



Sacred Heart School

Service Before Self

Mission Statement:

The Sacred Heart is a Community committed to the education of its pupils in a Catholic Christian ethos, where each person is invited to serve God and others in faith, hope and love.

Aims:

- To foster spiritual growth in Christian faith and values
- To value, appreciate and enjoy learning
- To work for excellence
- To further curiosity and creativity
- To aspire to high ideals

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with special needs. This report is reviewed annually and is next due to be reviewed September 2020.

There are four broad areas of need which give an overview of the needs that are planned for in school. These are [Communication and Interaction](#), [Cognition and Learning](#), [Social, Emotional and Mental Health](#) and [Sensory and Physical needs](#).

At Sacred Heart Primary School, we embrace how every child is different and realise that the educational needs of every child are different. If you have any concerns regarding your child's progress or well-being, then please speak to your child's class teacher or Mrs Pink our head of school and SENCO.

Our SEN Team

Mrs Irene Henden is the Sacred Heart Special Educational Needs Coordinator (SENCO)

Mrs Henden can be contacted via the school office

Sacred Heart Catholic Primary School can offer you:

- Someone to talk to; you can always speak to your child's class teacher, the SENCo or the Head-teacher about any concerns you may have.
- A Spiritual, friendly, caring environment; we value social and emotional aspects of learning as much as academic aspects.
- Quality teaching; all our teachers work to a very high standard and are very aware of the need to ensure that all pupils, with or without special educational needs and disabilities be the best they can be.
- Well trained teachers and support staff; all staff have access to up to date training to meet the needs of individual pupils through the school budget and the multi academy trust funding mechanism accessed by the school and through the support of our SEN Support teacher (Sue Wild) who visits our school regularly, and is a specialist in SEN.
- Access to specialist services; we can refer children to the Speech and Language Therapist, Schools 2 schools support, Educational Psychologist, behaviour support learning support teacher, Autism Support Assistant, School Health, Occupational therapy and the Vision or Hearing Impaired Services amongst other specialists.

Identifying and supporting children with SEN-D at Sacred Heart Catholic Primary School

When children start in our Reception class, they join from a number of nursery settings and the handover systems ensure that we receive any information on their development so far, and

any information on a special need or disability already identified by parents or health workers. If this is the case, we meet with everyone involved before the child starts school to make sure their transition to school is as smooth as possible.

All children are unique and develop at different rates. Any special need may not be evident until they have been in school for some time.

Every classroom caters for all children with various styles of teaching and learning, i.e. visual, auditory and hands on (known as a Kinaesthetic learning style).

Pupils have special education needs if they have a learning difficulty which calls for special educational provision to be made for them.

Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area.

Reasonable adjustments are made to cater for the needs of individual children and we have a variety of programmes to boost and support pupils if necessary. These support and intervention programmes include:

* **Co-ordinated Mental Health in Schools (CaMHS)** supports the social and emotional development of all pupils, with or without SEN-D in our school. These children will have been identified by staff or parents to have anxiety issues, lack of self-confidence, be a reluctant speaker in conversations, or have experienced recent bereavement or to have separation anxiety. This is an in-house support mechanism with a dedicated member of staff who runs individual or group sessions for children that have parental permission to take part.

For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services.

These include:

- Speech and Language Therapist
- Educational Psychologist
- Autism Support Assistant
- School Health including the School Nurse, the Asthma Nurse and the Epilepsy Nurse.
- Occupational therapy
- Vision or Hearing Impaired Services
- Sensory Support
- Schools 2 Schools service
- Specialist Support Teacher
- Virtual School

We make sure our staff are up to date with training to help and support all our pupils. This includes:

- Autism Awareness/Social Story Training

- School 2 School programme
- Intimate Care Training
- Phonics training
- Bereavement counselling
- Epilepsy training
- Attachment Awareness
- Team Teach Training
- Behaviour Management Training
- Epi-pen Training
- ELKLAN (speech therapy) training
- First Aid Training
- Mental health first aid

Support for learners

If a learner is identified as requiring SEN support, we will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. This support is set out in the individual school's whole school Provision Map, which documents the support that is currently in place. We modify the provision map regularly and it changes every year, as our learners and their needs change. Various strategies are used to adapt access to the curriculum including visual timetables, i-pads, computers, ICT support, positive behaviour reward systems and coloured overlays.

When providing support that is "additional to" or "different from" we engage in a four-stage process:

Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.

Do – providing the support – extra assistance for learning – as set out in the plan

Review – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teachers, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

Assessing your child

Your child will be monitored, observed and assessed to get the whole picture of them. The assessments used depend on the child's age and include:

- Foundation Stage Profile/ Development Matters
- ELKLAN assessment tool
- Letters and Sounds phonics check
- High and medium frequency word checklists

- The British Picture Vocabulary Scale
- Diagnostic Reading analysis.
- Talk Boost assessment tool
- Single word reading and spelling
- The Boxall profile
- TALC (Blank Levels)
- Norfolk Assessment Pathway
- Sandwell Maths Assessment

How we find out if this effective:

Our monitoring process is an integral part of teaching and leadership at our school. Parents/ carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. Before any additional provision is selected to help a child, the SENCO, teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

If a learner has an Education Health and Care Plan (EHC plan) the same termly review conversations take place but the EHC plan will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that your child receives high quality provision. Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors. Our school data is also monitored by the Local Authority and Ofsted.

Funding

When children's needs are viewed as exceptional their needs are met within our own school budget, which includes money from our St John the Baptist multi academy trust, through money dedicated to SEN. This may be used for equipment, resources, training for staff, specialist advice and support, or some direct adult support for a pair or group of children with the same need, or support for an individual child. We are also able to apply for top up funding from Norfolk County Council to support the requirements of the children with the highest needs.

Equal Opportunities for all pupils

All staff at Sacred Heart Catholic Primary School recognise the importance of the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act, and to make 'reasonable adjustments' to ensure equal opportunities.

The Equality Act 210 definition of disability is:

“ A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities .”

Section 1 (1) Disability Discrimination Act 1995

Our school is committed to making reasonable adjustments to ensure participation of all children, including those with SEN-D, within the curriculum and with extra-curricular activities. Our whole school policies on equality and behaviour ensure that arrangements are made to support children with SEN-D and measures are in place to prevent bullying. Please contact the School's SENCO for further advice and support for specific requirements.

Identifying children with a Special Educational Need or Disability

As a parent, you may have concerns about your child, or staff in school may have noticed so either of these is the case the sooner we talk the better.



If you are concerned come and see us - we can always find a convenient time to see you. If we are class teacher will talk to you. It's amazing how many problems can be sorted out at this s



School may carry out observations and/or assessments to get a clearer picture of your child. We v again after this and decide together if we need to take further action.



If we do need o take further action, the class teacher along with the SENCO and yourselves, will de and specific targets to work on. This could include special resources and support. ~This plan will place for one term.



After one term, we will meet with you for a review to see if the plan is working. If the process is s made an adjustments will be made and we may put your child on the special educational needs a (SEN-D) register. Your child will then have a progress plan (MP3) and we will set specific, achieve make sure your child makes progress and can take part in all areas of school life. Sometimes we r outside agencies to work with your child. This we be one of the specialist services mentioned willalways be asked before we involve anyone



If, in execeptional circumstances, your child still does not make enough progress, we may have to Authority for additional support for your child. We always try to help parents at every stage but yo advice and information from Norfolk Parent Partnership, Woodside Road, Norwich, NR7 9QL Tel: 0- you can contact via email: parent.partnership@norfolk.gov.uk

Identifying Needs at Phase Transition Points

When your child is about to join the Reception class, the class teacher arranges visits to the pre-school where your child attends, prior to joining our school, in order to meet your child. The setting staff will talk to the class teacher and share any information regarding any SEN-D or other issues.

In addition to this, your child will visit the Reception class to get used to the new adults in their life and the new surroundings, prior to the start of the school year.

Children are assessed from their first term in Reception although they will not be aware of this. If any child has particular issues we put a plan in place to give any extra support that may be needed and the class teacher will talk with the school's Special Educational Needs Coordinator to see if there is any additional support or any referrals that are necessary. In October/November term we have meetings with parents after school to give you information about their first term and to answer any questions you may have and again in March.

For transfer to secondary school all children spend some time at their new school, and children with SEN or a disability will be given extra days to meet their particular needs and to meet support staff. Our teachers meet with the staff from each secondary school to discuss any particular issues. Any children on the SEN-D Register will have a review in the summer term before they leave where they can meet and talk to Secondary school staff. Both parents

and the child will have the opportunity to discuss any concerns. Future plans for all SEN-D students' will be made with the advice and support of trained and informed staff at their secondary school or educational setting.

How will my child be included to extra- curricular activities?

At Sacred Heart Primary School we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for the activity. Please contact us if your child has any specific requirements for extra-curricular activities.

How will my child's social and emotional development be supported?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development.

The school benefits from a Behaviour Policy with clear rewards and sanctions and in each class the exact same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents.

There are various opportunities for pupils to have a voice on decision making in the school. The school has a proactive school council that meet regularly and we actively promote British Values

Complaints procedure

Our complaints policy is on our school website.

Information on Norfolk's Local Offer can be found on the Norfolk website:-

<http://www.norfolk.gov.uk>

Norfolk County Council

County Hall

Martineau Lane

Norwich

Norfolk NR1 2DH Tel: **0344 800 8020** Email us: [_information@norfolk.gov.uk](mailto:information@norfolk.gov.uk)

Sacred Heart Catholic Primary School

Data for the Information Report &

Useful contacts

Special Educational Needs and Disabilities Categories

The SEN-D Code of Practice (2014) requires the children to be identified as having SEN-D under one of the recently introduced four new category headings.

Behavioural, Emotional and Social Difficulties

Cognition and Learning

Communication and Interaction

Physical and/or Sensory

Any child on our SEN list will be categorised as 'School Support', unless they have an Education Health Care Plan.