Diocese of Birmingham
ST LAURENCE CHURCH JUNIOR SCHOOL
Bunbury Road, Northfield, Birmingham B31 2DJ
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Email: enquiry.slj@fioretti.co.uk
Headteacher: Mr Andrew Murphy

Dear Parents and Carers,

Re: Special Educational Needs (SEN) Support and Communication

In previous years, children receiving SEN support may have had a one-page profile, and meetings have been held with me, the SENCO, to discuss their needs and support. This year, we are making some changes to this process, as we believe class teachers are best placed to understand and respond to children's needs on a day-to-day basis. They will monitor each child's progress and provide support tailored to their individual needs whilst working in partnership with parents and carers.

How is SEN monitored in school?

The class teacher has a key role in monitoring each child's learning, progress, wellbeing and individual needs on a day-to-day basis. They identify any barriers to learning, adapt classroom practice where necessary and monitor the effectiveness of the strategies being used to support each child.

Children with a diagnosis of Attention Deficit Hyperactivity Disorder (ADHD) or Autism Spectrum Disorder (ASD) are supported daily through appropriate classroom strategies and reasonable adjustments. These are informed by the *Birmingham Ordinarily Available Guidance*, (Ordinarily Available Guidance - Local Offer Birmingham)which outlines approaches that can be implemented in mainstream classrooms to help children access learning and participate fully in school life.

Strategies may include:

- **Clear routines and structure:** Providing predictable classroom routines, visual timetables and advance notice of changes to help children feel secure and prepared.
- **Clear instructions:** Breaking tasks into smaller, manageable steps, using simple language and checking understanding.
- **Visual support:** Using visual prompts, now-and-next boards, checklists and written instructions to support understanding and independence.
- **Attention and concentration:** Providing regular check-ins, reducing distractions where possible, using short, focused activities and offering movement breaks when appropriate.

- **Sensory support:** Being mindful of sensory needs and making reasonable adjustments to the classroom environment where needed.
- **Emotional regulation:** Supporting children to recognise and manage their emotions through reassurance, positive relationships, calm approaches and access to appropriate regulation strategies.
- **Positive reinforcement:** Recognising effort, celebrating achievements and providing encouragement to build confidence and motivation.
- **Adapted learning activities:** Differentiating tasks, adjusting the amount of work where appropriate and providing additional modelling, repetition or scaffolding to help children succeed.

These strategies are used according to each child's individual needs and are reviewed by the class teacher to ensure they remain helpful and effective. This information is recorded on a class profile which is shared with adults working with each child.

Individual Learning Plans

Some children may have a Learning Plan to support their learning and development in school. A Learning Plan is a working document that identifies a child's strengths, areas of need, agreed targets and the strategies that staff will use to help them succeed. These plans are reviewed regularly by class teachers to ensure that support remains appropriate and effective.

Learning Plans are used to provide a clear and consistent approach to support within the classroom and may include adjustments to teaching, targeted interventions, resources, communication strategies or pastoral support. Parents and carers will be informed if their child has a Learning Plan via e mail and will have opportunities to discuss progress and next steps during parents' evenings and review meetings.

Working in partnership with parents and carers

We recognise the importance of working closely with families and value the information and insights you share about your child. If you have any concerns about your child's learning, progress or wellbeing, we encourage you to speak to their class teacher in the first instance.

Class teachers will be available to discuss your child's progress and support at Parents' Evening in November. In addition, a SEN review meeting will take place in February, providing a further opportunity to review needs, discuss progress and consider any next steps.

You can contact your child's class teacher by:

- Calling the school office on 0121 464 6499.
- Speaking to them briefly at the end of the school day, where possible.

You can also contact me, as the Special Educational Needs Coordinator (SENCO), by emailing **senco.slj@fioretti.co.uk** or by contacting me through the school office.

We are committed to ensuring that all children feel valued, included and supported to achieve their full potential. Thank you for your continued support and partnership.

Kind regards,



Mrs Lyn Haden

Assistant Head/ SENCo