

# Sacred Heart RC Primary School SEN information report

February 2017

Code of Practice 6.79

‘The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer’.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school’s SEN policy, named contacts within the school where parents have concerns and details of the school’s contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

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This is what we provide in our school	This is North Yorkshire LA's minimum expectations of good practice
<p><b>1 What kinds of SEN are provided for in your school?</b></p>	
<p>Children with SEND have a learning difficulty and or physical disability which make it harder for them to learn than most children of the same age. Children with SEND will require different and additional provision from that usually provided within the classroom. Special Educational needs come under four areas:</p> <p>Communication and interaction Cognition and learning Social, mental and emotional health Sensory and /or physical</p>	<p>Children and young people (CYP) with a wide range of SEN are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.</p>
<p><b>2 What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?</b></p>	
<p>The progress of every child is reviewed half termly by the Head Teacher and Class Teacher. If a child is identified as making inadequate progress or is struggling to access a specific area of the curriculum then adaptations or additional support will be put in place to support the child. There are three different levels of support:</p> <p>Quality First Universal Provision- this refers to high quality teaching which takes into account the different learning needs of all children in the classroom and includes providing differentiated work.</p> <p>Booster Support- this refers to specific, additional and short term intervention used to boost or accelerate the learning of an individual or groups of pupils. Booster support is used to increase progress to or above age related expectations.</p> <p>Additional support- this refers to targeted provision that is additional and extra for a minority of pupils to enable them to access the curriculum and achieve their potential.</p>	<p>The name and contact number of the SENCo should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan. This should include:-</p> <ul style="list-style-type: none"> <li>• details of any strategies being used to support your child in class;</li> <li>• details of any extra support or interventions for your child</li> <li>• your child's learning targets and their long term desired outcomes</li> <li>• the next date when your child's progress will be reviewed.</li> </ul> <p>Most pupils will benefit from SEN support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan.</p>

<p>Who can I talk to in school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)? If you have a concern about your child's learning or SEND you should first discuss this with your child's class teacher. If you are still concerned following this initial discussion you should talk to the SENCo, who is the Head Teacher.</p>	
<p><b>3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?</b></p>	
<p>Class teachers and the Head teacher are available to discuss your child's progress and any other concerns that you may have. Miss Collings (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.</p>	<p>Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say and respond to it. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests. This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress. On-going communication with school may include:</p> <ul style="list-style-type: none"> <li>• regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes</li> <li>• more regular meetings to update you on your child's progress and whether the support is working</li> <li>• clear information about the impact of any interventions</li> <li>• guidance for you to support your child's learning at home.</li> </ul>
<p><b>4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?</b></p>	
<p>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.</p>	<p>School will obtain the views of all children (pupil voice) to shape provision in school. Your child's school may have a school council. In addition, it is vital that the views and aspirations of children and young people with SEN are listened to and they are supported to achieve their aspirations as far as possible. Your school will be able to describe how this is undertaken and the frequency with which the child is consulted.</p>

<p><b>5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review</b></p>	
<p>At Sacred Heart we expect that pupils with SEND should make at least expected progress, in line with their peers. We monitor the progress of children with SEND each term against their personal targets and age expected outcomes.</p> <p>The progress made is detailed in the child's Individual Education Plan which enables the Class Teacher to set new personal targets. The child's progress is discussed with parents/ carers during the termly review meetings and the new targets are shared.</p>	<p>All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress on the National Curriculum.</p> <p>Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.</p>
<p><b>6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society</b></p>	
<p>How will we support your child when they are joining or leaving our school? If your child is leaving Sacred Heart RC Primary school to attend another school:</p> <p>We will contact the school SENCo to ensure that they are aware of any specific support that needs to be put in place for your child. Where possible a meeting will be arranged to discuss this in more detail.</p> <p>We will ensure that all records about your child are passed on as quickly as possible.</p>	<p>Your SENCo should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil should receive as much transition work as they feel necessary.</p>
<p><b>7. What is your School's approach to teaching children and young people with SEN?</b></p>	
<p>Class Teacher input through quality first teaching: The teacher has high expectations for your child and all pupils in their class. Teaching is based on building on what your child already knows, can do and understand.</p> <p>Small group work: Pupils will take part in small group activities. The delivered activities have specific targets to enable pupils to make more progress. Small group work is used if a child has a specific gap in a certain subject area.</p> <p>Specialist support from outside agencies: If your child has been identified as having additional educational needs they may require specialist support in school from a professional agency. This may be from:</p>	<p>High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons</p> <p>Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured</p>

<p>Local Authority central services. These are now available through one referral to the Inclusive Education Service IES, Enhanced Mainstream school staff, Speech and Language therapy (SALT) Service or an Educational Psychologist.</p> <p>At Sacred Heart we expect that pupils with SEND should make at least expected progress, in line with their peers. We monitor the progress of children with SEND each term against their personal targets and age expected outcomes. The progress made is detailed in the child's Individual Education Plan which enables the Class Teacher to set new personal targets. The child's progress is discussed with parents/carers during learning review meetings and the new targets are shared.</p>	<p>learning programmes. Your school will be able to explain to you:</p> <ul style="list-style-type: none"> <li>• what interventions your child is receiving and what are the intended learning outcomes;</li> <li>• when during the week any interventions will be delivered and for how many weeks;</li> <li>• who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom)</li> <li>• how the interventions will relate to and support learning in the classroom;</li> <li>• how they will be monitored closely to make sure they are helping your child to make accelerated progress.</li> </ul>
<p><b>8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?</b></p>	
<p>Class teachers plan high quality, differentiated lessons to meet the needs of all pupils in the class.</p> <p>Teaching Assistants work closely with class teachers to support the needs of pupils.</p> <p>Specific resources and teaching strategies may be used to support children with SEND.</p> <p>Teaching and planning will be reviewed on a daily basis to ensure that they are meeting the needs of the child.</p> <p>Where necessary personalised programmes of learning will be devised and delivered to ensure that children can achieve their full potential.</p>	<p>Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies.</p> <p>Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.</p>
<p><b>9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?</b></p>	
<p>Headteacher responsible for the day to day management of all aspects of the school, this includes the support for children with SEND.</p> <p>Miss Collings will give responsibility to the SENCO and other Senior leaders but is still responsible for ensuring that your child's needs are met.</p> <p>She will ensure that the training needs of the SENCO and all other staff are met. She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.</p> <p>Further support is accessed through the local authority by liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.</p>	<p>All staff should receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary.</p> <p>Schools must make good use of their SEN funding to meet a range of need. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.</p>

## 10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?

Pupils are tracked half-termly.  
Teachers and Headteacher meet termly for pupil progress meetings.  
Parents and carers are involved regularly in planning and review meetings.  
Individual provision maps are used when appropriate.  
Raising attainment plans are produced for each class.

Class teachers are responsible for:  
High quality teaching of all children, including those with SEND.  
Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work or additional support) and letting the SENCO know as necessary.  
Ensuring that all staff working with your child in their classroom are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.  
Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

SENCO (Special Educational Needs Co-ordinator) responsible for:  
Coordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.  
Ensuring that you are:  
involved in supporting your child's learning  
kept informed about the support your child is getting  
involved in reviewing and monitoring how they are doing  
Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.  
Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.  
Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track pupil progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio gain or the before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many schools use Individual Provision Maps (IPMs) to capture this information, which is written during your meeting. This meeting with you and your child is often described as a 'learning conversation'.  
The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.  
Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.

<b>11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?</b>	
All pupils at Sacred Heart are actively included in a wide range of curriculum and extra-curricular activities. The school will make necessary arrangements to ensure that all children can take part in all areas of the curriculum, including sporting events and school trips.	The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.
<b>12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.</b>	
<p>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.</p> <ul style="list-style-type: none"> <li>•Support to reach appropriate outcomes which will include their specific expertise and work towards the ambitions of the young person.</li> <li>•A group run by school staff under the guidance of the outside professional e.g. a social skills group.</li> <li>•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.</li> </ul> <p>This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</p>	Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.
<b>13. How does the School 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?</b>	
<p>The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process, which sets out the amount of support that will be provided for your child.</p> <ul style="list-style-type: none"> <li>• We would meet together to complete a Comprehensive Assessment of Needs (CAN-DO) and Education Health and Care Plan Request (EHCR) which is paperwork designed to assess the level of need. It is designed to be a process, which keeps children at the centre of the assessment and involving parents and all agencies working with your child.</li> <li>•After the school have sent in the request to the Local Authority they will decide whether they think your child's needs seem complex enough to need a statutory assessment. If this is the case they will write an Education and Health care (EHC) Plan.</li> <li>•The EHC Plan will outline the number of hours of individual/small group</li> </ul>	The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.

<p>support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.</p> <ul style="list-style-type: none"> <li>•The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. Your child will still be part of the class, under the direct responsibility of the class teacher.</li> <li>• This type of support is available for children whose learning needs are severe, complex and lifelong.</li> </ul>	
<p><b>14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.</b></p>	
<p>If you have any concerns or queries about the provision that has been made for your child you should first discuss this with the class teacher. The SENCo and Head teacher are also available to discuss such matters.</p> <p>School Email: <a href="mailto:admin@scaredheart.n-yorks.sch.uk">admin@scaredheart.n-yorks.sch.uk</a>  Telephone: (01609) 780971</p>	<p>There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.</p>