



## **Sacred Heart School's SEND Information report**

Sacred Heart Primary School is a mainstream school in the Nicholas Postage Catholic Academy Trust with a 29 place Nursery. Pupils attend from the age of 3 years and leave aged 11 years. Upon entering Nursery children are assessed; this is called a baseline assessment. Formal assessments are then carried out at regular intervals; at least termly, so we can track your child's progress over time. Children throughout the school are assessed regularly and monitored during termly progress meetings with the Class Teacher, Headteacher/Deputy and SENDCo. Parents are invited to individual meetings with their child's teacher in the Autumn and Spring terms. In addition to these; if necessary, further meetings between parents and the SENDCo are held. These meetings help us to build up a clear picture of your child's needs. The SENDCo may carry out more in-depth assessments of needs either in response to data or staff concerns. If required the school will bring in external professionals to further assess and give recommendations for appropriate provision.

### **1.) How do we involve parents in planning for those needs?**

Parents of children who are identified as requiring SEND support will be invited to meet their child's class teacher and SENDCo termly to discuss the provision of support available. Parents of pupils with an EHCP will meet with teachers termly and attend annual reviews arranged by the SENDCo.

### **2.) Who in school will support my child and how will this be monitored?**

The SENDCo will monitor the provision of all students on the SEND register and will oversee monitoring and evaluation of progress and provision. All teachers at Sacred Heart Primary School have a responsibility for the teaching, assessing and monitoring of students with SEND. This is the first principle of the SEND Code of Practice. Pupils who are registered as SEND support will have termly planning and evaluation meetings. Teachers, parents and the pupil will contribute to planning the provision. The SENDCo will oversee the plan, monitor progress and evaluate any interventions. Students with an EHCP will have their progress reviews with the SENDCo. Quality first teaching is supported by a team of support staff who have differing roles. However, always central to this is breaking down barriers to learning and helping SEND students to move forward with their learning and progress. The graduated approach detailed in the SEND Code of Practice i.e. "assess, plan, do and review" is adopted in our school. Effectiveness of a provision will be monitored by teachers and support staff carrying out continued assessment. They will also complete pre and post assessments for each intervention provided.

### **3.) How are decisions made about the type and amount of provision a young person will need?**

We will talk with parents and the pupil (if appropriate) to understand and establish what they see as the priority. Decisions are based on quality evidence the school has collected: both data evidence and from talking to everyone involved in the teaching of a pupil. Decisions will also be based on the advice from any other professionals who have been working with or assessing a pupil. Interventions are generally delivered in six to ten week blocks and sometimes pupils will have one or more blocks.

### **4.) Curriculum**

All pupils have an entitlement to study a full curriculum. Differentiation is the responsibility of all teachers, and children are provided with appropriate scaffolds and resources to enable them to make progress towards their year group objectives. Informed by the data and information on each pupil, teachers plan for and deliver lessons based on what the children already know, what they may need to revisit and what they need to learn next in order to build on their learning. Quality first teaching ensures targets are stretching and attainable. Children benefit from the support of Teaching Assistants and specialist teachers if they need specific support to access the curriculum.

### **5.) Accessibility**

Sacred Heart Primary School is structured on two floors and the upper floor is accessible via a lift. There is wheelchair access to all ground floor classrooms and access to outside areas via a ramp. There is disabled parking in the car park and all visitors are able to access the main reception via an accessible entrance. There is a wheelchair accessible toilet located at the front of the school in the foyer and another ambulatory toilet in the Foundation Stage Area.

### **6.) Parental Involvement**

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher.
- Progression data. This is analysed termly.
- Parents' Consultation Evenings.
- Structured Conversations -a more in depth discussion with a parent regarding a child who may have learning, behavioural or attendance issues with the aim of supporting to help develop the child's progress and attainment.
- Discussions with SENDCo
- Parental point of view taken into consideration regarding progress of their child through discussion with class teacher and SENDCo.
- There is one written report scheduled in the school year.
- If a child is on the SEN register, the child's parents are invited termly to share their support plans and comment upon it.

## **7.) Overall Wellbeing**

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Rainbows Bereavement Support.
- Therapy Services (Schools in Mind, Play therapy).
- The Pastoral Lead.
- 'Emotional cup' sessions with class Teaching Assistants.
- Pupil voice is highly regarded. There is an opportunity for the children to comment upon their provision and this is also added to the inclusion passport as they move through school.
- Working closely with Social Services and other care providers to support the welfare of pupils.

## **8.) Specialist Services**

At times it may be important to liaise with outside agencies to receive their more specialised support. The following Specialist Services are currently accessed by the school:

- Educational Psychologist.
- The Bungalow Partnership.
- CAMHS (Child Mental Health Service) /The Link.
- Learning Support Services.
- EOTAS.
- Occupational/Physiotherapist.
- Speech and Language Team.

The SENDCo will refer to other outside agencies on an individual basis.

## **9.) Staff Training**

There is an ongoing programme of professional development to ensure teachers and teaching assistants meet the special educational needs of our pupils and stay up to date with current research into teaching and learning. In addition to this, staff has been trained in the following:

- Appropriate staff are First Aid Trained.
- Epi Pen training.
- All members of the school are regularly updated on Child protection. This includes Governors.
- Several staff are qualified to administer medication.
- All staff are receiving Rainbows Bereavement Support training this year.

## 10.) Activities Outside of School

We are committed to ensuring that pupils with disabilities are not treated less favourably than other pupils, and providing all children with equal access to activities outside of school. We ensure that:

- Trips/outings/residentials are planned inclusively and when necessary a parent will be invited in to discuss at the earliest planning stage.
- Risk Assessments are carried out and procedures are put in place to enable all children to participate.
- If it was deemed that an intense level of 1-1 support may be required a parent may be invited to accompany their child during the activity.

## 11.) Transition

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Nursery Home Visits.
- Staggered start to school for Reception children.
- Stay and Play sessions.
- Assigned buddies to support new starters.
- Transition time with new teachers in new classes in the summer term.
- Discussions between previous or receiving schools prior to the pupil joining/leaving.
- Secondary school staff visit the school to talk to pupils prior to them joining their school.
- Discussions with any external agencies who are involved with the child.
- Some children have extended secondary transition and are accompanied by a staff member to ensure a smooth transition into KS3.
- Liaisons between Year 6 teachers and secondary SENDCos passing over valuable information prior to transfer.
- If appropriate a bespoke plan may be arranged between the two schools and involve a planning meeting with the parents.
- Children and young people joining Sacred Heart in the middle of an academic year do so by arrangement with the Headteacher.

For children who have been identified as SEN and are new to school, the school requests any prior information, documentation or assessments to ascertain why the child has been placed on the SEN register and the support they need to enable them to succeed. Meetings are held with the SENCo and this information is passed onto the class teacher, who can then develop the child's SEN support plan along with the parent and child. Where outside agencies are involved, contact is made to discuss their involvement and if any further support is needed going forward.

## **12.)SEND Resources**

The SEN budget is allocated each financial year. The money is used to provide additional support or resources depending upon the individual's needs. The additional provision may be allocated after discussion with class teacher at pupil progress meetings or if a concern has been raised by them at another time of the year. Resources may include deployment of staff depending on individual circumstance.

Decisions about how much support a child needs are made in consultation with the class teacher and senior leadership team. Decisions are made based upon termly tracking of pupil progress and assessments performed by outside agencies. During their school life if further concerns are identified due to pupil's lack of progress, other interventions will be arranged.

### **Further Information**

If you wish to discuss your child's education please contact:

- The school's SENDCo (Mrs K Mallam)
- Home/School Liaison Officer
- Middlesbrough Council's Local Offer