Learning and loving with Christ as our teacher.

SPECIAL EDUCATIONAL NEEDS AND DISABILITES

(SEND) POLICY

Sacred Heart Catholic Primary School

Policy Review

This policy will be reviewed in full by the Governing Body no less than annually.

The policy was last reviewed and agreed by the Governing Body on 24.2.25.

It is due for review on 24.2.25 (up to 12 months from the above date).

Signature ***A Smith*** **Date 24.2.25** **Head of School**	
Signature ***V Morgan*** **Date 24.2.25** **Chair of Governors**	

Learning and loving with Christ as our teacher.

SPECIAL EDUCATIONAL NEEDS AND DISABILITES (SEND) POLICY

OUR MISSION

At Sacred Heart Catholic Primary school and Nursery, we strive to create an engaging, happy, and caring learning environment that inclusively promotes children to feel safe and secure to achieve their full potential with Christ as their teacher.

Ephesians 3:19*: "And to know the love of Christ, which surpasses knowledge, that you may be filled with all the fullness of God".*

Isaiah 54:13 *"All your children shall be taught by the Lord, and great shall be the peace of your children".*

LEGISLATIVE COMPLIANCE

This Policy complies with the guidance given in **Statutory Instrument: Special Educational Needs and Disabilities regulation (Information) Regulations (Clause 65).** It has been written as guidance for staff, parents or carers and children with reference to thefollowing guidance and documents:

- SEND Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2015.
- Ofsted Section 5 Inspection Framework August 16.
- Ofsted SEN Review 2010 "A Statement is not enough", Equality Act 2010.
- Children and Families Act 2014.

1. INTRODUCTION

1.1 Our school provides a broad and balanced curriculum for each unique child. Whilst the National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, our teachers set suitable learning challenges that respond to children's diverse learning needs. A minority of children have specific learning and assessment requirements that may create barriers towards their learning.

1.2 These requirements may be due to a child having special educational needs and/or disabilities. When teachers assess these individual needs, they are adaptive of the provision set for the child and the teacher will personalize the curriculum in response of the needs of the class.

1.3 Children and young people may have special educational needs or disabilities either throughout, or at any time during their school journey. This Policy ensures that curriculum planning and assessment for children with special educational needs and disabilities is reflected within their learning so that all children can their best outcomes.

2. AIMS AND OBJECTIVES

2.1 The aims of this Policy are:

- to provide curriculum access for all;
- to secure high levels of achievement for all;
- to meet individual needs through a wide range of provision;
- to attain high levels of satisfaction and participation from pupils, parent andcarers;
- to carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention isleading to good learning outcomes;
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
- to work in co-operative and productive partnership with the Local Authority and other outside agencies to ensure there is a multi- professional approach to meeting the needs of all vulnerable learners;
- to “promote children’s self-esteem and emotional well-being, and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

The Head of School and the Governing Body have delegated the responsibility forthe ongoing

implementation of this Inclusion Policy to the Special Educational Needs Co-Ordinator (SENCO).

The SENCO is responsible for reporting regularly to the Head of School and the Governor with responsibility for SEN on the ongoing effectiveness of this Inclusion Policy.

The Ethnic Minority Achievement (EMA) Co-Ordinator has strategic responsibility for the inclusion of children who have English as an Additional Language (EAL) and the achievement of vulnerable ethnic minority groups (thisrole may be also included within the SENCO role).

The Designated Teacher for Looked After Children has strategic responsibilityfor the inclusion of children who are adopted or in Local Authority care.

All staff in school have a responsibility for enhancing achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is always shared with all pupils.

The name and contact details of the SEN Co-Ordinator:

Mrs Emma Travers SENCO@sacredheart682.herts.sch.uk

01923 901179

3 EDUCATIONAL INCLUSION

3.1 Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioral needs and aspirations.
- require different strategies for learning.
- acquire, assimilate, and communicate information at different rates.
- need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy.
- planning to develop children's understanding using all available senses and experiences.
- planning for children's full participation in learning, and in physical and practical activities.
- helping children to manage their behaviour, to take part in learning and to feel safe whilst they are at school.
- helping individuals to manage their emotions, particularly trauma responses, and to take part in learning.

4. SPECIAL EDUCATIONAL PROVISION (SEP)

'Special Educational Provision is education or training provision that is additional to, or different from that made generally for others of the same age.

4.1 Four Categories of SEND*:*

- **Communication and interaction**:

  The child may demonstrate that they have Speech, Language, and Communication Needs (SLCN). The child may find it challenging to share what they want, to understand what is being said to them or they may struggle to recognise or understand the use of social communications.

  Sometimes children may present with one, some or all the different aspects of speech, language, or social communication at various times throughout their lives.

- **Cognition and learning**:

  The child may learn at a different pace to their peers. Learning difficulties may include a wide range of needs. These include Moderate Learning (MD), Severe Learning Difficulties (SLD), Profound and Multiple Difficulties(PMLD) and Specific Learning Difficulties (SpLD).

- **Social, emotional, and mental health**:

  Children may encounter a wide range of social and emotional experiences, that may present within their behaviour in a variety of ways. These behaviours may reflect an underlying mental health need within the young person, or they may be the effect of environmental circumstances that surround the child at the time.

- **Physical and/or sensory needs**:

  Some children may require additional educational provision to support their access to education. This may be due to a Visual Impairment (VI), Hearing Impairment (HI), Multi-SensoryImpairment (MSI) or Physical Disability (PD). These difficulties may fluctuate over time, with age or the different stages of a child's development.

In agreeing our staged arrangements, the school has considered the following statements and definitions:

"Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluationof provision or pupils' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme aspart of a whole-school policy on assessment."

'Inclusion: does it matter where pupils are taught?' (Ofsted, 2006a)

"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Childrenand Families Act 2014 "

SEND Code of Practice (2015: Para 1.24)

"This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the pupil to improve his or her access to the curriculum."

"Achievement for All" (National Strategies: 2009)

"Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress withintervention quickly put in place, and a thorough evaluation of the impact of additional provision."

Ofsted SEN Review 2010

"Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behindand the additional provision they make for those with SEN, should simplify the process of planning the right help at school level" (p68)

SEND Code of Practice 2015

INTERVENTIONS

Wave 1 Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.

All learners will have access to quality first teaching:

- Some vulnerable learners will have access to carefully adapted activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school

provision map enables the school to:

- plan strategically to meet pupils' identified needs and track their provision;
- audit how well provision matches need;
- recognise gaps in provision;
- highlight repetitive or ineffective use of resources;
- cost provision effectively;
- demonstrate accountability for financial efficiency;
- demonstrate to all staff how support is deployed;
- inform parents, LA, external agencies and Ofsted about resource deployment;
- focus attention on whole-school issues of learning and teaching aswell as individual needs, providing an important tool for self- evaluation.

Identification and Assessment at Wave 1

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data.
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action, and review.)
- following up parental concerns.
- tracking individual children's progress over time.
- liaison with feeder nurseries on transfer.
- information from previous schools.
- information from other services.
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEND Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the

teachers and SENCO.

- undertaking, when necessary, a more in-depth individual assessment - thismay include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It mayinclude a bilingual assessment where English is not the first language.
- involving an external agency where it is suspected that a special educationalneed is significant.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having specialeducational needs, the school provides for these additional needs in a variety ofways and might use a combination of these approaches to address targets identified for individual pupils:

- teachers make adaptations to work as part of quality first teaching.
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised);
- individual class support / individual withdrawal.
- further adaptation of resources.
- Graduated Process of Assess, Plan, Do, Review Plans tutorials.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO and senior leaders;
- ongoing assessment of progress made by intervention groups;
- work sampling on a termly basis;
- scrutiny of planning;
- teacher interviews with the SENCO;

- informal feedback from all staff;
- pupil interviews when setting new Assess, Plan, Do, Review Plans targets or reviewing existing targets with class teacher, SENCO and parents;
- pupil progress tracking using assessment data (whole-school processes)
- monitoring Assess, Plan, Do, Review Plans and targets, evaluating theimpact of Assess, Plan, Do, Review Plans on pupils' progress;
- attendance records and liaison with Attendance Improvement Officer;
- regular meetings about pupils' progress between the SENCO and the Head of School;
- Head of School's report to parents and governors

Wave 2 Additional SEN Support

- Pupils will be offered additional SEND support when their needs require intervention which is "additional to" or "different from" the well- curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2015.

- Under-achieving pupils and pupils with EAL who do not have SEND will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map).

- In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map.

- It may be decided that a very small number of the pupils on the SEND list will require additional Exceptional Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision.

- Where a pupil has a significant, severe, and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health andsocial care to consider the need for an Education Health and Care Plan.

Our approach to Assess, Plan, Do, Review Plans, which we recognise are prescribed in the SEND Code of Practice 2015, are as follows:

- A planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
- Will only record that which is *additional to* or *different from* the adapted curriculum plan which is inplace as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning.
- Will be accessible to all those involved in their implementation – pupils should have an understandingand "ownership of the targets".
- Will be based on informedassessment and will include the input of outside agencies.
- Have been devised so that they aremanageable and easily monitored and therefore will be monitored and evaluated regularly.
- Will be reviewed termly.
- Will state what the learner is going to learn.

Targets for an Assess, Plan, Do, Review Plans will be arrived at through:

- discussion between teacher and SENCO;
- discussion, wherever possible, with parents/carers and pupil;
- discussion with another professional;
- our Assess, Plan, Do, Review Plans will be reviewed at leasttermly by class teachers in consultation with the SENCO

Stage 3 Statement of Special Educational Needs or Education Health andCare Plan

- Pupils with a Statement of Educational Needs (pre-September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
    - Exceptional Needs Cluster Funding
    - an Education Health and Care Plan

  and will ensure that all pre-requisites for application have been metthrough ambitious and pro-active additional SEN Support using ourdevolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section. 6.15 of the Special Educational Needs Code of Practice and with local HCC policy and guidance - particularly regarding the timescales setout within the process.

5 Role and Responsibilities

5.1 Head of School

- The Head of School is responsible for monitoring and evaluating the progressof all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The Head of School and the Governing Body will delegate the day-to-day implementation of this policy to the Special Educational Needs Coordinator(SENCO) and Ethnic Minority Achievement Co-Ordinator.
- The Head of School will be informed of the progress of all vulnerable learnersand any issues with regard to the school's provision in this regard through:

- analysis of the whole-school pupil progress tracking system

- maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of theSLT and SENCO);
- pupil progress meetings with individual teachers;
- regular meetings with the SENCO;
- discussions and consultations with pupils and parents.

Special Educational Needs Coordinator (SENCO)

In line with the recommendations in the SEND Code of Practice 2015, the SENCO will oversee the day-to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerablelearners;
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and thosewith statements of Special Educational Need or Education Health and Careplans;
- coordinating 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 requests from an Education Health and Care Plan Coordinator to participate in a review;
- carrying out referral procedures to the Local Authority to request High Needsfunding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant support;
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map monitoring the school's system for ensuring that Assess, Plan, Do, Review Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom

and with pupils (seesection below on Assess, Plan, Do, Review Plans).

Class Teacher

The Class teacher will liaise with the SENCO to agree:

- which pupils in the class are vulnerable learners;
- which pupils are underachieving and need to have their additional interventions monitored on the a vulnerable learners' provision map – butdo not have special educational needs;
- which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outsideprofessional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with statements/EHC Plans).

In addition, the class teacher will secure good provision and good outcomes forall groups of vulnerable learners by:

- providing adapted teaching and learning opportunities, including adapted work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge;
- ensuring there is adequate opportunity for pupils with special educationalneeds to working on agreed targets which are genuinely "additional to" or"different from" those normally provided as part of the adapted curriculum offer and strategies*".* (SEND Code of Practice 2013);
- ensuring effective deployment of resources – including Teaching Assistantsupport - to maximise outcomes for all groups of vulnerable learners.

The Governing Body

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure thatall teachers are aware of

the importance of providing for these children. They consult 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.

The Governing Body has decided that children with special educational needs will be admitted to the school in line with the school's agreed Admissions Policy.

6 Allocation of resources

The SENCO is responsible for the operational management of the specified andagreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

6.1 The Head of School informs the Governing Body of how the funding allocated to support special educational needs has been employed.

6.2 The Head of School and the SENCO meet annually to agree on how to use SEN funds. The Head/SENCO draws up the resources bid when the school is planning for the next school improvement plan.

7 Assessing and Reviewing pupils' progress and the effectiveness of oureducational provision for pupils with Special Educational Needs

Depending upon the stage of support as outlined above, the progress ofour pupils will be assessed and reviewed through:

- the school's generic processes for tracking the progress of all pupils;
- half termly evaluation of the effectiveness of interventions on theprovision map (in relation to the progress of each pupil);
- at least half termly evaluation of whether pupils in receipt of High Needs Funding and/or

with Education Health and Care Plans are meeting their individual targets which have been written to addresstheir underlying special educational need;

- annual review of Statements/Education Health and Care Plans areprescribed in the SEND Code of Practice (2015);
- The class teacher and the SENCO assess and monitor the children'sprogress in line with existing school practices.

7.1 The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

7.2 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The Class teacher and the SENCO can breakdown the assessment into smaller steps to aid progress and provide detailed and accurate indicators.

8 Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which isadapted to enable children to:

- understand the relevance and purpose of learning activities.
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

8.1 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we adapt work appropriately and we use assessment to inform the next stage of learning.

8.2 Assess, Plan, Do, Review Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that

children experience success. All children on Special Needs and Disabilities Register have Assess, Plan, Do, Review Plans.

8.3 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups or in a one-to-one situation outside the classroom.

9 Partnership with parents

9.1 The School Prospectus contains details of our Policy for Special Educational Needs and disabilities, and the arrangements made for these children in our school. The Governors' Annual Report to Parents contains an evaluation of the policy inaction. A named governor takes a special interest in special needs and is always willing to talk to parents.

9.2 At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings, and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

9.3 We have regular meetings each term to share the progress of special educational needs with their parents. We inform the parents of any outside intervention,and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

10 Monitoring and evaluation

10.1 The INCO monitors the movement of children within the SEND system in school.The INCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

10.2 The SENCO is involved in supporting teachers involved in drawing up Assess, Plan, Do, Review Plans, for children. The SENCO and the Head of School hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold annual meetings.

10.3 The Governing Body reviews this policy annually and consider any amendments in relation to the annual review findings by the staff.

11 Disability Equality Scheme

- This Policy supports the school's Disability Equality Scheme, and it is available in a range of different formats, for disabled parents and the wider public.
- Every Child Matters Outcomes: Be Healthy; Stay Safe; Enjoy and Achieve; Make a Positive Contribution.

SEN Information Report ('School Offer')

How does the school know if children/young people need extra help andwhat should I do if I think my child may have special educational needs?

At Sacred Heart Catholic Primary School we are committed to early identification of Special Educational Needs and Disabilities (SEND) in line with the SEND Code of Practice 2015.

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

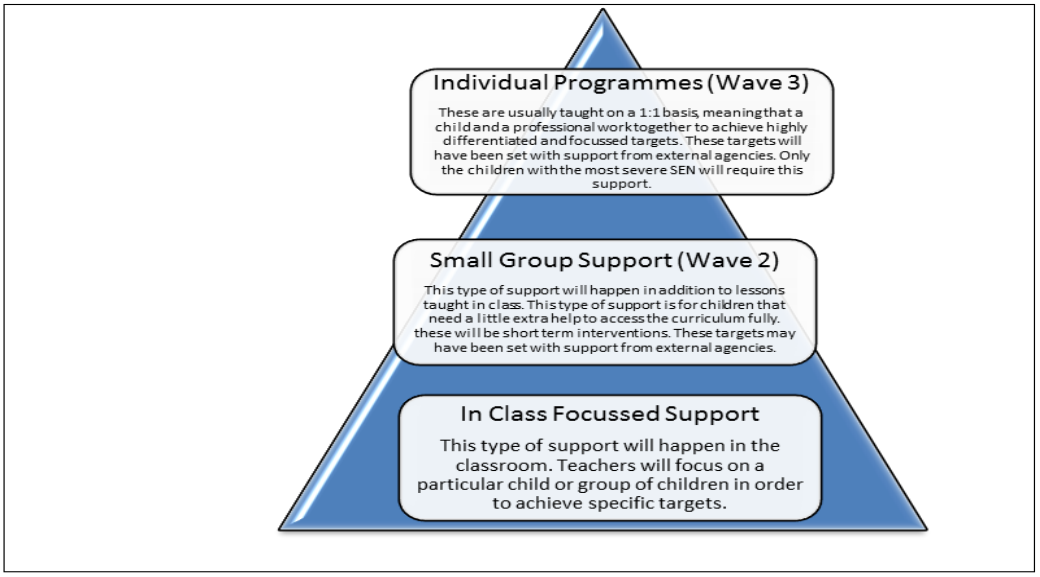
We know when pupils need help if:

- 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;
- concerns are raised by external agencies (e.g. GP or school nurse);
- information is provided from the previous setting (e.g. nursery).

A plan will be drawn up outlining the adjustments, interventions, and support tobe put in place as well as the desired impact. A date for review will be set.

How will school staff support my child?

In accordance with the SEND Code of Practice 2015, Sacred Heart Catholic Primary School adopts a graduated response to SEND provision determined by the support of each individual child requirements. 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 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:

- informal meetings with teachers;
- creation and reflection of Assess, Plan, Do, Review Plans for childrenwith significant SEND;
- Parents evenings.
- Annual Review meetings, for children with an 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.

How will the learning and development provision be matched to mychild's needs?

Our school strives to provide an engaging and exciting curriculum for all children. 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 touse or there may be an adult to assist a small group of children to complete the task as independently as possible.

What support will there be for my child's overall wellbeing?

We aim to develop children's emotional and social well-being in partnership with parents and carers. In some cases, this may be provided by specialist services, such as Play Therapists, Child and Adolescent Mental Health Services (CAMHS), Education, Health Care plans and pastoral support plans can be used to meet specific needs. These plans are created in collaboration with school, parents and pupil and they are monitored and reviewed at agreedintervals.

What specialist services and expertise are available at or accessed by theschool?

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 specialneeds, for example ASD, behaviour, mental health and SEN benchmarking.

- educational psychologists;
- specialist provision for children with EHC plans, sensory impairment orphysical 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.

What training have the staff had or having who are supporting childrenand young people with SEND?

Sacred Heart Primary and Nursery School aims to meet the needs of all pupils and ensure the provision is appropriate. This means that we adapt our support and training in order to meet the needs of the individual children in theschool at any given time. If additional training is required, Sacred Heart will arrange this through Herts for Learning, Specific Learning Difficulties Bases such as Laurence Haines, Colnbrook Outreach Services and DSPL9 support.

How will you help me to support my child's learning?

The collaborative planning and target setting systems that are in place at Sacred Heart as part of SEND pupils' Assess, Plan, Do, Review Plans meanthat parents/carers are consistently involved and supported in order to help children reach their targets. Parents/carers are commonly informed and supported in school via needs that arise due to target setting or multi agencyplanning 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, Sacred Heart hosts several 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.

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

At Sacred Heart Catholic Primary School, we believe in a child-centered 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;
- teacher and parent meetings;
- review meetings, including outside agencies, where appropriate.

How will my child be included in activities outside the classroomincluding school trips?

It is the school's policy to enable every child to participate as fully as possiblein 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.

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.

Who can I contact for further information?

Key Contacts

Executive Head of School – Mrs Linda Payne Tel: 01923 901179
Head of School – Mrs Anna Smith Tel: 01923 901179
SENCO – Mrs Emma Travers Tel: 01923901179
SEND Governor Mr Giovanni Marseglia Tel 01923901179

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 SEND and wetake steps to ensure that any transition is a 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.;
- 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 teacher 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 are the school's resources allocated and matched to children's special educational needs?

- The school Budget, received from Hertfordshire LA, includes money for supporting children with SEN.
- The Head Teacher decides on the budget for Special Educational Needs in consultation with school governors, based on the needs inthe school.
- The money is used to provide additional support or resources dependent on individual needs.
- Resources may include deployment of staff depending upon individual circumstance.
- Exceptional Needs Funding, where appropriate, may be applied for to support the needs of individuals.

How is the decision made about how much support my child will receive?

- Support is determined through consultation with parents, teaching and support staff and relevant external agencies.
- The level of support will be constantly reviewed to identify when and where additional support may be needed.
-

How can I find information about the Local Authority's Local Offer ofservices 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

SACRED HEART CATHOLIC PRIMARY SCHOOL LOCAL OFFER

Sacred Heart Catholic Primary School is an inclusive school and offers thefollowing range of provision to support all children:

To develop children socially, emotionally, and morally

- RE curriculum
- Daily prayer and weekly meditation time
- Play therapy and support by play therapist when available
- Opportunity to talk 1:1 with adults
- A range of extra-curricular activities
- School Council
- Social skills programme, Nurture groups led by experienced Teaching Assistant PSHE
- Assembly

To develop positive learning behaviours

- Use of school's Behaviour Policy incorporating some aspects of the Herts Steps
- Use of incentives
- 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
- Opportunity to decide own level of challenge
- Differentiation in class
- Investigative maths lessons and practical resources to support learning

- Small group catch up maths Intervention programmes tailored according to the needs of individuals/small focused groups of children.
- 1:1 Tutoring

Speaking and Listening

- Daily use of talk partners
- Pie Corbett Talk for Learning strategies
- 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 Phonic lessons in Foundation Stage and Key Stage 1
- Phonics interventions to support KS 2 children
- Reading logs for all children
- Adapted 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
- 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 7:40am

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
- 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 reviews 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
- Sound field systems in each classroom