

Sacred Heart RC Primary School's SEN information report and SEN Offer



MISSION STATEMENT

Sacred Heart Roman Catholic Primary School and Nursery is just like a family, where everyone is welcomed, respected and cared for and where LOVE is at the heart of everything we do:

- L**earning and living by Jesus' example in the Gospels.
- O**ffering a safe, healthy & stimulating environment in which to grow.
- V**aluing and respecting everyone including our wider community.
- E**mpowering children to achieve and meet life's challenges

During COVID19 Pandemic	
<p>During this time, the school will make its best endeavours to comply with what is stated within this report and offer. Due to the current circumstances, the school recognises that this will not always be possible and reasonable adjustments will have to be made in order to keep everybody safe during the pandemic.</p>	
SENCo	<p>The SENCo is always available for advice and support to parents during normal school hours. Please email or phone the school office if you wish to contact her.</p> <p>In line with school's current risk assessments, it will not be possible for parents to meet 'face to face' with the SENCo at this time. A telephone call or video conferencing call may be arranged with the parent if deemed necessary and this will be done following school policy on such calls.</p> <p>The SENCo will continue to liaise with outside professionals and school staff during this time, though meetings may have to take place in different ways following social distancing and school's risk assessments.</p>
EHC 'My Plans'	<p>All children who have a 'My Plan' have been risk assessed and will continue to be closely monitored. School have liaised with parents/carers of those children with 'My Plans' and agreed whether or not they should be educated in school or at home during this time.</p> <p>All children who have a 'My Plan' have appropriate work planned for them by their class teacher.</p> <p>The SENCo will continue to work with parents, as far as is reasonably possible, to best support them and their child at this time.</p> <p>School will continue to work with outside agencies who normally support children with 'My Plans', as far as is reasonably possible.</p> <p>The school will make its best endeavours to continue to provide the provision stated within the child's My Plan but acknowledges that reasonable adjustments may have to be made. These will be done in partnership with the parents, staff and outside professionals.</p>

	The child's class teacher will also be available via the school office at this time for support and advice.
EHC review meetings	Annual 'My Plan' review meetings will take place within the statutory framework, as per current government statutory guidelines. The SENCo will liaise with parents and professionals about how this might take place. At this present time, in line with school's current risk assessments and government advice, it will not be possible for 'face to face' meetings. These meetings could take place via phone call or video conferencing in line with school policy. The SENCo will liaise with parents and professionals on the best way to proceed.
Other SEN Pupils	The SENCo will continue to be available (as mentioned above) to work with parents and children of pupils with SEN. How this will be done will differ from case to case and may not be carried out in the usual format. The SENCo will ensure her best endeavours to support all SEN pupils and their parents, whilst still following school's policies and procedures at this time. The child's class teacher will also be available via Class Dojo or via the school office for support and advice, whilst still following school's policies and procedures at this time.
Other Pupils	The SENCo will continue to be available (as mentioned above) to work with parents and children of other pupils who have not been identified as having SEN. How this will be done will differ from case to case and may not be carried out in the usual format. The SENCo will ensure her best endeavours to support all SEN pupils and their parents, whilst still following school's policies and procedures at this time. The child's class teacher will also be available via Class Dojo and via the school office for support and advice, whilst still following school's policies and procedures at this time.
Transition	Transition for all children, either within Sacred Heart or to Sacred Heart has been very different from previous years as we are restricted on what can be achieved and how it can be achieved. The SENCo will liaise with parents of SEN pupils and professionals to discuss possible ways that the school can best support the child during transition, whilst still following school's policies and procedures at this time. School also recognises the need to support all children on their transition back into school at this time and will provide appropriate support, as far as is possible, whilst following school's policies and procedures. The SENCo has discussed with parents, of children with My Plans and any other child who was deemed to require extra support, how best they can prepare their child and sent home information, including child friendly information about the changes and procedures in place e.g. in the form of a transition book.
Staff training	Ongoing, staff training on matters related to SEN will still continue as per previous plans and to match the needs of our children but how this is facilitated will be different in order to comply with current policies and procedures.
Remote/blended learning	The school will use Microsoft Teams and Class Dojo to communicate to children and parents in the case of remote or blended learning. These platforms will ensure that individual needs can be met through allowing differentiated and specific work to be set for individual and groups of pupils. Staff will be able to easily communicate with specific groups and individuals and thus support SEN pupils as they would in a classroom environment. Microsoft Teams also has features to support SEN pupils such as being able to change the background colours of pages, change font sizes and font styles, accelerated reader function to read a piece of text to a child and a microphone function so that children can dictate what they want to write rather than have to type it.

	<p>In conjunction with this, teachers and TAs can signpost pupils to other websites that school subscribes to for further support with their learning. For example, My Maths tutorials with give explanations and Spelling Shed where pupils can practise set spellings at their own level and the Purple Mash website where pupils can read books at their level.</p> <p>Where pupils do not have access to sufficient technology, packs of worksheets will be made available to pupils and these will be tailor made for SEN pupils.</p>
	<p><i>Please note: Unless stated otherwise above, the arrangements as stated in the main document below remain in place.</i></p>

Children and Families Bill 2013

The children and Families Bill takes forward the Coalition Government’s commitments to improve services for vulnerable children and supporting strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuing needs are properly met.

It takes forward the reform programme set out in Support and aspiration: A new approach to special educational needs and disability: Progress and next steps by:

- Replacing statements and learning difficulty assessments with a new birth-to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- Improving co-operation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- Requiring local authorities to involve children, young people and parents in their education.
- “Local Offer” of support.

What is the Local Offer?

- The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower level SEN as well as the options available to support families who need additional help to care for their child.

What will it do?

- The Medway framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings. During the last year, the Local Offer Steering Group has developed questions for schools, and trialed them with small number of settings.
- There are 14 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decision about how to best support their child's needs.

Rochdale Local offer link [Rochdale Local Offer](#)

Below are Sacred Heart RC Primary School's responses to these questions

What should I do if I think my child may have special needs?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child
- Concerns are raised by a Medical Professional
- Limited progress is being made
- There is a change in the pupil's behaviour or progress

How does Sacred Heart RC Primary School know if children need extra help?

- The class teacher is the initial point of contact for responding to parental concerns
- If you have concerns, then contact Mrs Price who is the SENDCO

How will I know how Sacred Heart RC Primary School support my child?

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of the intervention will vary according to the need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning
- These interventions will be recorded on the class provision map (this is a record of the interventions, timings, cost and impact of the intervention) If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENDCO
- Pupil Progress Meetings are held each half term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussed may highlight any potential problems in order for further support to be planned.

- Occasionally a pupil may need more expert support from an outside agency such as the Children’s Therapy Team, Paediatrician etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers
- The Governors of Sacred Heart RC Primary School are responsible for entrusting a named person, Ruth Taylor (Chair) to monitor Safeguarding and Child protection procedures. She is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school’s Single Central record. In a “support and challenge” role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DFE.

How will the curriculum be matched to my child’s needs?

- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily
- Teaching Assistants (TAs) may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs
- If a child has been identified as having a special need, over and above, they will be given an Individual Education Plan (IEP). Targets will be set according to their area of need. These will be monitored by the class teacher weekly and by the SENCO half termly. A copy of the IEPs will be given to parents and discussed with them if required.
- If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors

How will I know how my child is doing?

- You will be able to discuss your child’s progress at Parents’ Evenings.
- Your child’s class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENDCO by visiting the school office.
- Annual reviews for those children with a statement or EHCP will also take place.

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

- The class teacher may suggest ways of how you can support your child
- Mrs Price may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child’s behaviour/emotional needs. In addition, school employs a family support worker and a Caritas social worker to help children/families who have behaviour/emotional/ and other needs.
- If outside agencies or the Educational Psychologist have been involved suggestion and programmes of study are normally provided that can be used at home

What support will there be for my child’s overall well-being?

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

These include:

- Members of staff such as the class teacher, Family Worker, and SENDCo are readily available for pupils who wish to discuss issues and concerns. Where appropriate mediation sessions are carried out
- Peer Mediators and Playground Pals are available for those who find lunchtimes a challenge
- Indoor games are provided at lunchtimes as an alternative to outdoor play

What are the arrangements for pupils with disabilities?

- If a pupil has a disability then in the first instance, if possible before the child is admitted to school, the SENDCo will meet with parents and other professionals to establish the level of need and how best that child can be supported to meet their needs both physically and educationally. A plan would then be put in place including a risk assessment and identifying any adaptations to the building, facilities and curriculum (including PE), staff training needs, education of the children in the school about the disability to prevent them being treated less favourably and to increase the extent to which the disabled child can participate.
- As every child and every disability is different, it is impossible to cover every aspect here. However, as a school we will always endeavour, to the best of our ability, to ensure that we are fully inclusive and meet every individual child's needs as far as is reasonably possible. This includes following our behaviour policy, anti-bullying procedures, SEND policy and the arrangements outlined in the rest of this report for children with special needs.

Pupils with medical needs

- If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parent/carers. These are discussed with all staff who are involved with the pupil
- Staff receive epi-pen, diabetes, epilepsy and any other essential training required to meet the needs of our current pupils, which is delivered by the school nurse service and other health professionals.
- Where necessary and in agreement with parent/carers medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member
- A large number of staff are qualified as Paediatric First Aiders

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

At times it may be necessary to consult with outside agencies to receive their or specialised expertise

The agencies used by the school include:

- SEN team
- Rochdale Additional Needs Service (RANs)
- Educational Psychologist

- #Thrive
- Healthy Young Minds - CAMHS (Child and Adolescent Mental Health Service)
- Educational Welfare Officers
- Fair Access
- Social Services
- Speech and Language therapist
- Occupational therapist
- School Nurse
- EHASH 'Early Help and Safeguarding Hub'

An educational Psychologist is allocated to each school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

What training are the staff supporting children and young people with SEND had or are having?

Different members of staff have received training on SEND

These have included sessions on:

- How to support pupils on the autistic spectrum.
- How to support pupils with social and emotional needs.
- How to support pupils with speech and language difficulties.
- How to support pupils with physical and co-ordination needs.
- How to support pupils with dyslexia.
- How to support pupils with ADHD.

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

Activities and school trips are available to all:

- Risk assessments are carried out and procedures are put in place to enable all children to participate
- However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity

How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- One toilet adapted for disabled users
- Wide doors in some parts of the building

How will the school prepare and support my child when joining Sacred Heart RC Primary or transferring to a new school?

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

- Discussions between the previous or receiving schools prior to the pupil joining/leaving
- All pupils attend a Transition session where they spend some time with their new class teacher
- Additional visits are also arranged for pupils who need extra time in their new school
- Mrs Price is always willing to meet parents/carers prior to their child joining the school
- Secondary school staff visit pupils prior to them joining their new school
- Mrs Price and the Year 6 teacher will liaise with the SENDCOs from the secondary schools to pass on information regarding SEND pupils
- Where a pupil may have more specialised needs, a separate meeting may be arranged with Mrs Price, the secondary SENDCO, the parents/carers and where appropriate the pupil
- Transition books are prepared and used for those children who need them.
- Home visits are made to children joining our nursery/Reception to identify any additional needs; prior to an EYFS aged child joining our school.

How are the schools' resources allocated and matched to children's special educational needs?

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

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

- These decisions are made in consultation with class teacher and Senior Leadership Team. Decisions are based upon half-termly tracking of pupil progress and as a result of assessments by outside agencies
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

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

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

- Discussion with the class teacher
- During parents' evenings and drop in sessions
- During discussions with class teacher, Mrs Price or other professionals
- Parents are encouraged to comment on their child's IEP with possible suggestions that could be incorporated

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office to arrange a meeting with the SENDCO.

We hope these have answered any queries you may have but do not hesitate to contact school if you have further questions.

Mrs P Dungworth (Headteacher)

Mrs L Price (Deputy Head/SENCO)

Reviewed March 2020

Reviewed June 2020

Reviewed September 2020