

PROUD of our children; PROUD of our school; PROUD of our faith.

Sacred Heart Catholic Primary School SEN Information Report

Head Teacher: Mrs. C. Mason
Deputy Head Teacher: Mrs. S. Stirrup
SENDCo: Mrs. A. Hart
SEND Gov: Mrs K Crompton
Children and Family Support Worker: Mrs Lorna Golden, Mrs Joanne Roach
Learning Mnetor: Ruth Fouracre

Mission Statement

*To live as a Christian family inspired by the values of Jesus.
To celebrate and develop every child's full potential through a rich and enjoyable
learning environment.
To promote and encourage an effective partnership between home, school, parish and
community.*

1. Children get one chance in life to be at school.

As a Senior Leadership Team we will, through our practice and behaviour, promote a positive learning culture underpinned by:

- Supportive relationships
- Stimulating environment
- Excellent provision
- Constant dialogue
- Mutual respect built upon honesty and trust

As Governors we will support in all aspects of school life as well as monitoring progress of all pupils and the status of the school in the local community. We will ensure value for money, not only in academic terms, but ensure our pupils have a school they enjoy being at. We will strive to build a bond between parents, pupils and the wider community.

As Teachers we will ensure each child's physical, social, emotional, academic and creative development through:

- Quality teaching and learning
- Provision of a wide range of relevant, stimulating and enjoyable experiences
- Encouragement of highest expectations, values and self belief
- Provision of a safe and supportive environment, with clear boundaries
- Non- discriminative approach

All this will allow each child to achieve their potential and develop into responsible citizens.

As Teaching Assistants we will know our children as individuals. As a result, we will recognise all achievements no matter how small and praise achievement appropriately. We will encourage children to achieve their potential through matching learning to their needs and interests; developing children's confidence and belief in themselves and encouraging them to take risks by providing a positive atmosphere in which they feel safe.

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 (Special Educational Needs) and their families. This easy to understand information will set out what is normally available in schools to help children with a range of needs as well as the options available to support families who need additional help to care for their child.

We will ensure that all barriers to equal access in our school are removed or overcome. We will monitor and track progress of all children so that the support provided is as effective as possible. We welcome and encourage the full engagement of parents and carers and where necessary, seek support and advice from specialists outside school, to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

What will it do?

The purpose of the local offer is not only to improve choice and transparency, but to make provision more responsive to local need, through the involvement of all children and their families.

How does the school know if children need extra help?

All children's progress, academically, socially and emotionally, is constantly monitored by Teachers and the Senior Leadership Team within the school. Class teacher's often raise the first concerns about a child's progress. These concerns are then raised with the Special Educational Needs and Disability Coordinator (SENDCo) in order to assess need. Concerns may also be raised through the tracking and monitoring of assessments carried out by the Senior Leadership Team. Parents are also able to discuss concerns they may have about their child with either the class teacher, the SENDCo or the Senior Leadership Team.

We have a graduated approach in the way in which we respond, support and care for our children with additional needs, including; monitoring, class support, school support and Education and Health Care Plan (EHCP).

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Monitoring

This is our first level of identification. A teacher may notice some slight difficulties, they will differentiate provision and discuss initial concerns with parents and SENCO.

Class Support

Children will receive additional specific and targeted support to help children progress to age related expectations. Children will have an Individual Education Plan (IEP) or Target Ladders which will be written in partnership with parents. This is 'Low-level' support.

School Support (SS)

School will work in partnership with children and their families to provide highly personalised Individual Education Plan. Children will access further additional support beyond that offered at class support. A child will be moved to School Support when additional advice has been sought from an external agency like an Educational Psychologist. This is 'High-Level' support.

Education and Health Care Plan (EHCP)

School, family and external agencies will together make a decision when it becomes necessary for a child to be assessed for an EHCP. The purpose of an EHCP is to meet the special educational needs of a child to secure the best possible outcomes for them across education, health and social care as they get older and to enable children to move towards long term aspirations.

How will school staff support my child?

Class teachers are required to plan the curriculum to meet the needs of every child within their class, by differentiating teaching for different levels of ability and through high quality teaching.

If the class teacher has concerns about a child's progress, learning and development or personal, social or emotional development:

- They will then give the SENDCo an Initial Concerns Checklist to show how they are providing additional support within the class situation. Each child's progress will be monitored for a number of weeks (usually about 6 weeks).
- If concerns continue, the class teacher will contact the child's parents to discuss next steps. At this meeting the class teacher will share the concerns and actions so far and will start to complete a 'graduated response' form that will outline the discussion, concerns, and actions. Each child's progress will be monitored for a number of weeks (usually about 6 weeks).
- If a child still requires extra intervention, the SENDCo and the class teacher will discuss other options with the child's parents, such as a referral to the Educational Psychologist (EP), Speech and Language Therapy (SALT) or Targeted Educational Support Service (TESS). When extra advice is given from an outside agency, the recommendations from the report will be used to set targets for the child and give strategies for the teacher to implement to help the child. The report also identifies resources, time scales, home links and adult support if appropriate. The teacher will annotate the action plan or recommendations on the report to show how they have implemented it. The report recommendations will be reviewed at least termly and progress and effectiveness will be shared with parents at the parent review evening. Parents are welcome to make an appointment with the class teacher, at a convenient time, if they would like to discuss progress in between the parent reviews. They will be shared, confidentially, with adults within school and outside agencies who may be involved with the teaching or support of the child. The SENDCo monitors all reports and any correspondence sent to school concerning children with SEN.
- Children who have been identified as having a special educational need or whose progress has been identified as a concern will be included on the year group provision map. This will show how this group of children are being supported within the class or through targeted intervention.

What kinds of special educational needs is provision made for at our school?

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND.

Additional and/or different provision is currently being made in school for children with a range of needs, including:

- Communication and interaction (Asperger's syndrome and autism and language disorders)
- Cognition and learning (moderate, severe and specific learning difficulties, such as dyslexia, dyspraxia, dyscalculia and global development delay)
- Social emotional and mental health difficulties (depression, ADHD, ADD, attachment disorders, emotional difficulties)

- Sensory and/or physical needs (vision or hearing impairments and physical disabilities)

The school has a designated SEND Governor, who is able to meet with the SENDCo and discuss issues within school.

At the beginning of the Autumn and Spring Terms, the SENDCo meets with the Educational Psychologist and the TESS team (Targeted Educational Support Service) to identify any children needing support and to prioritise those needs. Children requiring support are identified to the relevant professionals. If a child requires Speech and Language support, Occupational Therapy or Physiotherapy, school, (with parental permission) will put in a referral.

Referrals can be made to the Child and Adolescent Mental Health Services (CAMHS) if any child is finding it hard to cope with family life, school or the wider world. School can also refer to the Startwell team, which can offer support to both children and their families, to meet social, emotional and educational needs.

How will the curriculum be matched to my child's/young person's needs?

Through 'High Quality Teaching', school provides a curriculum to meet the needs of all children. All lessons offer the challenge and support necessary for each child to learn and, where necessary, differentiation occurs through the work set, questions asked, support given or outcomes expected.

How will I know how my child/young person is doing and how will you help me to support my child's learning?

We operate an open door policy at our school at the beginning and end of the school day. Staff are available on each door, in the morning, and they can take messages to teachers to make an appointment or pass on information regarding your child. We recommend parents make an appointment with the teacher to discuss their child's progress, so that the meeting can be productive. Parents' meetings take place in the Autumn and Spring terms. Reports are sent home at the end of the academic year which summarise the child's progress and attainment over that year and parents are invited to come into school to discuss these with the current class teacher and the teacher for the next academic year. In addition, children with SEN meet termly with the class teacher to review the current IEP and prepare the next one. All children's progress is tracked regularly using the school's data tracking systems.

What are the arrangements for consulting children with SEN about and involving them in their education?

The child's voice is very important and we actively encourage all children, including those with SEN, to feel comfortable to 'have their say'. We endeavour to promote these opportunities by:

- reports from outside agencies eg. TESS, EPS – recommendations being reviewed with children where appropriate. The targets on reports are discussed with the child in child friendly language.
- each child's self-evaluation being actively encouraged throughout the school and each child being supported, where necessary, to think of areas for development and how best to develop in these areas in school and at home.
- each child being made aware of their targets using our target cards for maths and English to support their development.

- each child being supported to complete their view about their like/ dislike about school, SEN, support in place to address needs and any modifications to this support which children feel may be helpful for them. This is offered at each annual or interim review.
- each child attending the termly review of targets and progress with their parents and teacher.

What support will there be for my child’s overall wellbeing?

Through our weekly Celebration Assemblies and the RE curriculum, Come and See, in class, children learn about happiness, love, respect, resilience, unity, peace, responsibility, hopefulness, co-operation and tolerance. Our school motto PROUD is discussed in more depth as is the school’s behaviour policy and rewards.

Staff are regularly trained in emergency first aid and we also have several members of staff across school with full First Aid at work certificates. Staff are able to support parents with the management of their child’s medication in school. Medical notes are routinely sent home to inform parents of any accidents that have happened during the school day. Training is provided around specific medical conditions, such as epilepsy, anaphylaxis, visual and hearing impairment. Training is reviewed and updated to include new staff and to suit a specific requirement. A care plan is developed for each child with a specific medical need, such as epilepsy, asthma, diabetes so that all staff know what to do in case of an emergency.

Our Personal, Social and Emotional curriculum supports all children in the development of their own social and emotional learning, but also in promoting our school values such as tolerance, respect and love for all children whether similar or different. School offers a wide range of activities within school to support their social and emotional development such as residential trips, school visits and educational trips.

School has a behaviour policy and reward system in place throughout school, which all children are aware of. Any issues that arise are dealt with swiftly and effectively by the appropriate member of staff .Parents are kept informed where appropriate. We work closely alongside outside agencies to provide further support if this is deemed necessary. Exclusions are rare at Sacred Heart Catholic Primary School due to the high expectations of all pupils. Good behaviour and hard work is recognised and celebrated through Golden Time, certificates in Celebration Assembly, Golden Hearts and Bronze, Silver and Gold parties. Attendance at Sacred Heart Catholic Primary School is good. School has an attendance policy which states:

Letter	Attendance Level	Comments
Gold letter	100% attendance	Excellent
Green letter	Attendance is above 96%	Well done
Amber letter	Attendance falls between 95.9% and 90%	Attendance levels are causing concern Our Children and Families Support Worker may contact you to discuss any support which may be required
Red letter	Attendance has fallen below 89.9%	Attendance has fallen into the persistent absence category. The Children and Families Support Worker will liaise with the Gateway Service who may contact the parents and carers by letter, do a home visit or invite parents/carers to a formal meeting.

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In monitoring, evaluating and reviewing the provision for pupils with special educational needs, staff and governors pay particular attention to matters of equality in order to embrace the advantages of diversity and ensure that no member of the school community is treated unfairly. High standards of achievement are available for all pupils through a broad, appropriate and relevant curriculum that meets the needs of all learners. We aim to break down barriers to learning and take into account the different learning styles and needs of each pupil.

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

Staff are trained regularly in key areas of the curriculum and also in identifying and supporting children with specific difficulties around learning, child development and any social and emotional problems children may experience. School has direct access to a wide range of services all of which can support both parents/carers and children. These agencies include Speech and Language, Child Psychology, Child and Adolescent Mental Health Service (CAMHS), Behaviour Support, Visual Impairment team, Hearing Impairment Team, Virtual Schools Team, Early Years and TESS Team, The Schools Outreach Service, Social Care, Paediatricians and the School Health Service.

All information for local services can be found at:

<http://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx>

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

Staff receive regular training from the Health Service around key medical issues which could arise for children. First Aid training is in place.

The majority of staff are trained in Team Teach to support children in dealing with and working through difficult situations.

All members of office, teaching and support staff have received child protection and safe guarding training. The Designated Teacher is Mrs. Stirrup and the Deputy Designated member of staff is Mrs. Golden or Mrs Roach.

The SENDCo offers training and support to all staff to complete initial concerns/ graduated response checklists, referral forms, IEPs and Individual Behaviour Plans (IBPs) where necessary.

Outreach support and specialist knowledge and advice is given by Hope School Staff, which supports the learning and development needs of children within school. Training is sought, when necessary, from specialist agencies such as behaviour support, the TESS team, Sensory support and the psychology service.

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

Sacred Heart Catholic Primary School is fully-inclusive and all children are encouraged to take part in all activities both within and outside of school. Where necessary, extra support will be provided to ensure full participation is viable. Parents are fully informed of the trips and activities open to every child. First aid equipment and children's medicines are taken on every trip or visit outside of school.

How accessible is the school environment?

Sacred Heart Catholic Primary School is on a split site with 3 buildings. All buildings are accessible for children. There are facilities for disabled changing and toilets which can accommodate wheelchairs and support individuals with a disability. The use of computers and Ipads enables all children to have access to new technologies to support their learning needs. The buildings are fitted with auditory support equipment.

How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?

School encourages parents and children to visit the school and meet their new teacher prior to joining. There are new intake nights for both Nursery and Reception children, where key information is shared about the school, its routines and arrangements for visiting school prior to starting. If a child joins mid year, a member of the Leadership Team will show the child and parents around the school and be available to answer any questions.

Children are told who their next teacher will be and which classroom they will be going into, towards the end of the summer term. Children spend time in their new environment and with the adults they will be working with during class swap days. Individual arrangements can be made to ensure that children with special needs have a smooth transition for teacher to teacher, phase to phase or school to school.

Year Six children have time to visit their new high School for a number of days dependent on each different High School's arrangements. Children with specific needs or vulnerable children are often offered extra visits to their chosen High school after places have been allocated. Year 6 Teachers and the SENDCo meet with staff from the receiving High Schools to pass on any relevant information.

The SENDCo or Foundation Stage Teachers, attend meetings to meet with any Foundation Stage settings that feed into our school, again to share any data and specific needs.

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

Each spring our school receives an amount of funding to help ensure the curriculum is available for all SEND pupils within its delegated budget. This funding provides the mainstream support that the majority of children require.

Children with identified complex individual needs and who have a Statement of Educational Need or an Education Health Care plan receive an allocation of money to cater for their needs. Part of this money is included in the School's delegated budget and the Local Authority provide top up funding for those children whose needs are considered greater. A number of children are also in receipt of pupil premium. This is allocated to children who have been in receipt of free school meals, families receiving certain benefits, children who are Looked after Children, children adopted from care or Children of service personnel. The details about the current pupil premium funding allocation for Sacred Heart Catholic Primary school premium and the impact of it can be seen on the school web site.

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

The school curriculum is differentiated to meet the needs of all children and this differentiation can take many forms such as targeted questions, adjustments to the curriculum, support within the classroom by the class teacher or support staff and on occasions the format in which tasks are given may be different.

Children's progress is carefully monitored by the class teacher and by the Senior Leadership Team. Teacher assessments levels are awarded termly and actions identified for those children not on track.

The initial extra support is given as High Quality Teaching, by the class teacher. The class teacher will ensure that the child is aware of his/ her levels and the steps needed to move onto the next level. Teachers will also discuss with the parent how they can help at home. If after this initial intervention, the class teacher still feels that the child is not making sufficient progress, or is concerned about a specific need or behaviour, then they will approach the SENDCo for advice and support. The SENDCo can offer further advice and extra resources to the class teacher / parent. The class teacher will fill in an initial concern / graduated response checklist and the next course of actions will be decided. There may be a decision that the child requires specialist intervention or support. This might take the form of Speech and Language Therapy, TESS team support, Outreach team at Hope or Landgate, Occupational Health, Startwell, School Nurse Service or the Educational Psychology Service. If, after taking and implementing advice from specialist agencies, the child needs a higher level of support in class or through other resources, an EHCP (Education Health Care Plan) can be requested. This replaces a Statement in the old Code of Practice.

How are parents involved in the school? How can I be involved?

The Governing Body of Sacred Heart Catholic Primary School is made up of representatives from School, the local community and the Parents. Adverts for Parent Governors are circulated as a vacancy arises. Parents of current children on roll are able to be nominated and if successful, are elected on to the governing body.

Parents are regularly encouraged to give feedback to Teachers and Senior Leaders about their children and events held in school. This information helps school to plan for the future and to ensure that needs are met appropriately. This document and the SEN policy are available to view on the school website: www.sacredheart.wigan.sch.uk

Parents are invited to help out with educational trips and visits and are invited to attend our weekly Celebration and annual Recognition assemblies if their child receives an award.

Who can I contact for further information?

Members of staff are at the doors every morning and at the end of the day. This enables parents to briefly discuss any concerns or needs they have with the appropriate staff member. If parents/carers feel that they want to discuss their child and their specific needs or any concerns they may have in more detail, they can either, make an appointment to see the class teacher, a member of the Senior Leadership Team or SENDCo.

If you are considering sending your child to Sacred Heart Catholic Primary School, you can ring the school on 01942 231478 to make an appointment with the Head Teacher or to arrange a visit to the school. During the visit you will be given a tour of the school by a Senior Leader and given opportunities to discuss your child's specific needs and ask any questions relating to your child's education.

The Local Authority's Local Offer can be found at this location:

<http://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx>