

Sacred Heart Catholic Primary School

Special Educational Needs and Disability (SEND) Information Report



“Let it be known to all who enter here that Christ is the reason for this school, the unseen but ever-present teacher in its classes, the model for its children, the inspiration for its staff.”

At Sacred Heart Catholic Primary School, we are committed to offering a personalised curriculum to ensure the best possible outcomes for all our children, whatever their needs or abilities. Pupils are supported to develop: academically, spiritually, personally and morally throughout their school journey from their individual starting point. We want all our children to be happy and successful and to feel safe and secure in order to achieve their potential, regardless of their: gender, ethnicity, religion, social background, sexual identity, disability or educational needs.

As a school we have a duty to publish information regarding the provision we provide to support children with SEND, which is set out in this report.

Additionally, Hillingdon Local Authority provide information and guidance on services for children and young people aged 0 – 25 with SEND and their parents/carers (including how to access such services) as part of the Local offer.

Please use [this link](#) to bring you directly to the Local offer page on the London Borough of Hillingdon dedicated website.

The types of SEND that Sacred Heart Catholic Primary School provide for?

As an inclusive school we welcome all children with SEND and aim to meet the individual needs of each child.

Pupils' needs can be described within the following four broad areas of need as set out in the SEN Code of Practice 2015. These areas of needs are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

We currently support children with:

- Autism spectrum disorder
- Speech and language difficulties
- Language impairment (selective mutism)
- Specific learning difficulties, including dyslexia, dyscalculia
- Moderate learning difficulties
- Attention deficit hyperactive disorder (ADHD)
- Hearing impairment
- Visual impairment
- Physical difficulties
- Global development delay
- Medical needs

Admission arrangements for pupils with SEND.

In order to make an application a parent/carer must complete an e-admission form from the Local Authority either online or on paper and return it to them directly. Additionally, completion of the School's Supplementary Information Form (SIF) is required – a copy of which is available on our school website. (Please refer to the School's Admissions Policy for further information.)

The admission of children with an Education Health and Care Plan (EHCP) is dealt with by a completely separate procedure. Details of this procedure are set out in the Special Educational Needs Code of Practice. When the school is named on a child's Educational, Health and Care Plan, the Local Authority and the school have a duty to admit the child unless the school can demonstrate that it cannot meet the needs of the child.

Identifying pupils with SEND and assessing their needs.

The identification of SEND forms part of the school's overall approach to the monitoring, progress and development of all pupils. As outlined in the SEND Policy, published on the school website, class teachers will identify any pupils who may not be making expected progress given their age and individual circumstances and who may have additional needs through ongoing observations and assessments. Through pupil progress meetings, class teachers and phase leaders will determine what targeted support is required to enable the child to make progress.

Consulting and involving pupils and parents/carers.

At the earliest opportunity any concerns raised by a teacher or parent/carer will lead to discussion. A Record of Concern is the initial recording and outlines the strategies and support a class teacher has put in place which is short term and, in some cases, when

reviewed, may lead to a more formal record of intervention if progress is not evident. This is determined on a case-by-case basis. Parents are involved in discussions in relation to the child's areas of need and informed of planned interventions. When pupils are identified as not making sufficient progress to achieve their targets despite appropriate quality teaching and intervention, the class teacher makes an In-House Referral to the Inclusion Team; the Inclusion Manager is consulted and advises on next steps

Children are involved at an appropriate level in setting targets and identifying their short- and medium-term desired outcomes.

Where a pupil is identified as having a Special Educational Need, as defined by the SEN Code of Practice 2015, we take action to remove barriers to learning and put effective special educational provision in place which is 'additional to' or 'different from' the differentiated curriculum of their peers. This includes targeted, individualised intervention as determined in consultation with outside agencies, for example, an Occupational or Speech and Language Therapist, Physiotherapist, Educational Psychologist or the Send Advisory Service.

The pupil will be placed on the SEN Register and parents are informed.

Assessing and reviewing pupil's progress towards outcomes.

At Sacred Heart, we support the recommendations and programmes suggested by external professionals to plan, track and monitor progress through a range of different methods. (Please refer to our SEND Policy on our website)

In line with the Code of Practice 2015, the school will adapt a four-part cycle known as the **Graduated Approach**, which is used to implement increasingly specialist levels of teaching and intervention for children and young people with SEND.

By implementing a system of 'Assess-Plan-Do-Review' an individual child's SEND can be accurately identified, appropriate provision put in place, progress monitored in relation to clear and bespoke outcomes, and an approach followed that places the child and family at the centre of the process.

When a pupil, despite an individualised programme of sustained intervention remains a significant cause of concern and/ or doesn't make progress the school can apply for Early Support Funding or make a request for a Statutory Assessment to be carried out by the Local Authority. If the LA considers a pupil to require provision beyond what the school can offer an Education, Health Care Plan will be provided. EHCPs will include details of learning objectives for the child or young person and the provision required to meet the objectives.

Children who have an Education, Health and Care Plan will have a statutory annual review.

Children are encouraged to reflect on their own performance against their targets; their views are gathered regularly and form a central element of the review process. When appropriate, children are supported to attend their annual review meetings.

Our approach to adapting the curriculum and learning environment to meet the needs of each child.

Our approach to working with and supporting pupils with SEND is a team one, in partnership with parents/carers and other professionals to achieve the best possible outcomes with the child at the heart of the process.

Class teachers will provide quality, personalised teaching to meet the diverse range of needs in each class using a graduated approach of Assess, Plan, Do, Review. This enables staff to reflect on planning and practice whilst keeping specific outcomes for pupils in mind. Differentiated tasks and multi-sensory opportunities to achieve these outcomes are provided to enable all children to experience success and challenge.

Additional support staff work with children 1 to 1 or in small groups as needed, to enable independent learning skills. A range of interventions are provided for pupils who require further support. We require the permission of a parent/ carer for a pupil to attend an intervention and families will be updated on progress. Interventions will run for a specific length of time and may cover the following areas: reading and writing skills, Mathematics, Speech and Language, occupational therapy, social skills and emotional wellbeing.

Pupils are supported with specific interventions/programmes or equipment that helps them as recommended by therapists or external agencies and these are incorporated into daily routines.

Visual timetables enable pupils to know what is happening during the day

Various resources are provided to support learning tasks for example: counters, dienes, sentence starters, word banks etc.

Children have access to a sensory room should they require a calming environment at any point in the day.

On occasion, Senior Management in consultation with the Inclusion Manager and parents/carers, may decide that it is in the best interests of the child to attend school on a reduced timetable with planned increased attendance over time.

Support from specialist services and external agencies to support your child and family unit.

We work with a range of external agencies to seek advice and support to ensure the needs of all children are fully understood and met. These include:

- Inclusion team
- SEND Advisory Service
- Educational Psychology service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Hearing impairment team
- Vision impairment team
- Child Development Centre
- Children and Adolescent Mental Health Service (CAMHS)
- Stronger families
- School nurse
- Social services
- Centre for ADHD & Autism Support
- SENDIASS

Referrals to specialist agencies will be made in consultation with parents and any reports received shared with parents/carers.

Evaluating the effectiveness of SEND provision

SEND provision is monitored by:

- Review of pupils' progress against outcomes
- Progress made from their individual starting point
- Reviewing the impact of interventions
- Observations of teaching and learning through the school's Performance Management system

How the school's resources are matched to pupils' need.

The school ensures that the needs of children with SEND are met through the funds available. The budget for Special Educational Needs is distributed on the basis of the needs of the children currently in the school. Consideration is given to the resources required to support children in accessing the learning environment: including staffing, training and to buy in of external professional services. Additional funding is allocated for children who have an EHCP to provide the additional support and resources required to meet their specific needs.

Enabling pupils with SEND to be included in activities alongside pupils who do not have SEND.

Sacred Heart Catholic Primary School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their physical, sensory, social, spiritual, emotional or cultural needs (in accordance with the Equality Act of 2010). For further information, please refer to our Accessibility Plan on the website.

Supporting pupils with Social Emotional and Mental Health

The school provides Pastoral and Emotional Learning Support through a range of programmes. Sacred Heart school have embedded the Zones of Regulation, a social-emotional learning curriculum, created to teach children self-regulation and emotional control. The outcomes of all programmes are monitored and reviewed and, where more specialist help and support may be required, a referral may be made to external services for assessment and advice, including CAMHS, The Child Development Centre or the SEND Advisory Service.

Support for pupils as they transition between Phases.

Transition is carefully planned to ensure a smooth process for pupils joining our school or moving on to the next stage in their education.

Sacred Heart staff will liaise with staff in the pupils' current setting in relation to specific children with SEND joining Nursery and Reception in the Autumn term. Visits to the pupils current setting in the summer term may be undertaken as necessary. Parents of Nursery and Reception children are invited to an induction meeting in the summer term and parents will be invited to a stay and play day with their child before the start date. All induction information is available on the website.

Each class has a transition session to meet their teacher and staff in preparation to move to the new year group. Extra visits for specific pupils can be planned as necessary. School staff have transition meetings to exchange information for all pupils and the Inclusion Manager will support this process to ensure information about the needs of our pupils with SEND and the support they require is shared.

Year 6 pupils attend a transition day whereby they spend the day at their new school. Additional visits may be planned if required. Secondary school staff meet /liaise with Year 6 staff to discuss transition to the new setting and may also speak with children. If a pupil has an EHCP, the SENCO from the secondary school will be invited to join the Year 6 Annual Review meeting and meet the pupil and parents/carers. Individual children may also be provided with a booklet and be given additional support for transition to any phase if required.

Supporting pupils who are Looked After children (LAC) with SEND

Pupils who are `looked after` by the local authority will have an electronic personal education plan [e-PEP] developed by staff from social care. The Deputy Headteacher will liaise closely with staff from social care in the writing and review of the e-PEP. This review will be termly.

Expertise and training of staff

The professional development of all staff, in relation to the needs of pupils with SEND, is ongoing and continuous. A range of opportunities include:

- Inset within school, linked to school development priorities
- Techniques and strategies on relevant SEN issues or subjects provided by SEN specialists e.g., Educational Psychologist, Send Advisory Service
- Training and advice from external professionals who work with children within the school e.g., Speech and Language, Occupational and Physio Therapists, Hearing and Vision impaired team
- Attendance at courses (both accredited and non-accredited) offered by external providers and the Local Authority, which are relevant to the work undertaken and part of the schools CPD process

Both the Inclusion Manager and Assistant SENDCO have gained the National Award for SEN Coordination. (Accredited)

The Inclusion team staff are highly qualified and experienced to deliver programmes relating to: Emotional Literacy and Pastoral support, Speech and Language, Occupational Therapy, Emotional Regulation, Language Link and Phonics interventions.

Complaint procedure

Parents/ carers are encouraged to consult with their child's class teacher at the earliest opportunity, if you have a query or concern.

Any complaints about the school's SEN provision can be addressed by the Inclusion Manager, Mrs. Yvonne Hillier. Please also refer to the school's complaints procedures as set out in the Complaints Policy on the school website.

