><td>Positive Handling</td><td>Attachment</td><td>Trauma Informed</td><td>Sensory needs</td></tr>
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Some of our staff have completed training in these areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.
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Transition Support</td><td>
<u>Nursery to Reception</u>
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 an induction day 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.

<u>End of Year transition</u>
When children move up a year, we provide transition sheets which include photos of the teacher, TA and classroom environment.

We hold a 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 TAs meet with each other during the summer term to discuss the needs of the children and share Individual targets, strategies and plans.

<u>Secondary Transition</u>
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.

<u>Mid-Year new starters</u>
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.
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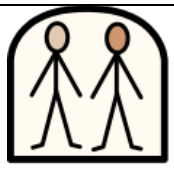
<tr><td>
Outside Agencies</td><td>
We work with the following agencies to provide support for children with SEND:

Pupil and School Support,
Communication Autism Team,
Birmingham Educational Psychology Service,
School Health Advisory Service,
Speech and Language Therapy,
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.
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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, house group leaders, GIFT team, Librarians 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.



Complaint Procedure

Your first point of contact is your child's class teacher or Key Stage Leader:
EYFS: Miss McDonald
KS1: Miss Crane
KS2: Mrs Jones

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the 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.

Mr D.Logue– Chair of Governors and SEND Governor



Birmingham Local Offer

The Birmingham Local Authority Local Offer can be found at https://www.localofferbirmingham.co.uk/home/parents-and-carers/

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