

SACRED HEART  
CATHOLIC VOLUNTARY ACADEMY



LIVE LEARN LOVE

SEND  
POLICY

APPROVED BY THE  
GOVERNING BODY  
MARCH 2019 – SEPTEMBER 2019

## CONTENTS

Compliance and Policy Development	<b>3</b>
Aims and Objectives	<b>3</b>
SEN Categories and Identification Process	<b>4</b>
A Graduated Approach to Support	<b>6</b>
Managing Pupil Needs on the SEN Register	<b>8</b>
Criteria for Exiting the Record	<b>10</b>
How the School Supports Children with SEND	<b>10</b>
Supporting Pupils at School with Medical Conditions	<b>14</b>
Monitoring and Evaluation	<b>14</b>
Training and Resources	<b>15</b>
Roles and Responsibilities	<b>16</b>
Storing and Managing Information	<b>17</b>
Reviewing the SEND Policy	<b>17</b>
Accessibility	<b>17</b>
Dealing with Complaints	<b>18</b>
Anti-Bullying	<b>18</b>
Appendices	
Glossary	<b>19</b>
Example of a Pupil Profile	<b>20</b>
Example of a Pupil Passport and IEP	<b>23 - 24</b>
<p>The school's contribution to the Local Offer (also known as the SEND Information report) can be found on the school's website at <a href="http://www.grasshopper-hosting.co.uk/SacredHeart/15_Teaching/SEN%20resources/Information%20Report.pdf">http://www.grasshopper-hosting.co.uk/SacredHeart/15_Teaching/SEN%20resources/Information%20Report.pdf</a></p> <p>This document should be read in conjunction with the policy.</p>	

## **COMPLIANCE**

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (September, 2014) and has been written with reference to the following documents and guidance:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice (September, 2014)
- Schools SEN Information Report Regulations (2014)

## **POLICY DEVELOPMENT**

This policy has been developed using NASEN guidance and model policies as well as the SENCo being part of a working party within the Loughborough Development Group. The policy was discussed with Staff and Governors before being ratified and was then highlighted to all parents.

## **CONTEXT**

Sacred Heart Catholic Voluntary Academy is a single form entry school which is smaller than average. It became an academy school on 1<sup>st</sup> July 2012 and is part of the St Thomas Aquinas Multi Academy Trust. The proportion of pupils of disabled pupils or pupils with special needs is below average.

Every teacher at Sacred Heart Catholic Voluntary Academy is a teacher of every child in their class including those with SEND. Our foremost aim is to provide learning experiences of the highest quality, which allow each child to develop their full potential working in partnership with children and their parents / carers.

## **AIMS AND OBJECTIVES**

### **Aims**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice 2014.

Our aims are:

- To provide children with quality first teaching through regular training at staff CPD sessions.
- To have high expectations that each child will reach their potential in all aspects of school life.
- To develop independent learners who can transfer these skills to future life.
- To educate pupils with SEND, wherever possible, alongside peers in mainstream classrooms.
- To assess pupil data regularly and provide appropriate support where it is needed. Effective assessment and provision will be secured in partnership with parents/carers, children and external agencies.

## Objectives:

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeder schools prior to the child's entry into the school.
- **Monitor and review the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential. Progress will be monitored, with class teachers, half termly and alongside pupil progress meetings. Targets for pupils with SEND will reflect the outcomes of these meetings.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be coordinated by the SENCo and Head teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. CPD will be provided where necessary to enable staff to be able to enable pupils to overcome any barriers to learning.
- **Work in partnership with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular feedback on their child's progress, and providing information on the provisions for pupils within the school as a whole as well as the effectiveness of the SEND policy and the school's SEND work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** Pupil participation is a right. This will be reflected in decision making and children's views and needs being sort and encouraged but also through wider opportunities for participation in school life e.g. School Parliament.

## **SEN CATEGORIES AND IDENTIFICATION PROCESS**

### What are special educational needs and disabilities (SEND)

The term 'special educational needs' refers to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

Sacred Heart Catholic Voluntary Academy aims to provide support for children with SEND, sometimes with the help of specialists. If your child has special educational needs, they may need extra help in a range of areas, for example:

- schoolwork
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- personal organisation
- sensory or physical needs which may affect them in school

The Special Educational Needs and Disabilities (SEND) Code of Practice sets out four headings:

**Communication and Interaction – where pupils...**

- May have speech sounds difficulties
- May find it difficult to communicate with others
- May have difficulty understanding others
- May have an autism spectrum disorder (ASD)

**Cognition and Learning – where pupils...**

- May learn at a slower pace than others of the same age
- May have a specific learning difficulty (SpLD), such as dyslexia, dyspraxia, dyscalculia

**Social, emotional and mental health difficulties – where pupils...**

- May show emotional difficulties such as withdrawn or challenging behaviour
- May have disorders, such as, attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder

**Sensory and/or physical needs** Which may include:

- visual impairment (VI)
- hearing impairment (HI)
- multi-sensory impairment (MSI)
- physical disability (PD)

Who is involved in identifying special educational needs?

Parents have a vital role to play in their child's education. They know their child well and are often in a position to alert the class teacher to any possible concerns.

The class teacher will keep records of progress and be able to identify areas of difficulty, including SEND.

Adults who support in the classroom pass any observations and concerns to the class teacher.

Parents and teachers may approach the Special Educational Needs Coordinator (SENCo) for advice and support.

The SENCo may carry out assessments to help set appropriate targets.

External agencies include:

- Speech and Language Therapy Services
- Specialist Teaching Service
- Health Services
- Educational Psychology Service

### How are special educational needs identified?

At Sacred Heart Catholic Voluntary Academy we care about every child's wellbeing and progress. Class teachers ensure through Quality First Teaching that the child is given every opportunity to progress. Where concerns arise additional information is sought by:

- Talking with parents
- Referring to records from previous settings/schools
- Requesting information from appropriate external agencies
- Analysing data (tracking progress over time)
- Monitoring changes in children's behaviour and presentation

### What is not considered as SEND according to the Code of Practice?

- Disabilities that do not affect learning
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium

## **A GRADUATED APPROACH TO SEND SUPPORT**

### Quality First Teaching

Every teacher has the highest possible expectations for children in their class and all teaching is based on building on what a child already knows, can do and understand. All teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. If any member of staff working with a child identifies that they have difficulties in a particular area and that they find it harder than their peers to gain skills or knowledge or that they are not making the progress that is expected, then they will bring this to the attention of the class teacher.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have been identified as having gaps in their understanding/learning.

The school uses a variety of monitoring methods to promote and ensure Quality First Teaching including:

- Lesson observations
- Work scrutiny
- Skills audits
- Moderation
- Pupil progress meetings

## **The Graduated Approach**

The process for implementing SEND support is in four stages

### **Assess**

We will gather information about the child's well-being, previous progress, motivation, attainment and learning from everyone involved with the child, to give us an accurate picture of the child's needs. This usually includes the child, teachers, SENCO, parents/carers and any outside agencies (Health, Social and Educational).

### **Plan**

A Pupil Profile will be written to outline what will be put in place to achieve specific targets or outcomes.

The plan will include:

- Quality First Teaching approaches that are effective to enhance learning
- Proven interventions/ strategies that will be used to achieve specific targets and how they will be delivered
- Any focused support from a teacher/teaching assistant
- Resources to support the plan and to ensure access to the curriculum
- Suggestions about how the parent and or pupil can contribute to the plan

### **Do**

A Pupil Profile is a working document to be used by all those supporting the child. The class teacher remains responsible for the child's progress and works closely with any teaching assistants or specialist staff, to plan and assess the impact of support and interventions and how they link to classroom teaching. Adjustment and annotations should be made to the plan as necessary. If the child's class teacher has any concerns that the plan is not working they will discuss this with the SENCo for further advice.

## **Review**

The effectiveness of the support and interventions will be reviewed at least termly. The impact of the support will be measured as well as progress towards targets. Parents and pupils will also be asked for their views about what has worked well and what they feel now needs to happen to support their learning. A decision will be made about any necessary changes and the profile will be updated to enable the child to achieve their next steps in learning. Advice or assessment from outside specialists may be requested if more information is required.

If the child continues to have significant difficulties despite additional intervention and advice from specialists they may have higher needs. Children who are identified as having more significant needs will have an Individual Education Plan (IEP) in addition to a Pupil Profile. The SENCo may then make an application for top up funding if the cost of additional support goes beyond £6000 threshold that is the school's responsibility.

Over time, if the child is still not making progress despite the school having taken relevant and purposeful action over time, the school or the parents can apply for an Education Health

and Care Plan assessment. Where a pupil has an EHC plan there must be an annual review involving parents, school and outside agencies.

## **MANAGING PUPILS NEEDS ON THE SEND RECORD**

Quality First Teaching (QFT) tells us that all children benefit from a classroom where a teacher is continually using assessment strategies that are used for future planning and delivery of learning. Therefore, progress for all children is continually monitored against the National Curriculum.

In an inclusive school, all children are valued and their voice listened to. This is true for all children whether they are on the SEND record or not.

At Sacred Heart Catholic Voluntary Academy, all children are assessed on a cycle of 6 times per year (half termly). After the formal collection of data, Pupil Progress Meetings take place where children who are not making expected progress will be identified and a decision will be made about additional support. All children who need support should receive it regardless of a label or diagnosis. Progress will be regularly reviewed and if, despite quality first teaching with reasonable adjustments to accommodate learning differences, there continue to be concerns, additional support may be necessary. This support is written on a Provision Map which specifies the intervention, when it takes place and who is delivering the programme of support. It is the class teacher's duty to provide appropriate intervention and keep evidence of progress against the agreed target. This becomes part of the next Pupil Progress meeting.

The class teacher will make decisions regarding the type of intervention needed but advice can be sought from the SENCo regarding interventions, resources available including staff and skills. We use a range of intervention that is carefully matched to your child's gaps in learning. Some of the interventions that we may use with pupils include:

- Direct Teaching
- CODE or Talisman Phonics Reading Scheme
- Social and Communication groups

The level of provision will depend upon a number of factors including the progress of a child in other areas of the curriculum, their attitude to learning and what the class teacher considers to be their need. Additionally, it will focus upon a key area to develop their learning. A child

may work in a small group, with other children with similar needs or individually. Every effort is made to timetable this effectively so that children are not missing substantial amounts of time from core subjects or subjects that they enjoy.

If progress has not been made despite appropriate intervention, other agencies may be contacted to provide support and advice to both the school and parents. The SENCo will support the class teacher in collecting the appropriate evidence needed in order to make a referral. The evidence needed will vary depending upon the service required. The SENCo holds a central file of these forms. Support may come from a number of providers including:

- Local Authority services such as Autism Outreach or Specialist Teaching Service,
- Educational Psychologist, Occupational Therapist, Physiotherapist.
  - Outside agencies such as the Speech and Language Therapy (SALT) Service.
  - Inclusion Support from Ashmount School

It is the class teacher's responsibility to act upon the advice from outside agencies and to show this in their provision map. It is the SENCo's responsibility to ensure that this is happening. Where these services are paid for out of the school budget, sometimes decisions have to be made to prioritise spending. The SENCo, class teachers and members of the SLT will hold a meeting to discuss children who they feel have a stronger need for this support and make a decision with an awareness of the criteria used by the services being accessed.

Parents will have been consulted with at all points in this process; working collaboratively with the child at the centre will ensure the best outcome. Therefore, if a child is receiving any form of intervention, parents will have been notified and the intervention explained. Should it be decided that other services are required, parents and teachers will work in partnership to complete the paperwork, be notified of when the services are coming in to work with the child and some form of feedback will be given.

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an EHC Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

The most up to date information for Leicestershire can be found at [http://www.leics.gov.uk/index/children\\_families/family/send.htm](http://www.leics.gov.uk/index/children_families/family/send.htm) or by contacting them on 0116 3056545.

### Education, Health and Care Plans [EHC Plan]

- Following Statutory Assessment, an EHC Plan will be provided by Leicestershire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **CRITERIA FOR EXITING THE SEND RECORD**

Depending on why the student was placed on the SEN Record initially, the following criteria are used to assess the appropriateness of on-going support:

- Concerns identified upon transition from previous setting are no longer evident.
- Since baseline assessments, students have made progress and their attainment is closer to Age Related Expectations.
- Standardised Scores for Reading, Spelling and Comprehension rise above 84.
- The difference of attainment between Maths and English or Reading and Spelling (or other relevant measures) are less than previously.
- A student's disability no longer hinders their progress academically, socially and/or developmentally.

However, all of this is looked at in the context of the child and a holistic approach to assessing a child's needs is paramount. All of this is done through the Graduated Approach and in consultation with students, parents and relevant professionals.

If a child is removed from the SEND Record, there are whole school processes which continue to monitor their attainment and progress. These are overseen by Class Teachers, Assistant Heads and the SENCo.

### **HOW WILL THE SCHOOL SUPPORT A CHILD WITH SEND?**

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners. Pupils with a disability will be provided with reasonable adjustments

(such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:

- Classroom observation by the senior leadership team and / or external verifiers
- Ongoing assessment of progress made by pupils with SEND
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
- Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND
- Pupil and parent feedback on the quality and effectiveness of interventions provided
- Attendance and behaviour records.

All pupils have individual targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Consultation Evenings.

Pupils' attainment and progress is tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. All pupils are then discussed in half termly pupil progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership Team.

Additional action to increase the rate of progress for pupils who are not making the expected rate of progress will be then identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is required to support increased rates of progress, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainment. Support may be provided in class, through intervention programmes or with specific resources.

Action relating to SEND support will follow the assess, plan, do and review model:

**Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to a discussion to support the identification of action to improve outcomes.

**Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.

**Do:** SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

**Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Specialists in other schools e.g. teaching schools, special schools.
- Special Educational Needs Support Service
- Learning Support Service
- Speech and Language Therapy Service
- Autism Outreach Team
- Hearing Impairment team
- Visual Impairment team
- Educational Psychologist Service
- Physical and Disability Support Service
- Social Services
- School Nurse

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

A child identified with SEND may require additional arrangements and adjustments, in accordance with national guidance, to enable them to fully access tests and assessments such as Key Stage 2 SATs. This may be in the form of a reader, a scribe, additional time or rest breaks.

#### How will parents know how their child is doing?

A child's education is a partnership between parents and teachers and we encourage regular communication between home and school.

If a child has complex needs, they may have an Education, Health and Care plan (EHCP). Parents/carers will be invited to contribute to a formal annual review to discuss their child's progress and be involved in deciding the next steps.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01509 212204.

#### How will parents be helped to support their child's learning?

Please look at the school website. It can be found at [www.sacredheart.leics.sch.uk](http://www.sacredheart.leics.sch.uk) and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. All children at the school have access to Purple Mash. The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning.

Where external agencies are involved, they may be able to suggest advice and strategies which can be used at school or at home.

If you have ideas on support that you would like to have access to in order to further help your child's learning, please contact the SENCo who will locate information and guidance for you.

#### How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil transition. These include:

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo is available to meet with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school, preparation for adulthood and independent living:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school.
- The annual review in Y5 for pupils with a statement of educational need or an EHC plan begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition. This may involve additional visits, work or whatever is needed to make the child feel secure.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

#### Support services for parents of pupils with SEND include:

The Leicestershire Special Educational Needs and Disabilities Information, Advice, and Support Service formally known as the Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. In

Leicestershire, this service can be contacted on 0116 305 5614 or [sendiass@leics.gov.uk](mailto:sendiass@leics.gov.uk) or [www.leics.gov.uk/index/education/going\\_to\\_school/parents.htm](http://www.leics.gov.uk/index/education/going_to_school/parents.htm)

The Leicestershire SEND IASS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHC plan. Independent Supporters aim to provide guidance to parents regarding the EHC plan process.

For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.

Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. Parents can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on where the Local Authority's Local Offer can be found at: [www.leics.gov.uk/Local\\_Offer](http://www.leics.gov.uk/Local_Offer)

## **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

Sacred Heart Catholic Voluntary Academy recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs and may have a Statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is followed.

The school follows the guidance published by the DfE in September 2014 regarding supporting pupils at school with medical conditions. Please see the school's policy on this for further information.

## **MONITORING AND EVALUATION OF SEND**

We will gather information about the child's well-being, previous progress, motivation, attainment and learning from everyone involved with the child to give us an accurate picture of the child's needs. This process usually includes the child, teachers, parents/ carers and any outside agencies.

## **SEND Support**

For any child placed on the SEND Record they will have an Individual Education Plans (IEPs). The IEP is established to target the individual needs of a specific pupil and feed into a provision map. These documents will present specific targets for the child to work towards over a period of up to 8 weeks or a school term. Children with an IEP will receive individualised support by either the class teacher or a dedicated Teaching Assistant (TA). The effectiveness of the progress against the targets will be reviewed at the end of the stated period by the child's class teacher and TA. From this, a new IEP will be written or updated.

Parents and carers will be informed of their child's progress and informed of their new targets through information sent home termly. Parents/ carers will be able to make an appointment, if required, to see their child's teacher and/ or the SENCo in order to discuss progress or any new actions.

In school, written records will be used as a working document (i.e. the Small Steps Trackers) to closely monitor the effectiveness of targeted intervention and progress made by the individual pupil.

During termly pupil progress meetings, teachers will discuss the progress of children identified as SEND with members of the Senior Leadership Team.

### **Statemented Pupils and those with a new EHC Plan**

Children with a Statement or EHC Plan will have an annual review in which parents, teachers and other agencies (including health and social care professionals) will be invited to attend to discuss and review the progress of the named child, set new targets and amend the appropriate documents where necessary.

Statements of Special Educational Needs were issued under the previous SEN Code of Practice and any pupils with a current Statement will have this reviewed over the next two years to see if this will remain in place or be converted to a new EHC Plan. Pupils closest to transition to a new school will have their reviews conducted first.

### **Evaluation of provision**

At the start of a school year, provision for each child will be carefully mapped to enable individual needs to be met. Intervention programs/ groups will be evaluated through termly and annual reviews of data to help ensure provision is effective and impacting positively on children's progress.

### **Governors**

The school will appoint a Governor responsible for SEND.

Governors are responsible for making sure the necessary support is made for any child who attends the school who has SEND. The Headteacher will ensure the Governing Body are kept up to date about any issues in school relating to SEND.

The SEND governor will have regard to the code of practice when carrying out their duties, liaising with the Headteacher, SENCo and staff.

## **TRAINING AND RESOURCES**

Sacred Heart Catholic Voluntary Academy receives an additional amount of money to help make special educational provision to meet children's SEND. This is called the Notional SEN Budget. The government has recommended that schools should use this notional SEN budget to pay for up to £6,000 worth of special educational provision to meet a child's SEND. If a student with SEND needs more than £6,000 worth of special educational provision, the local authority can be asked to provide top up funding.

Some students with an EHCP will be allocated a personal budget. A SEND personal budget is a sum of money made available by the Local Authority because it will not be possible to meet the child or young person's learning needs from the high needs funding made available to schools. It can be used to arrange and pay for some of the support agreed in the child or young person's Education, Health and Care plan. The amount that is allocated depends on the needs and outcomes identified in the plan, and can alter as they change.

Skills audits are carried out at the beginning of each academic year, allowing training needs to be identified. A rolling programme of training can then be delivered. As part of the induction programme for new staff, they meet with the SENCo who explains the structures and systems in place around the school's SEND provision and practice and to discuss the needs of individual students.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Our school operates the following training programmes:

- Regular CPD sessions related to Quality First Teaching and, where necessary, classroom strategies to support children with specific needs.
- SENCo and/or Learning Support Staff attend training and disseminate to the rest of the school.
- SENCo attends SENCo Network meetings to be updated on important national and local initiatives and to provide an opportunity for SENCo's to share good practice
- The SENCo, who is part of the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

## **ROLES AND RESPONSIBILITIES**

The SEN Governor responsibilities include:

- Ensuring that all pupils with SEND are appropriately catered for;

- Ensuring that these pupils have the opportunity to participate as fully as possible in all aspects of school life;
- Ensure that parents are notified of a decision by the school that their child has SEND;
- Establish a SEND Policy which is publicly available and can be easily understood by parents; and review that policy on a regular basis
- Report on how the school's SEND policy is being implemented and how resources are allocated in the governing body's Annual Report to Parents;
- Ensuring that the SEND Code of Practice is followed
- Reporting back to the governing body on a regular basis regarding these matters.

Teaching Assistants play a vital role at Sacred Heart in helping to provide quality interventions. They are a valued and respected body of adults. Their placement around the school is based upon need, data and skills and discussed by all members of the Senior Leadership Team. On a day to day level, the SENCo has the responsibility of supporting and managing Teaching Assistants. CPD opportunities are identified as necessary.

The teachers with designated responsibility for Safeguarding are the SLT. The overall responsibility for this lies with the Headteacher.

## **STORING AND MANAGING INFORMATION**

Provision Maps / IEPs are working documents and teachers need regular access to their SEND files. These are stored in a location where other children cannot access it but that other adults employed by the school and deployed to work with the identified children can access this information easily.

More detailed and personal documents are held by the SENCo in a secure location.

When a child transitions to a new school, it is important that the information is passed on. The SENCo is responsible for ensuring that this is done in a secure way and should seek a receipt from the new school.

Parents are entitled to view their own child's documents but must give notice in order that the school may prepare the paperwork including ensuring the anonymity of other pupils whose names may appear on joint paperwork. Information must be kept confidential between all parties involved.

## **REVIEWING THE SEND POLICY**

The SENCo will review the SEND policy annually to ensure it complies with all current legislation and guidelines set by the Government. The reviewed policy will then be passed to Governors for discussion and approval.

## **ACCESSIBILITY**

When a student starts at Sacred Heart, any concerns around their ability to access the site, educational provision or learning are discussed with the student, their parents, teachers and other relevant professionals. Facilities currently in place are:

- The main building is fully accessible through the main entrance off the car park.
- We have an accessible toilet at a central location in the school.
- All classrooms and the dining room are fully accessible as the site is single storey on the ground floor.
- There is a designated parking space in the drop off zone outside the main school reception.
- Flexible timetabling is arranged according to need.

All children, if needed, can have access to a variety of resources such as pen/pencil grips, coloured overlays, highlighters and visual prompts. Additional aids such as writing slopes and spellcheckers can be made available as necessary. Children are encouraged to use a variety of forms of recording such as mind maps, oral presentations and ICT.

Students are encouraged to access the wider life of the school community. Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. If a risk assessment suggests that additional support is required then arrangements can be made for a TA, parent or carer to accompany the child in addition to the usual school staff. Individual needs can be discussed with a student's class teacher or the SENCo.

If needed, we ask various outside agencies to help with assessing the needs of students to ensure they are able to access the school and learning to the best of their ability. Advice from Occupational Therapists, Physiotherapists, Health and Safety personnel at County Hall alongside the Specialist Teaching Service is sought to enable this to happen.

## **DEALING WITH COMPLAINTS**

Wherever possible we seek to discuss and come to agreement about children's education. The SENCo, class teacher, Head teacher and SEND Governor can be contacted to discuss any concerns. The school's Complaints Policy is available from the school's office.

The Parent Partnership Service is available to support parents if necessary when dealing with complaints, appeals or general advice.

Telephone: 0116 3055614

Email: [parent-partnership-service@leics.gov.uk](mailto:parent-partnership-service@leics.gov.uk)

## **ANTI-BULLYING**

As a school we take steps to ensure and mitigate the risk of bullying of all pupils including vulnerable learners in our school. The SENCo oversees the school's policy for inclusion and

is responsible for ensuring that it is implemented effectively throughout the school. The safeguarding of all pupils within the school is the utmost priority of all staff.

How will we help to develop emotional and social development in a pupil with SEND?

- Circle time activities – following the school’s own PHSE scheme.
- We have staff trained in Thinkwise to support children and families in school.
- Social and friendship groups.
- A named adult in school that is available for children to talk to.

If parents have any concerns in relation to bullying a copy of the school’s Anti-Bullying Policy is available from the school office.

Policy Approved By:	SDC&S Committee
Date:	11.3.19
Ratified By Full Governing Body on:	
Signed by Chair of Governors	
Recommended Review Date:	September 2019

#### Appendix 1

#### Glossary of Abbreviations

ASD – Autism Spectrum Disorder

DfE – Department for Education

EAL – English as an additional language

EHC Plan – Education Health Care Plan

HI - Hearing impairment

IASS - Information and Advice Support Services Network

IEP – Individual Education Plan

MSI - Multi-sensory impairment

PD - Physical disability

PPS – Parent Partnership Service

QFT – Quality First Teaching

SENCo – Special Educational Needs Coordinator

SLT – Senior Leadership Team

Appendix 2  
Pupil Profile Example

SACRED HEART CATHOLIC VOLUNTARY ACADEMY  
**Pupil Profile**

<b>Pupil's Name</b>	
<b>Date of Birth</b>	
<b>Address</b>	
<b>Date of placement on record</b>	
<b>Year Group</b>	
<b>Area of need + Initial Placement</b>	

**Other relevant information**

(e.g. previous school, medical needs, external specialist input contact names and numbers)

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<b>Summary of pupil's strengths</b>	
<b>Summary of pupil's likes</b>	
<b>Summary of pupil's needs</b>	
<b>Summary of strategies that work well with the pupil</b>	
<b>Any other key</b>	

<b>information</b>	
<b>Baseline Info:</b> (e.g. Foundation Stage profile, phonics, high frequency words, NC/P Level)	
<b>KS1 Data</b>	R W M
<b>Summary of Provision carried out over the year</b> <i>(e.g. intervention programmes, additional adult support for reading, behaviour programme/support, peer support, speech therapy etc)</i>  <i>This section to be added to year on year.</i>	Yr:
	Yr:



Appendix 3  
IEP Document

 <b>Individual Education Plan</b>	Name:		Pupil Premium: Y/N	Term: Spring
	D.O.B:	Class:	Area of need:	EHCP: Y/N/TBC

My Pupil Passport

My Aspirations...

Pupil Voice- When I grow up I want to...

Parents Voice-

What I am good at...

Pupil Voice-

Parents Voice-

What I find difficult...

Pupil Voice-

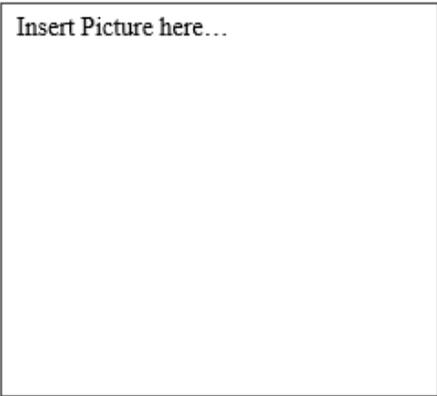
Parents Voice-

What helps me learn...

Pupil Voice-

Parents Voice-

Insert Picture here...





# Individual Education Plan

Name:

Pupil Premium: Y/N

Term: Spring

D.O.B:

Class:

Area of need:

EHCP: Y/N/TBC

Intent / Target	Starting point	Implementation / Provision	Success Criteria	End point	Impact / Review
1.			I will be successful when...		
2.			I will be successful when...		
3.			I will be successful when...		
<b>Other Notes / Comments / Attendance:</b>				<b>IEP agreed by:</b>	
•				Parent:	
				Teacher:	
				SENCO:	