



Sacred Heart Catholic Primary School

SEN Information Report

All children may have special needs at some time in their lives. Children with special educational needs may need special provision to be made to allow them to access school life, engage in learning and develop good mental health. Most areas of need will fall under one (or more) of these categories:

Communication and interaction

- Speech, language and communication needs (SCLN)

Cognition and Learning

- Severe Learning Difficulties (SLD), Profound and Multiple Difficulties (PMLD) and Specific Learning Difficulties (SpLD)

Social, Mental and Emotional Health

- Children with Social Emotional and Mental Health (SEMH) difficulties may experience a variety of social and emotional struggles that can have a big impact on their wellbeing. A child with SEMH may show signs of being withdrawn by isolating themselves and appearing very sad and/or anxious. They may also present challenging behaviour, such as being disruptive and hyperactive during lessons.

Sensory and/or Physical, Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory

Impairment (MSI) or Physical Disability (PD).



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Who is the best person to speak to at Sacred Heart if I believe my child might have difficulties with learning/special educational needs/social and emotional needs/a disability?

Your child's class teacher	Responsible for
<p>Your child's teacher will be able to listen to any questions or concerns you may have. They will be able to discuss your child's academic progress as well as their opinion of how your child is developing socially and emotionally. They will then liaise with the SENCO and, together, you can agree on whether further provision is appropriate.</p>	<ul style="list-style-type: none">• providing personalised, quality-first teaching and learning opportunities;• monitoring and assessing your child's academic progress;• ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets;• ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.
<p>SENCO / INCO – Mrs Emma Travers</p> <p>Where concerns persist and a pupil continues to make less than expected progress (academically or emotionally) in spite of evidence-based interventions, the SENCO/INCO can help you with further support.</p> <p>They can help your child to be referred to external professionals for further advice. In some cases, your child may have a special educational need which will require significant support, if this is the case they may need an Education Health and Care Plan or Exceptional Needs Funding which the SENCO/INCO can apply for.</p> <p>Parents/carers will always be involved in any decision regarding applications or involving any specialists.</p>	<ul style="list-style-type: none">▪ maintenance and analysis of whole-school provision map for vulnerable learners;▪ co-ordinating provision for children with special educational needs;▪ liaising with and advising teachers;▪ managing other classroom staff involved in supporting vulnerable learners;▪ overseeing the records on all children with special educational needs;▪ contributing to the in-service training of staff;▪ implementing a programme of Annual Review for all pupils with an Educational Health Care Plan. Complying with



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	<p>requests from an Education Health and Care Plan Coordinator to participate in a review;</p> <ul style="list-style-type: none">▪ carrying out referral procedures to the Local Authority to request Exceptional Needs Funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support.
<p>Executive Headteacher – Mrs Linda Payne Head of School – Mrs Anna Smith</p>	<p>The Head of School is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.</p> <ul style="list-style-type: none">• analysis of the whole-school pupil progress tracking system;• pupil progress meetings with individual teachers;• regular meetings with the SENCO;• discussions and consultations with pupils and parents;• deployment of staff
<p>SEND Governor – Mrs Claire Cusack</p>	<p>The governors ensure that all teachers are aware of the importance of providing for these children. They consult with the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs.</p>



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How does the school know if children/young people need extra help?

At Sacred Heart Catholic Primary School we are committed to early identification of Special Educational Needs (SEN) in line with the SEN Code of Practice 2014.

Individual children's needs are identified and tested by the school in different ways.

We know when pupils need help if:

- concerns are raised by parents/carers, teachers or the child;
- limited progress is being made in accordance with age-related expectations;
- there is a change in the pupil's behaviour or progress;
- the child seems persistently in heightened states of emotion or is very withdrawn;
- concerns are raised by external agencies (e.g. GP or school nurse);
- information is provided from the previous setting (e.g. nursery).

What will happen next if it is identified that my child needs additional support?

If your child needs support that is additional to differentiated quality first teaching then they may need a support plan called an 'Assess, Plan, Do, Review'. This will be agreed by you, your child and your child's class teacher and/or the SENCO. It will outline the adjustments, interventions and support to be put in place as well as the desired impact. A date for review will be set.

It may be that your child will require significant support, such as the involvement of external agencies, to offer specialist advice or an Education Health and Care Plan. An Education Health and Care Plan is a legal document which describes a child's or young person's special educational needs, the support they need and the outcomes they would like to achieve.

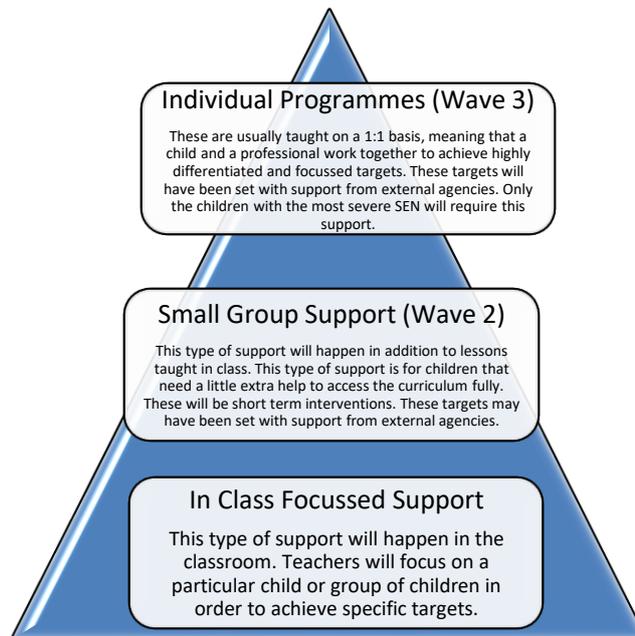
The special educational provision described in an EHC plan **must** be provided by the child's or young person's local authority ("LA"). This means an EHC plan can give a child or young person extra educational support. It can also give parents and young people more choice about which school or other setting the child or young person can attend. Alongside this, your child may be entitled to Exceptional Needs Funding which would enable them to have additional support and resources, sometimes this can be in the form of a teaching assistant assigned to specifically support them.



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How will school staff support my child?

In accordance with the SEN Code of Practice 2014, Sacred Heart Catholic Primary School adopts a graduated response to SEN provision determined by the support each individual child requires. We use a three-tier approach to classify educational needs that are additional to, or different from, everyday classroom provision.



Graduated Process shown within Assess, Plan, Do, Review

How will my child and I be involved in discussions about and planning for my child's education?

At Sacred Heart Catholic Primary School we believe in a child-centred approach. When children have been identified as having additional needs, the thoughts and feelings of the child and the parents/carers are taken into account, together with the views of school staff and relevant professionals. This may be through:

- informal discussion with staff;
- teacher and child meetings;

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- teacher and parent meetings;
- review meetings, including outside agencies, where appropriate.

Parents/carers will **always** be involved in any decision regarding applications or involving any specialists.

How will I know how my child is doing?

Parents and carers will be informed of their child's progress and involved in target setting throughout the academic year and in a variety of ways. These may include:

- meetings with teachers;
- a 'home/school link book' for regular updates;
- creation and reflection of Assess, Plan, Do, Review Plans for children with significant SEN;
- Parents Evenings;
- Annual Review meetings for children with a Education, Health and Care Plan (replacing Statements of SEN);
- multi-agency meetings, for children that have support from external agencies, e.g. Speech and Language, Occupational Therapy, Educational Psychologist.
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What is the approach for teaching children with Special Educational Needs and how will my child's progress be assessed and reviewed?

Our school strives to provide an engaging and exciting curriculum for all children through quality first teaching. Your child's class teacher will plan for the variety of needs in the classroom by providing appropriate tasks and achievable outcomes to consolidate and extend children's learning. For children with special educational needs, the teacher may provide different resources for children to use or there may be an adult to assist a small group of children to complete the task as independently as possible. Your child's outcomes will be continuously monitored through a range of assessments and you will be spoken to about how they are progressing.

If your child has specific targets that are on an Assess, Plan, Do, Review or an Education and Health Care Plan, they will have a review date where the



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class teacher and/or SENCO will meet with you to discuss how they are getting on.

By using this child centred approach and working together (parent, child, school) we ensure the effectiveness of the provision in place for your child is consistently monitored and adapted when needed.

What specialist services and expertise are available at or accessed by the school? Are the staff trained in supporting Special Educational Needs?

External support services play an important part in helping Sacred Heart identify, assess and provide appropriate provision for pupils with SEN.

We have access to the following services where appropriate:

- DSPL 9 Watford and Three Rivers training for various aspects of special needs, for example ASD, behaviour, mental health and SEN benchmarking;
- educational psychologists;
- specialist provision for children with EHC plans, sensory impairment or physical difficulties;
- speech and language therapists;
- SPLD Base advisory teachers;
- occupational therapists;
- physiotherapists;
- school nurses;
- play therapists;
- Acorn Centres;
- Chessbrook Educational support centre;
- CAMHS.

Multi-agency liaison and planning meetings are held, as appropriate, to ensure effective collaboration in identifying and planning to provide appropriate support for vulnerable pupils.

Sacred Heart staff all receive regular training to ensure they stay up to date with the best approaches for supporting children with special educational needs. This is arranged through Herts for Learning, Specific Learning Difficulties Bases such as Laurence Haines, Colnbrook Outreach Services and DSPL9 support.



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How will you help me to support my child?

The collaborative planning and target setting systems that are in place at Sacred Heart as part of SEN pupils' Assess, Plan, Do, Review Plans mean that parents/carers are consistently involved and supported in order to help children reach their targets.

Parents/carers are informed and supported in school via needs that arise due to target setting or multi agency planning meetings. Sacred Heart will then aim to support the family with a focus on meeting the child and family centered objectives that are set within those meetings. This might mean that the family is referred to an additional support network.

In addition to this, Sacred Heart hosts a number of parents' information and training events throughout the year through each class's teacher or subject leader, where appropriate. Information about upcoming events will be issued to parents/carers through letter/email/newsletter.

What support will there be for my child's emotional and social development?

Sacred Heart is committed to promoting children's mental health and wellbeing and ensuring children have the emotional tools needed to succeed and thrive.

We aim to develop children's emotional and social well-being in partnership with parents and carers. Various Nurture Groups are run each week that focus on developing resilience, self-regulation, reducing anxiety and ways to build bonds and communicate effectively with peers. In addition to this, extra 1:1 pastoral support is available, when needed, e.g. Lego Therapy, Drawing and Talking therapy, daily Feelings Check Ins with staff members etc.

In some cases, additional pastoral support may be provided by specialist services, such as Play Therapists, Child and Adolescent Mental Health Services (CAMHS) and school nurses. Education, Health Care plans and pastoral support plans can also be used to meet specific needs. These plans are created in collaboration with school, parents and pupil and they are monitored and reviewed at agreed intervals.



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How will my child be encouraged to engage in activities with children who do not have SEN? What measures are in place to prevent bullying?

It is the school's policy to enable every child to participate as fully as possible in all elements of the wider curriculum. We ensure that all children attend school trips and residential visits with support, as appropriate. Where necessary, the school will meet with parents and carers to discuss individual needs prior to any visit or activity. We have various Nurture Groups which run weekly to encourage peer bonding and social skills, as well as interventions such as 'Circle of Friends' which promote friendships and an enhanced understanding of inclusion.

Acceptance, diversity, compassion and kindness are all things that underpin our Catholic ethos and are explicitly taught and discussed daily. Bullying of any kind is not tolerated at Sacred Heart. Please refer to our Anti-Bullying Policy for further information.

How accessible is the school environment?

All Hertfordshire schools comply with Equality Act 2010.

Please refer to the School Accessibility Plan and Equality Scheme for more information.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We recognise that transitions can be difficult for a child with SEN and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- the SENCO will undertake a pre-visit, where appropriate;
- your child will be able to visit our school and stay for taster sessions, if this is appropriate.

If your child is moving to another school:

- we will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child;



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- where possible, a planning meeting will take place with the SENCO from the new school;
- we will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- information will be passed on to the new class teacher in advance and a transition planning meeting will take place with the new teacher;
- there will be opportunities to make additional visits to the new classes, if this is appropriate.

In Year 6:

- the SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school;
- your child will participate in focused, learning relating to aspects of transition, to support their understanding of the changes ahead.

How can I find information about the Local Authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Please visit Herts Local offer site at:

<http://directory.hertsdirect.org/localoffer>



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SACRED HEART CATHOLIC PRIMARY SCHOOL LOCAL OFFER

Sacred Heart Catholic Primary School is an inclusive school and offers the following range of provision to support all children.

To develop children socially, emotionally and morally

- RE curriculum;
- daily prayer and weekly meditation time;
- Talk and Draw sessions
- Bereavement Group
- opportunity to talk 1:1 with adults;
- a range of extra-curricular activities;
- School Council;
- Social Skills programme;
- Nurture Groups focusing on self-regulation, emotional literacy, social skills and peer bonding;
- PSHE;
- assembly.

To develop positive learning behaviours

- use of school's Behaviour Policy, incorporating some aspects of the Herts Steps;
- use of incentives, including 'Ready to Learn' Awards;
- whole class focus on specific learning behaviours;
- weekly certificates to reward positive learning behaviours;
- recognition of learning through mistakes;
- reflective time with teacher or teaching assistant;
- a supportive programme on social skills in small groups.

To develop children mathematically

- numeracy "Working Walls" in every classroom;
- maths computer programs in the computer suite and on iPads;
- opportunity to decide own level of challenge;
- differentiation in class;
- investigative maths lessons and practical resources to support learning;
- times Tables certificates to encourage children to learn times tables;
- small group catch up maths Intervention programmes tailored according to the needs of individuals/small focused groups of children;
- 1:1 tutoring;
- Numicon.

Speaking and Listening

- daily use of talk partners;
- Pie Corbett Talk for Learning strategies;



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- opportunity for children to explain regularly in sentences;
- withdrawal by a specialist teaching assistant for 1:1 support;
- use of Talking Partners;
- Wellcomm trained teaching assistants;

Reading/Phonics

- daily Read Write Inc in Foundation Stage and Key Stage 1;
- phonics interventions to support KS 2 children;
- reading logs for all children;
- differentiated guided reading sessions;
- small group literacy interventions;
- personalised literacy programmes created by a specialist literacy support base.

Writing

- use of Pie Corbett writing strategies;
- development of units built from high quality texts;
- cross curricular links;
- small group support in class through Guided Teaching;
- Handwriting certificates and pens to encourage development of good handwriting skills;
- whole school strategy to support spelling;

To develop children academically, physically and creatively

- cross curricular and subject specific teaching of foundation subjects;
- opportunity to have individual music lessons with specialist teachers;
- use of specialist sports apprentice in P.E.;
- Sports Apprentice programmes to develop gross and fine motor skills;
- opportunity to go on school trips to enhance learning;
- After school /Before school/dinner time/ clubs /activities;
- Breakfast Club from 7:40 a.m.

To develop independent learning skills

- use of visual timetables in all classrooms and personalised, where appropriate;
- pre teaching of vocabulary and content;
- access to personal ICT;
- “Chunking” of activities;
- use of individualised success criteria;
- use of aids as required e.g writing slopes, wobble cushions etc.

To support good progress for all

- half termly pupil progress reviews involving all staff working with a child;

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- half termly pupil progress tracking and monitoring;
- Strong feedback and marking dialogue between teacher and child;
- use of talk partners;
- individual targets;
- annual reporting to parents;
- two Parent Teacher consultations each year;
- parent support using dedicated parent support workers;
- support for parents through school workshop sessions;
- Drop-in parents sessions.

To support children medically

- staff trained in paediatric first aid skills and general first aid skills;
- yearly updated training for asthma and anaphylaxis /use of epi-pens;
- strategies for the use of personal medication;
- individual protocols for children with significant medical needs and allergies;
- provision of aids and resources to support learning.

Additional support for children with SEN

- Individual Support Plans incorporated into the assess plan do review sheets – Pastoral and Learning;
- additional Support Plan meetings available with SENCO;
- interventions from a speech and language therapist;
- liaison with specialist agencies for support and advice;
- continual professional development for all staff on inclusive practice;
- referral to play therapy, well being team, school nurses, as required;
- personalised visual timetables and prompt cards;
- specialist equipment to access curriculum;

Signed: *Linda Payne & Vivienne Morgan*

Date: October 2020