



## Sacred Heart Primary School and Nursery

SEN Information Report (Reviewed September 2016)



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*A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*

*Special Educational needs and disability code of practice (Chapter 6.15) - DFE June 2014*

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Question		Response
1.	<b>How does Sacred Heart School know if children need extra help and what should I do if I think my child may have special educational needs?</b>	<p>At Sacred Heart we aim to identify children who need extra help early in their schooling.</p> <p>Before children join the school at nursery or in Reception the class teacher will make a visit to the pre-school/ nursery or home. Parents are given the opportunity to discuss any concerns they have.</p> <p>Teacher assessment is made as part of quality first teaching, through observation, questioning and feedback. Progress and attainment are tracked against national expectations for each year group. Each term a summative assessment is made for every child. Following this Pupil Progress Meetings are held by the class teacher, headteacher and SENCo to identify pupils who are falling below age related and/or expected progress. The headteacher along with the SLT draw up a whole school provision map to allocate and adapt provision across the school.</p> <p>At Sacred Heart School we have an 'open door' policy. If at any time a parent or carer thinks their child may have special educational needs they can talk to the class teacher, SENCo or headteacher.</p>
2.	<b>How will school staff support my child?</b>	<p>Teachers are responsible for the progress and development of every child in their class. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Teaching is closely monitored by</p>

		<p>the leadership team as a central part of the whole school self-evaluation cycle and training, support and advice provided where a need is identified.</p> <p>For any children who are identified as not making expected progress, the class teacher supported by the SENCO, will work towards identifying any areas of weakness. These areas of weakness will be targeted initially through the provision of high quality teaching. The child's progress will continue to be closely monitored. If a child's reviewed progress continues to fall below expectations, then additional support or targeted interventions will be put in place. This may be in the form of additional or different teaching resources, or through small group or individual support led by a trained adult who works closely with the class teacher. The class teacher will retain overall responsibility for the child. The SENCO will provide advice, support and monitor the use of additional support as well as providing links with outside agencies. The school governor for SEN oversees the schools' work with SEN.</p>
3.	<p><b>How will I know how my child is doing?</b></p>	<p>There are two formal parental consultation evenings in the autumn and summer term to discuss how your child is doing. Your child will receive an annual report in the summer term and has the opportunity to arrange an appointment to discuss the report with the class teacher</p> <p>The school has an open door policy, giving opportunities for teachers and parents to share and discuss concerns which arise throughout the year.</p> <p>Where a child is identified as having SEN regular meeting will take place with parents to review progress (at least termly).</p> <p>The effectiveness of the school's provision for children with SEND is evaluated, reported to governors and monitored by OFSTED</p>
4.	<p><b>How will the learning and development provision be matched</b></p>	<p>Pupils identified as having a Special Educational Need or Disability will have a SEN Support Plan in place. This plan will follow a graduated approach and include the following stages: Assess; Plan; Do; Review. The teacher and SENCo will agree</p>

	<p><b>to my child's need?</b></p>	<p>targets and plan interventions in consultation with the parents and the pupil, when appropriate. Regular reviews will take place to look at the impact and adjustments will be made to provision as needed. Where ever possible 'pupil voice' will be sought as part of the review process.</p> <p>For pupils with communication difficulties or who have an Education and Health Care Plan, a 'One Page Profile' is completed. This Profile gives important information about the child focusing on their strengths, likes and finding out what is important to the child and their family. This information is used to ensure provision is matched to the child's needs and the curriculum is differentiated accordingly.</p>
<p><b>5.</b></p>	<p><b>What support will there be for my child's overall well-being?</b></p>	<p>At Sacred Heart School we believe that overall well-being is fundamental to becoming a successful learner and to overall development. Our school mission statement is fundamental to our school ethos.</p> <p><i>'Living learning and loving happily together, with Christ at the centre.'</i></p> <p>The school celebrated pupils' achievements in and out of school in whole school assemblies. Pupil voice is an integral part of the decision making within the school and we have a School Council, Eco-Council; Sports Ambassadors and Buddies for Reception children. In addition pupils in Years 5 and 6 hold positions of responsibility throughout the school.</p> <p>There is a Designated Senior Lead and Deputy for Child Protection. All staff have received child protection training which is refreshed every three years. Staff are trained in basic first aid, in addition to this a number of staff have pediatric first aid training.</p> <p>Staff have received 'Step On' training which is a positive approach to behaviour management with an emphasis on consistency and teaching internal discipline. A number of interventions are run including a social skills group; nurture lunchtimes and Lego-based therapy. There is also a trained learning mentor who works with children on an individual basis with the agreement of the parents, where a need has</p>

		<p>been identified.</p> <p>The school has a designated school nurse who works together with parents and staff to meet a child's health needs.</p> <p>The school has links to Family Support Workers, provide a link for support for families both at home and school.</p> <p>The school also has links with Children and Adult Mental Health Services where information can be shared.</p>
6.	<p><b>What specialist services and expertise are available at or accessed by the school?</b></p>	<p>The school has access to a number of specialist services and regularly refers children to these. The following services work closely with the school:</p> <p>Communication and Autism Team</p> <p>Speech and Language Therapist</p> <p>Chessbrook Education Support Centre – behaviour support team</p> <p>Colnbrook School – global learning difficulties</p> <p>ParksideSpLD Base – Specific Learning Difficulties</p> <p>Educational Psychologist</p> <p>School Counselling Service</p> <p>School Health</p> <p>Sensory and Physical Impairment Team</p> <p>Early Years SEND Team</p>
7.	<p><b>What training have the staff, supporting children and young</b></p>	<p>The SENCO holds the National Award for SEN Co-ordination and is studying for the Advanced SENCo Award to be completed summer 2017.</p> <p>Many of our teachers and support staff have received specific literacy and numeracy</p>

	<p><b>people with SEND, have or are having?</b></p>	<p>training to support pupils from Parkside SpLD base.          Many teachers and support staff have received Hertfordshire's course for pupil's on the Autistic Spectrum.          A number of Support staff are trained to NVQ level 3          Teachers attend appropriate training for specific SEND based upon need.</p>
<p><b>8.</b></p>	<p><b>How will you help me to support my child's learning?</b></p>	<p>For pupils with SEND the SEN Support Plan, which is written in consultation with the parents and where appropriate the child, this plan outlines the support provided for the individual pupil.          Information about the curriculum is regularly updated on the school website.  <a href="http://sacredheart682.herts.sch.uk/curriculum/">http://sacredheart682.herts.sch.uk/curriculum/</a>          At the start of each academic year parents are invited to 'Meet the Teacher' in their child's class. At this meeting the teacher provides information to parents on how they can support their child's learning.          Home visits are arranged for children new to nursery or Reception. These visits allow parents opportunities to discuss with staff ways they can support learning at home.          Curriculum evenings are held throughout the year to provide parents with valuable information relating to the curriculum and their child.          Children from Year 1 (Spring Term) up to and including Year 6, have homework set each week. Homework is targeted to support the learning needs for your child.          Parents are encouraged to take an active role and interest in homework.          We ask parents to read with their child daily and to engage in talk about books they are reading.          The school works closely with a Family Support Worker who works with individual families to support parenting challenges and signposts classes and courses available for parents in the local area.</p>

<b>9.</b>	<b>How will I be involved in discussions about planning for my child's education?</b>	Where a child is receiving SEN Support parents will take an active role in meetings to plan and review interventions.
<b>10.</b>	<b>How will my child be included in activities outside the classroom including school trips?</b>	All children who have SEND Support are included on school trips. A risk assessment is carried out to ensure pupils are kept safe from harm, with an individual risk assessment carried out for pupils with significant needs. Parents of children with specific needs are consulted so that full participation and engagement can be planned for. Additional support staff may be deployed.
<b>11.</b>	<b>How accessible is the school environment?</b>	The school complies with the Equality Act and reasonable adjustments are made for child who have SEND. Specialist equipment is provided where advised from the appropriate medical and health professionals to ensure all children's health and physical needs are tailored for within the school environment.
<b>12.</b>	<b>Who can I contact for further information?</b>	For further information on SEND you can contact the school SENCO, Claire Harkness, by telephone or email. Appointments can be made with the SENCO and class teacher to discuss concerns about your child. Information on the school SEND policy is available on the school website. If you wish to make a complaint there is a school complaints procedure on the website <a href="http://sacredheart682.herts.sch.uk/publication/view/complaints-policy/">http://sacredheart682.herts.sch.uk/publication/view/complaints-policy/</a>
<b>13.</b>	<b>How will the school</b>	There are transition arrangements for children who are new to or leaving the school.

	<b>prepare and support my child to join the school, transfer to a new school or next stage of education and life?</b>	<p>There are close links with secondary schools for children moving on from year 6 and links with their SEN teams to share information and support transition for pupils who receive SEND support.</p> <p>Home visits are made for children entering nursery or new to the school in reception and the full school day is phased in at the beginning of the autumn term for these children.</p> <p>Transition books are made with pupils who may experience greater difficulty with transition between classes and taken home to be shared with parents.</p>
14.	<b>How are the school's resources allocated and matched to children's special educational needs?</b>	<p>Within the school's overall budget an amount is identified as the 'notional SEN budget'. This budget is used to support the progress of children with SEN. The budget is used to employ Teaching Assistants to support children who have SEND; buy specialist equipment, books or stationary; provide specialist training for staff. For children with complex SEND the school can apply to the Local Authority for additional funding known as Exceptional Needs Funding. List of provision and support available can be found on the school website</p> <p><a href="http://sacredheart682.herts.sch.uk/parents/policies/">http://sacredheart682.herts.sch.uk/parents/policies/</a></p>
15.	<b>How is the decision made about how much support my child will receive?</b>	<p>The amount and type of support will be personal to each child. Support is determined through a detailed analysis of each child's needs; barriers to learning; stage of development; parental views; pupil views and consultation with the class teacher. Support is reviewed regularly to assess impact, with appropriate adaptations made to the program of support. Emphasis is on early identification with targeted support to minimize long term need.</p>
16.	<b>How can I find information about the</b>	<p>Hertfordshire's Local Offer of services and provision for children and young people who have SEN can be accessed at:</p>

	<b>local authority's 'Local Offer' of services and provision for children and young people with special educational needs and disability?</b>	<a href="https://directory.hertfordshire.gov.uk/kb5/hertfordshire/directory/localoffer.page">https://directory.hertfordshire.gov.uk/kb5/hertfordshire/directory/localoffer.page</a>
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