

Special Educational Needs and/or Disability **School Information Report For Parents**

Review date: December 2018

All North Yorkshire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities (SEND.) They are supported by the Local Authority to ensure that all pupils, whatever their specific needs, make the best possible progress in school.

The Local Authority has published its Local Offer for parents/carers of children who have Special Educational Needs or a disability (SEND) and all those who support children with additional needs. It is a really useful website and has a range of information for parents.

<https://www.northyorks.gov.uk/send-local-offer>

What kinds of SEND does Scared Heart provide for?

Cognition and learning:

If your child learns at a slower pace than others their age, has difficulty in understanding parts of the curriculum, has difficulties with organisation and memory skills, or has a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

Communication and interaction:

If your child has speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Social, emotional and mental health difficulties:

If your child has difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing.

Sensory and/or physical needs:

If your child has visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Disabilities:

Your child might also have a long-term disability which has a substantial adverse effect on their ability to carry out normal day to day activities. Schools and settings have a legal responsibility to make reasonable adjustments, including the provision of auxiliary aid services so that they are not disadvantaged compared with their peers.

Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO

SENCO: Acting SENCo - Gill Poad

SEND Governor: Mr Andrew McMillan

If you think your child may have SEND, we will observe closely and assess what may be causing the difficulties. We will share what we as a school are doing to support your child. We have a range of assessments in school which to help identify any difficulties your child may be experiencing. The results will be pulled together and discussed with you.

How will we communicate with you as parents about your child's education?

- Class teachers and the Head teacher are available to discuss your child's progress and any other concerns that you may have.
- Our SENCO is also available to discuss your child's progress and any other concerns that you may have.
- Regular termly meetings will take place to update you on your child's progress and to discuss the impact of the extra support.
- Information from outside agencies and professionals working with your child will be shared with you.
- Additional provision provided for your child will be reviewed regularly.
- Weekly Home-school Diary is used to inform you as to what has been happening in the classroom throughout the week.
- Guidance on how you can support your child at home will be shared.

We recognise that as a parent of a child with SEN you may require additional communication between home and school to support your child's learning.

This includes:

- Success books (home-school communication)
- Visiting school during the holidays to aid transition after time away (INSET day)
- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so that similar strategies can be used.
- The SENCo (Special Educational Needs Co-ordinator) is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- Individual Inclusion Passports and Provision Maps will be reviewed with you and your child, every October, February and May.
- Homework will be adjusted to your child's individual needs, if required.
- Email contact can be established as an additional layer of home/school communication, if necessary.
- All information from outside professionals will be shared with you directly by that person or in the form of a written report from them. If it sent to school we will forward it onto you. We are available to discuss reports with you in school and explain findings.

What arrangements do we have for consulting with children with SEND and involving them in their education?

Regular discussions will take place between the class teacher and child to discuss the achievements and progress of the child. During these discussions the child will have the opportunity to share their opinion on any additional support that they have received, what they feel is going well and any concerns that they may have about their learning. We have a pupil leadership team; head boy, head girl. Chaplaincy team. School council and play leaders.

What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?

Your child's progress is continually monitored by his/her class teacher and will be shared with you formally at Parents Evenings in the Autumn and Spring terms and in an annual written report in July each year. If your child is in Year 1 and above, but is not yet working at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.

At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. If these formal tests are not appropriate for your child, the class teacher or SENCo will discuss alternative assessment methods with you.

Children on the school's SEND register will have an Individual Provision Map which identifies a target to be achieved during each half term. Progress towards this target is reviewed and measured before setting the next.

The progress of children with an EHC Plan is reviewed each term. One of these will be a formal Annual Review with all adults involved with the child's education.

We aim to always keep parents up to date with information about their child's learning and our open door policy in school ensures they are able to communicate with staff on a daily basis. If a quick, informal chat is required, parents and teachers may speak on the playground, a text message to the school phone may be sent, or communication via a telephone call or email.

If a more formal conversation needs to be had between parents and the child's class teacher and/or SENCo, we will offer a Learning Conversation. This is an opportunity to discuss your child's wellbeing, progress and overall development and we can work together to support them. This potentially may be a time which parents find difficult and stressful, as a school we want you to feel comfortable to discuss your concerns or worries and will do everything we can to support you. During Learning Conversations, we try to ensure that we stick to time and ensure you have the chance to ask questions. This meeting will be arranged with you, so it is at a convenient time, therefore you are able to make notes of questions/concerns if you wish and feel prepared at the meeting. You and your child's class teacher and/or SENCo can then discuss these, with a chance for you to make any corrections if anything has been inadvertently missed. The children's views are always taken into account in these meetings.

Inclusion passports are used to highlight strategies which have worked and their level of impact and which strategies have not worked in supporting your child and why. This document is typically updated annually, or more often as required. The Inclusion Passport is a transitional document and moves with your child to their new class teacher in the summer. We also complete individual provision maps which are updated termly. These are an on-going records of interventions carried out, by who and their impact.

What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. Targeted time is allocated by the learning mentor to support children who may be feeling anxious about transition.

If your child is moving to another school:

- We will contact the receiving school's SENCo and ensure that he/she knows about any special arrangements or support that needs to be made for your child.
- 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 during the preceding term and in most cases, a planning meeting will take place with the new teacher. Individual Inclusion Passports and Provision Maps will be shared too.
- All children visit in their new classroom at the end of the summer term to familiarise themselves with new staff and their new environment.
- If your child would be helped by a transition book to support their understanding of moving on, this will be made with them.
- On some occasions, where necessary, a child has been invited into school on an INSET day at the beginning of a new term in order to have prior warning of changes that may have taken place to the building during the holiday period.
- An individual transition plan will be devised, if required.

In Year 6:

- The SENCo will meet with the SENCo of their secondary school to discuss the specific needs of your child and a transition package will be put together for them individually. You will be invited to join this meeting to share information and raise any concerns, if you feel this is appropriate.
- Extra visits, in addition to the routine induction arrangements for all pupils, will be arranged if necessary.

What is Sacred Hearts approach to teaching children and young people with SEND?

Class teacher input via excellent targeted classroom teaching (also known as Quality First Teaching).

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching builds on what your child already knows, can do and can understand.
- Differentiated teaching and learning activities are in place so that every child is fully involved in learning in class. This may include presenting and recording learning in different ways (written, through use of ICT or practical activities); support from a Teaching Assistant for some pupils; work set at different levels.
- Specific strategies (which may be suggested by the Senior Leadership team, SENCO or external specialists) are in place to support your child to learn: e.g. use of coloured overlays, social stories and adapted equipment.
- Your child's teacher will have carefully checked on your child's progress and will have planned the support your child needs to help them make the best possible progress.

Specific group work within a smaller group of children

- This means they have been identified as needing some extra support in school in a specific aspect of their learning.
- S/he will engage in group sessions with specific targets to help him/her to make more progress, usually led by a Teaching Assistant.
- This support may take place in the classroom, or in a quieter space.

Specialist support from outside agencies

- This means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school.
- Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialised input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for us to refer your child to a relevant specialist professional. This will give us a greater understanding of your child's needs and how best to support them.
- The specialist professional will make recommendations and advise on appropriate strategies and progress targets, which may result in changes to the way your child is supported in class e.g. some individual support; changing some aspects of teaching; a group run by school staff under the guidance of the external professional ; group or individual work with the external professional.
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning which cannot be overcome purely through Quality First Teaching and intervention groups.

An Education, Health & Care Plan (replacing Statements of SEND)

- In exceptional cases , if their learning needs are more complex, your child will have been identified as needing a particularly high level of individual support and provision (more than 20 hours per week) which cannot be provided from the budget available to the school. This would mean that the school or you could request that the Local Authority carry out a formal assessment of your child's needs. If the Local Authority agrees that your child's needs require more than 20 hours of support each week, they would draft an Education, Health & Care Plan (EHCP) for your child. The Plan would be formally reviewed at least once a year.
- Should this apply to your child, the school will work closely with you and other professionals supporting your child to guide you through the process.

How will the curriculum and learning environment be adapted for children with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Classroom based support staff can work with the teacher to adapt the teacher's planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted to meet your child's learning needs. If you have concerns about your child's progress and ability to complete homework tasks, your child's class teacher can personalise learning further.
- The building is accessible to children with physical disability through designated areas within the school.
- A disabled toilet and hygiene room is available.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Arrange of additional equipment is available to improve the learning environment for specific needs, e.g. enlarged resources for those with a visual impairment.
- All pupils are encouraged to access our extra-curricular activities.
- The school's admission arrangements are the same for all children. If you would like to discuss admissions for your child further, we would be happy to help you. Please contact the school office to make an appointment with the school SENCo or Headteacher.

How is extra support allocated to children with SEN, including staff training and expertise, plus that of outside agencies?

The SENCo's job is to support the class teacher in planning for children with SEND. The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on supporting specific aspects of SEND, such as specific learning difficulties or social, emotional and behavioural difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

The school budget, received from NYCC Local Authority, includes funds for supporting children with SEND. The Head Teacher decides on the budget for Special Educational

Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Head Teacher and the SENCo discuss all the information they have about the needs of pupils with SEND in the school, including:

- children receiving extra support already
- children requiring extra support
- children who have been identified as not making as much progress as would be expected
- Decide what resources, training and support are needed.
- All resources, training and support are reviewed termly and changes made as required.

Directly funded by the school:

- Teaching Assistants with a range of specific skills and specialisms

Funded centrally by the Local Authority:

- Sensory, Physical and Medical Team for children with visual and physical needs
- Speech and Language Therapy (provided by Health, but funded by the Local Authority)
- Educational Psychology Service
- Specialist Teachers & Teaching Assistants based at Enhanced Mainstream Schools around the locality – available for Specific Learning Difficulties; Communication & Interaction; Social, Emotional & Behavioural Difficulties.
- Specialist Teachers & Teaching Assistants supporting Minority Ethnic Achievement

Funded by North Yorkshire NHS Trust:

- School Nurse
- Occupational Therapy
- Physiotherapy

How do we evaluate the effectiveness of the provision made for children and young people with SEND?

We carefully monitor and track progress of all children. We also use individual provision maps which are reviewed after half termly with parents and pupils, leading to new targets being set for children with SEND. We record details of interventions undertaken and monitor their impact. These are discussed with the SENCo, if further support is needed action is then taken. Different interventions may be tried or we will seek advice from other outside agencies who offer specialist advice and support. Observations (in class, in small groups and during 1:1 sessions), work scrutiny and pupil conferencing all form part of evaluating the effectiveness of provision, as well as feedback from you as parents. We recognise that work scrutiny provides a valuable measure of progress over time. Specific intervention programmes use a tight measure of

progress. Assessments help the teacher, pupil and parent to be aware of any specific areas of difficulty and they provide a baseline against which to measure progress.

How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEN?

We provide a huge range of opportunities for all of our children, irrespective of gender, ethnicity, SEN or disability, to engage in activities and after school clubs.

How do we support children and young people with SEN to improve their emotional and social development?

Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better. Support provided to enable children to make appropriate outcomes, which will include their specific expertise and work towards the ambitions of the young person. A group run by school staff under the guidance of the outside professional e.g. a social skills group/nurture time. The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. This may include a modified curriculum for some individuals. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

We work closely with a range of external agencies to help meet your child's needs. This includes the Prevention Service (which has a team of Family Outreach Workers who can support you at home), the EMS teams, the Healthy Child Practitioner team, educational psychologists and Speech and Language therapy services. If we feel that we require some additional support to meet your child's needs, we will always speak to you first and seek your written consent.

What are the arrangements for handling complaints from parents of children with SEND about the provision made?

At Sacred Heart we take parental concerns seriously and always seek to work with parents to resolve any concerns quickly and effectively. We ask that in the first instance, you speak to your child's class teacher to discuss any concerns you have surrounding their progress and/or development. Our SENCO works closely with all class teachers and support staff to ensure all children's needs are fully met and all children achieve their potential.

Complaints about SEND follow the general complaints procedure. Please see our general complaints procedure policy.

Who else can help?

North Yorkshire's Parent Partnership Service is available to provide confidential and impartial information, advice and support to parents and carers of children who have special educational needs, learning difficulties or disabilities.

Parent partnership co-ordinators, who are qualified and experienced in special educational needs, can:

- Listen to your concerns and worries;
- Give you information about special educational needs;
- Offer home visits;
- Provide advice by telephone;
- Support you in meetings;
- Go with you and your child to visit schools;
- Give you information about the special educational needs mediation service;
- Provide information about the special educational needs and disability tribunal; and
- Put you in touch with a voluntary organisation or parent support group.
- The Parent Partnership Co-ordinator for our school is Jane Clark.

Contact details: Jane Clark

jane.clark@northyorks.gov.uk

Telephone: 01609 536198

The world of Special Educational Needs is full of jargon! Please find below our attempt to explain some of the acronyms you may come across. Acronym/ Abbreviation Meaning

- SEND Special Educational Needs and Disabilities
- SENCO Special Educational Needs Coordinator
- NYCC North Yorkshire County Council
- TA Teaching Assistant
- EMS Enhanced Mainstream School Based across the county to support schools in a variety of ways
- EP Educational Psychologist
- CAN-Do Comprehensive Assessment of Needs document – resource allocation system to be completed as part of an assessment request
- SpLD Specific Learning Difficulties
- C+I Communication and Interaction
- SEMH Social and Emotional Mental Health (formerly Emotional and Behaviour)
- SENDIASS Special Educational Needs and Disability Information Advice and Support Services (formerly Parent Partnership Services)
- EHCP Education Health and Care Plan (being transferred from Statement of Special Educational Needs)
- EHCAR Education Health and Care Plan Assessment Request
- DCD Developmental Coordination Disorder
- ASD Autistic Spectrum Disorder
- FASD Foetal Alcohol Spectrum Disorder
- ADHD Attention Deficit Hyperactivity Disorder
- POSCH Parents of Special Children – a charity/support group for parents and carers of children with SEN (poschcharity@outlook.com)
- NYPACT The parent and carer forum for North Yorkshire <http://nypact.org.uk/>
- ELSA Emotional Literacy Support Assistant
- SSA Specialist Services Autism (formerly ASCOSS)
- IES Inclusive Education Service
- SPA Single Point of Access (means of requesting additional support for children)
- SALT Speech and Language Therapy
- OT Occupational Therapist
- CAMHS Child and Adolescent Mental Health Services
- CDC Child Development Centre (based on Brompton Road, Northallerton)

Should you wish to discuss any aspect of this document in more detail, or require it in an alternative format, please do not hesitate to contact us.