



St. Alban's Deanery
Catholic School Partnership



SEND Information Report

September 2017

The Government has published a range of provisions to improve the quality and scope of support available to children and young people with Special Educational Needs and Disabilities (SEND), and their families (Children and Families Act 2014).

Included in these provisions is:

A requirement for local authorities to publish a "Local Offer" of services to disabled children and young people and those with special educational needs and disabilities (SEND).

A requirement for individual schools to publish a SEN Information Report to outline provision for children and young people with disabilities and special educational needs.

At Sacred Heart Primary School we believe in achievement, ambition and progress for all children.

We aim to meet the needs of individual children through highly effective teaching and learning.

There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.

We work in a flexible way to develop effective partnerships with children and their parents/carers, the SENCO, specialist teaching staff both within the school and external professionals such as speech and language therapists, occupational therapists and the Child and Adolescent Mental Health Services (CAMHS) to ensure that the school can meet a broad range of special educational needs.

We undertake a rigorous system of monitoring children's progress, supporting academic achievement and personal achievement by removing barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

The school welcomes the opportunity to resolve all concerns through discussion of the issues at the widest level. Should parents be concerned about any aspect of their child's Special Educational Need and/or Disability they should contact the class teacher or the SENCo, in the first instance and then the Head teacher. The formal complaints procedure is to put any complaint in writing to the Governing Body

1. How does the school identify and organise support for children with special educational needs?

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice 2014.

We recognise that children with Special Educational Needs or Disabilities may be identified by parents, teachers, support staff, outside agencies or any person involved with the child.

Please refer to the school's SEN Policy for more specific information. This is available on the school's website.

2. Who are the key people in the school available to discuss parental/carers concerns about their child's difficulties?

Parents / carers who are concerned about the well-being or progress of their child should contact the child's class teacher in the first instance, who will liaise with the appropriate staff within the School.

Subject specific enquiries should be addressed to the child's class teacher. If the class teacher feels that a child has a specific difficulty and requires additional support they will liaise with the SENCO.

General information on the school's policies and procedures, and communications with parents can be found on the school's website.

Parents/Carers can contact the school via telephone/ letter/email, and can make an appointment to see relevant staff.

Scheduled meetings with parents across the academic year include:

- Parent Consultation Day meetings
- Transition meetings where appropriate
- Annual Review meetings

3. How will parents/carers be informed about a child/young person's progress within the school and how will his/her progress be measured?

At Sacred Heart Primary School we assess each pupil's current skills and levels of attainment on entry, and through regular assessments of progress.

Each pupil's progress is measured and monitored through comparing assessments in each subject against targets set on entry to the school and at the beginning of each academic year.

In addition, pupils with an identified Special Educational Need and / or a Disability may have a Personalised Learning Support Plan (former IEPs), which outlines the support that has been put in place in order to support the pupil in making good progress and securing good outcomes.

Parents will be informed about progress through:

- End of Year reports
- Parent Consultation Day assessment data and meetings
- Telephone calls / emails / parental meetings in school

4. What support will parents/carers receive if their child/young person has been identified as having special educational needs?

Partnership with parents / carers plays a key role in enabling children with SEND to achieve their potential. The School recognises that parents / carers hold key information and have knowledge and experience to contribute to a shared view of the child's needs and the best ways of supporting them.

All parents / carers of children with special educational needs will be able to access support through:

- Initial meetings with relevant staff and regular opportunities to discuss progress, concerns and developments
- Involvement in setting targets and agreeing outcomes
- Liaison with professionals
- Support from family worker / Inclusion Team
- Parents / carers may be signposted to relevant external agencies and support groups such as The Parent Partnership.

5. What support is offered to ensure the wellbeing of children/young people with special educational needs and disabilities?

In line with our Christian ethos, we are an inclusive school and strive to ensure the wellbeing of all our children/young people regardless of their needs. We believe that all children/young people have the right to an education that develops their God-given potential and it helps them build on their skills to gain confidence and their sense of self worth.

Wellbeing is supported through the following:

- Each teacher has a knowledge and understanding of children/young people in their care
- Pupil's medical needs are addressed in accordance with the Statutory Guidance on supporting pupils in schools with medical conditions, and medicines are administered in line with the school's Administration of Medicine Policy
- Some children may have a Care Plan.
- The Family Workers /SENCO provide support for children/young people and their families

- Signposting to external agencies to support the wellbeing of the child
- In-school interventions , which may include
 - Self-esteem groups
 - Social skills groups
 - Attendance groups
 - Lunch time support
 - Behaviour support strategies

6. How will teaching be adapted to support the child/young person with special educational needs?

All teachers are teachers of pupils with special educational needs. Special Educational Provision is underpinned by high quality teaching that is differentiated and personalised to meet individual needs and is compromised by anything less.

Differentiation may take the form of adapted resources, differentiated tasks and / or a modified curriculum.

The school SENCO and external agencies may provide advice and resources to support teachers in delivering high quality teaching that is differentiated and personalised to meet individual needs.

7. What different types of support can the child/young person receive in school?

All teachers have appropriate qualifications and are teachers of pupils with special educational needs. Special Educational Provision is underpinned by high quality teaching that is differentiated and personalised to meet individual needs and is compromised by anything less.

All teachers and support staff receive regular and appropriate training to ensure they are kept up to date with, and informed of new developments and research. Individual staff may receive specific training to meet the needs of a particular child or group of children. Support takes place as a graduated approach (Assess, Plan ,Do and Review)

Support for children may vary according to their individual learning or medical needs, and could include:

- Participation in intervention groups such as paired reading, Maths, English , attention and listening , gross / fine motor coordination, self-esteem and social skills
- Timetables may be adapted to meet individual needs
- In-class support
- 1:1 or small group work to address the targets in a child's Personalised Learning Support Plan

8. How will the school support your child/young person in unstructured times such as lunchtimes and playtimes and enable her/him to have access to after school clubs, school trips and journeys?

Additional support is available to enable all children to access and enjoy unstructured times, such as lunchtimes and break time.

Specific arrangements may be made for particular children to meet their individual needs during unstructured times in the school day (for example by support with social skills/monitoring on the playground)

Some extra-curricular activities are particularly targeted at students with SEND.

Risk assessments for individual pupils and for particular activities are completed in conjunction with the SENCO where relevant and necessary. Support is provided on school trips and visits as required.

Parents are consulted and are involved in the planning of all school trips and educational visits.

The school complies with the Disability Discrimination Act (2010) in making reasonable adjustments for students with SEND.

9. How does the school involve children/young people in decisions that affect them?

At Sacred Heart Primary School we believe that each student is created in the image of God and is unique. All students have specific educational needs and are entitled to the best possible teaching support. Every student with SEN and disabilities in this inclusive school is entitled to fulfill his/her optimum potential.

We aim to ensure that all learners express their views and are fully involved in decisions which affect their education as much as possible and as far as they are able.

This is achieved through the discussions with parents and parent consultation meetings and participation in review meetings .

A family worker is available to work with families and individual pupils to ensure that they fully understand and are supported in making decisions that affect their child's education.

10. How are the school's resources allocated to support children/young people with SEND?

The school allocates its' resources in accordance with the Local Authority Budget and individual pupil's Statement of Special Education Needs or Education and Health Care Plan.

A proportion of the school's delegated budget is available to pupils with identified Special Educational Needs and / or Disabilities. This budget is allocated to staffing, physical and educational resources, and staff training.

SEND support across the school is mapped, reviewed and evaluated on an ongoing basis by the SENCO and is allocated according to individual needs and advice from external professionals.

The SENCO provides a report evaluating the effectiveness of the SEN provision to the Governing Body at least annually and meets with the SEN Link Governor on a regular basis.

11. What services external to the school can provide support to children with SEN?

As a school we draw upon the expertise of a wide range of external professionals to support students with SEND. They are used in school to provide observations, reports, advice for teachers and parents, and to attend professionals meetings.

The external agencies include:

- Local Authority Special Educational Needs Service (SENS)
- Educational Psychology Service (EPS)
- Autism Team
- Child and Adolescent Mental Health Service (CAMH)
- Early Intervention and Prevention Service (EIPS)
- Speech and Language Therapy Service (SALT)
- Occupational Therapy (OT)
- The Hearing Impaired Team (HI)
- The Visually Impaired Team (VI)
- The Edwin Lobo Child Development Centre (ELC)
- Outreach Team from Lady Zia Werner
- Alternative Learner Progression Service (ALPS)
- School and Community Nursing Service
- Social Services
- The 'Light House' - Behaviour provision and outreach work
- Greenhouse Mentoring
- The Virtual School for Looked After Children (LAC)

The school will seek advice from a range of other specialist agencies as needed. Parents are consulted before referrals are made.

12. How are staff in the school supported to work with children/young people with special educational needs and what training do they have?

Teachers will encounter a wide range of pupils with special educational needs, some of whom will have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice and Disability Code of Practice.

All teachers are teachers of pupils with special educational needs. Special Educational Provision is underpinned by high quality teaching that is differentiated and personalised to meet individual needs and is compromised by anything less.

All teachers receive regular and appropriate training in order for them to deliver high quality teaching that is differentiated and personalised to meet individual needs. This training will be a mixture of "in house" and externally sourced specialist Continual Professional Development.

As a school we draw upon the expertise of a wide range of external professionals to support students with SEND. They are used in school to provide observations, reports, advice for teachers and parents, and to attend professionals meetings. We have close links with the Local Authority's SEND team.

Please refer to the school's SEND policy which is updated every 2 years and published on the school's website.

13. How will the school support the child/young person in moving on to another school or college or to the next key stage in their education or life?

We work very closely with our Cardinal Newman High school as part of the Deanery Partnership, especially at times of transition. The Cardinal Newman School employs a transition mentor who works with the feeder primary schools from year 5 onwards.

We have an effective transition programme and established links with all local high schools which include:

- Professionals meetings to discuss individual pupil's needs
- Additional advice and support sought from external professionals
- Transfer and exchange of information, which includes assessment data
- Home visits to meet with parents of pupils with particular needs
- Additional visits to the school

14. How accessible is the school environment?

Sacred Heart Primary School is not fully wheelchair accessible, however, adaptations and reasonable adjustments are made as necessary, including:

- Adaptations to timetable
- Provision of equipment and aids
- Disabled toilet and changing facilities
- EAL coordinator support
- Translators (when required)

Please refer to the School's Disability, Access and Equality policy which is available on the School's Website.

15. Who can parents/carers contact for further information at the school?

Parents / carers who are concerned about the well-being or progress of their child should contact the child's class teacher, who will liaise with the appropriate staff within the school to provide additional support / intervention.

Subject specific enquiries should be addressed to the child's class teacher. If the class teacher feels that a child has a specific difficulty and requires additional support they will liaise with the SENCO.

General information on the school's policies and procedures, and communications with parents can be found on the school's website.

If your child has additional needs and you are considering applying to the school, please contact the SENCO via the school office for an initial visit and details on how to apply. Applications for students with a Statement of Special Educational Needs or Education and Health Care plan should be made in conjunction with the Special Educational Needs Assessment Team (SENAT) at the Local Authority.

The Luton Borough Council website contains information on facilities and services for all students with Special Educational Needs and Disabilities across Luton, and contains a link to the Luton Local Offer. The website can be accessed by clicking on the following link:

<http://directory.luton.gov.uk/kb5/luton/directory/family.page?familychannel=11>

School Contact- SENCO- Mrs Maria Ryan- Contact via school number and email.

Glossary of Terms

CAMHS -Child and Adolescent Mental Health Services.

Curriculum- National Curriculum subjects making up a course of study.

Differentiation- Modification of the curriculum in some way to allow individuals or groups to access it.

EAL Support - Support for pupils/parents with English as an additional language.

Formative assessment- A range of formal and informal procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve attainment.

Graduated response- Support is planned takes the form of a four part cycle Assess, Plan, Do, Review.

PLSP - Personalised Learning Support Plan- A tailored plan which defines a pupils special education program. It outlines targets and details the level of support and appropriate interventions that are different from or additional to the school's usual working practices.

SENAT -Special Educational Needs Assessment Team (Local Authority)

SENCO- Special Educational Needs Co-ordinator - teacher with responsibility for SEND provision

SEND -Special Educational Need or Disability.

SLM- School Liaison Meetings

