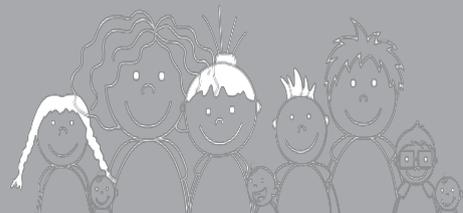


Leicestershire's Local Offer



Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

School/College Name:	Sacred Heart Catholic Voluntary Academy
Address:	Sacred Heart Catholic Voluntary Academy, Beacon Road, Loughborough, Leicestershire, LE11 2BG
Telephone Number:	01509 212204
Name of Head teacher/Principal:	Mrs Lisa Atkins
Head teacher/Principal's contact details:	Mrs Lisa Atkins,
Website address:	http://www.sacredheartacademy.org.uk
Facebook account details:	
Twitter Feed details:	
Age Range of students (start and finish) to include Post 14 onwards where relevant):	4 – 11
Date of Last Inspection:	18 – 19 May 2016
Outcome of last inspection:	Good

Does school/college have a specialist designated unit/additional learning support department?

Yes No

Total number of students with special educational needs at college/setting :	16
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Total number of students receiving additional learning support:	16
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1. The kinds of special educational needs for which provision is made at Sacred Heart School.

Sacred Heart makes provisions for all children. Including those who:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

We provide SEN support for students with significant needs in the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or Physical

Within these areas of need, the school offers support for students identified as having dyslexia, dyscalculia, visual impairment, and autism spectrum disorders (ASD), sensory processing difficulties, speech and language difficulties, attention deficit disorders and physical disabilities.

At Sacred Heart we provide additional support for all children ranging from our most gifted and talented learners to those identified as having high needs (Educational, Health and Care Plans).

2. Information about policies for the identification and assessment of pupils with special educational needs.

At Sacred Heart the identification of SEND is built into the overall monitoring of all pupils. Indicators of possible additional needs would be:

- **Not similar to progress of peers** starting from baseline
- **Below** previous rate of progress
- Attainment gap remains **the same or widens** between them and their peers
- They **do not make adequate progress** despite appropriate interventions and adjustments and good quality personalised teaching.
- **Below expected rate of development** (physically and/or mentally).
- **A significant difference in learning styles.**

The SENCO works closely within the SLT, using whole school data as an early identification indicator for the identification of SEND.

As a school, we use Target Tracker and P scales to track pupil's attainment and progress. P scales are small steps which make it easier for us to assess children achieving significantly below age related expectations. We also use age group expectations and curriculum objectives to help target and personalize provisions/interventions (Target Tracker).

Furthermore, we use a number of additional indicators and trackers of special educational needs:

- The use of checklists relating to Speech & Language, Specific Learning Difficulties e.g. dyslexia, autism and Social, Mental, Emotional Health trackers
- Pupil Passports (Pupil and Parent Voice)
- The completion of Initial teacher concern forms
- Tracking individual pupil progress over time
- Information from other services
- Information gathered from specific children's SEN Monitoring.

For further information about how we assess children with special educational needs please do not hesitate to contact the school office and ask to speak with the SENCO or Head Teacher.

3. **Information about Sacred Heart's policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:**

- (a) How Sacred Heart evaluates the effectiveness of its provision for such pupils*
- (b) The arrangements for assessing and reviewing the progress of pupils with special educational needs*

For children with less complex needs but who require SEND support, they may be entered onto the **School's SEN Support Record** after ensuring certain criterion is met. Each individual child identified as having SEND has their own SEN Monitoring Plan and Pupil Passport. These are designed to target children's areas of strength and difficulty in an attempt to 'close the gap' or provide necessary support.

When children have similar difficulties, we try to group them together and provide group support. This is often seen as group support in class or perhaps even targeted intervention lead and administered by the teacher, LSA or TA.

The amount of support we provide for children varies from a 1 to 1 basis to small group. This depends on the needs of the children and whether any outside agencies have recommended an above average level of support and intervention. We also use resources to help give children as much independence as possible.

As a school, we believe that additional intervention and support cannot compensate for a lack of good quality teaching and class teachers are responsible for ensuring that a child with additional needs receives this on a daily basis.

If there is a need for a higher level of support, the school, in collaboration with parents/carers, is responsible for seeking advice from appropriate outside professionals and completing referrals e.g Educational Psychologist, Speech and Language Therapists, Occupational Therapists. These referrals are based upon evidence the school has obtained over a period of time. As the majority of referrals are funded by the school, we are cautious that we have left no stone uncovered before we obtain the advice of other professionals.

- (c) Our approach to teaching pupils with special educational need*

Children have personal targets based on their SEND, every term these targets are reviewed and progress is tracked using an **Individual Education Plan**. If children fail to make progress within this time, the effectiveness of the provision is reviewed and suggestions for change are made.

At Sacred Heart we endeavour to follow the SEN Support Cycle which takes the form of a four-part cycle where earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupils in making good progress and securing good outcomes.

- **Assess.** Each term, the teacher assesses the child's progress based on a number of assessments and observations. The SENCo will also track the children on the SEN Support Record.
- **Plan.** Once the teacher identifies the next step, s/he will liaise with both the SENCo and the child's parents to discuss the provision and/or targets for the next term. These targets/provision will form the basis of the SEN Monitoring Plan.
- **Do.** During this term, the class teacher is responsible and accountable for the progress and development of the pupils in their class. High quality teaching and differentiation is essential and the first step. Additional intervention and support add another layer of provision to this. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- **Review.** At the end of each term, the class teacher will carry out assessments of the child and record their progress. Teachers use a range of assessment and tracking tools. The teacher will liaise with both the SENCo and parents to inform them of the results of the review and the next steps for the child. The SENCo will scrutinise children's books, intervention evidence and analyse trackers to ensure the targets are appropriate and are being met.

(d) How we will adapt the curriculum and learning environment for pupils with special educational needs

'Every Teacher is a Teacher of SEN'. Provision for children with special educational needs is a matter for the whole school. The governing body, the school's Head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All children in school should be getting this as a part of excellent classroom practice when needed. For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies are in place to support your child to learn. Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress

(e) How we will provide additional support for learning that is available to pupils with special educational needs

At Sacred Heart Primary School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. The nature of intervention, and the strategies employed may include the following:

- Quality teaching and support from the class teacher and LSAs.
Differentiated curriculum for children with SEND when necessary.
- Individual and group support in the classroom from LSAs and the Class Teacher.
- Use of a range of resources to reinforce and master concepts and understanding, including the use of laptops.
- Individual support for pupils with Education, Health and Care Plans.
- Targeted support for individuals, pairs and small groups with SEND, from the Learning Support Teacher.
- Weekly phonics support, focusing on spelling and sentence construction with small groups of SEND pupils.
- Voluntary reading support with a variety of children, including SEND pupils.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Provision of resources to enhance independent learning such as; sand timers, easy-grip scissors, colourful semantics folders and table top writing packs, finger spacers, phonics sound mats and high frequency word lists.
- Targeted curriculum support strategies devised by the educational psychologist and implemented by the learning mentor, SENCo or learning support Teacher as appropriate
- Handwriting implemented daily throughout the school as and where required.
- Assisted Technologies.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

We make sure that activities outside the classroom, and school trips are accessible to all children including those with SEND. Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary. Parents/carers are invited to accompany their child on a school trip if this ensures access.

After school clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support participation. We ensure that equipment

used for these activities is accessible to all children regardless of their needs.

We celebrate our achievements and talents, irrespective of individual differences within the protected categories of the Equality Act of 2010 through special assemblies and award ceremonies. Our broad, balanced, creative curriculum and enrichment activities therefore provide opportunities for everyone to achieve and succeed by encouraging all pupils to be actively involved in their own learning and reducing barriers to learning and participation. Together we take pride in making a positive contribution to our school and the wider community.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

Supporting children in their emotional and social well-being is an integral part of our curriculum for all children. We have a caring, understanding team who look after all of our children.

- Social Skills programs and sessions which enhance self-esteem and programs and sessions which works with children who struggle with anger management are provide in school also in school there are:
- Social skills and friendship groups
- Personal Sessions with our school ELSA
- Personalised behaviour programmes including rewards and sanctions to suit a child's particular needs
- Outside agencies support within all areas including social, mental and emotional health
- Intervention from the Child and Adolescent Mental Health Service (CAMHS) for children and their parents/carers on referral, delivered at CAMHS or in school as appropriate
- Collaboration and communication with all external professionals involved with children, as appropriate, eg. hospital consultants, GPs and CAMHS practitioners. All staff trained in child protection at regular intervals.
- Meeting and greeting of parents/carers at the start and end of each day by all staff.
- Access to Medical Interventions: If your child has a long or short term medical illness then please refer to the Medical Needs and Intimate Care policies which outline the level of care and support provided at our school in detail.
- Staff training in the administration of support and/or medication if and when appropriate.
- Liaison with medical professionals, eg. GPs, hospital consultants and mental health practitioners, providing ongoing treatment of children in the school.
- Individual protocols for children with significant medical needs.

4. The name of and contact details of SEN co-ordinator / Manager of Special Educational Needs or Disabilities (SEND) / Additional Learning Support Department:

Mr Philip Saxton (SENCO)

psaxton@sacredheart.leics.sch.uk or psaxton@aquinas-cmat.org

School Office: 01509 212204

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

The SENCo has the National SENCO Award. 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 SEN. The SENCO attends relevant SEN courses, Family of Schools SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

One aspect of the SENCO's job is to support the class teacher in planning for children with SEND. We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Autism, Dyslexia and Speech and Language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Outreach service. Shadowing/peer observation takes place, as does medical training to support pupils with medical care plans.

The SENCO, with the Headteacher, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. The school builds strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion and believes that sharing knowledge and information with outside agencies is crucial in securing effective and successful SEN provision within our school. We will therefore invite and seek specialist advice, support and training from external SEN services where necessary in the identification and assessment of, and provision for, SEN. For example, outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at substantially below National Curriculum expectations than expected of children of a similar age.
- Continues to have difficulty in developing Literacy and Mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The SENCO, with the Headteacher, is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans.

The Headteacher informs the governing body as to how the funding allocated to support Special Educational Needs has been employed. The Head teacher and the SENCO meet regularly to agree on how to use funds directly related to assessments, resources and training.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Sacred Heart believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEN
- Personal and academic targets are set and met effectively.
- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is also available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be communicated to you directly, or where this is not possible, in a report.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- The SENCO may also signpost parents of pupils with SEN to the Local Authority where specific advice, guidance and support may be required.
- If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision.
- Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.
- The school's SEN Governor may be contacted at any time in relation to SEN matters.
- All SEND children within the school have a Pupil Passport. These Pupil Passports are designed to embrace the 'voice' of Parents and Children.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Pupil Voice - Your child will be able to contribute at all SEND reviews through our schools pupil passport system. They can have their views and needs expressed during the Pupil Passport Review three times a year, during which they contribute their aspirations, likes, dislikes and difficulties. Potential targets are also discussed during this meeting to enable teachers to attempt to set personalized and meaningful targets. Also, parents/carers are consulted. We are with the view that children's success will increase dramatically if they understand and have ownership of their personal targets.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. Most matters of concern can be dealt with in this way. All teachers work very hard to ensure that each child is happy at school, and is making good progress; they always want to know if there is a problem, so that they can take action before the problem seriously affects the child's progress. Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Head teacher or a member of the SLT. The Head teacher considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage. If the school cannot resolve any complaint itself, those concerned should contact the Chair of Governors. Should a parent have a complaint about the Head teacher, they should first make an informal approach to the Chair or Vice Chair of Governors. A copy of the school's complaint policy is available on request and on the website.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The school budget, received from the DFE, includes money for supporting children with SEND. The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Governing Body ensures that the school works with and in support of outside agencies when pupils' needs cannot be met by the school alone. At Sacred Heart, some of these services currently include Education Psychology Service, Speech and Language Therapy, Specialist Teaching Service and Outreach, such as Ashmount and Oakfield.

11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Specialist Teaching Services Telephone: 0116 305940

Autism Outreach Service Telephone: 0116 305940

Hearing Support Service Telephone: 0116 305940

Learning Support Service Telephone: 0116 305940

Vision Support Service Telephone: 0116 305940

Psychology Service Telephone: 0116 305510

The Parent Partnership Service Telephone: 0116 305614

Website details of LA local offer: www.leics.gov.uk/local_offer

12. The arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transfer to a different educational setting is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child. We will make sure that all records about your child are passed on as soon as possible.
- When moving class in school: Information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher. All Plans will be shared with the new teacher.
- Transition to a new class is facilitated by 'class swaps' during the summer term with new class teachers and environment. Also, further transitional visits can be arranged if needed.
- In Year 6: A member of staff from the secondary school setting usually comes to visit and meet with the children who will be attending their school. Where possible your child will visit their new school on several occasions. Many hold open evenings for parents to attend in order to support your decision making process about which school is the right choice for your child.
- If your child has already been identified as having special educational needs, then the SENCO at our school liaises with the secondary school SENCO during the final term of Year 6. Details of the pupil's needs are passed on to the new SENCO, along with details of what support has been in place at our school to help them. Our SENCO passes on information about any outside agencies that have been involved and all SEN paperwork is passed on. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in Year 7.
- Reception Class: Induction events take place during the summer term for all children who are joining the Foundation Stage in September. The Reception class teacher does some pre-school visits and home visits in the summer term before the children enter our school in Reception class. If your child has already been identified as having special educational needs then the SENCO should be invited to attend a transition meeting arranged by the pre-school setting. Your child will also have visits to our school in the summer term where they will get to meet the teachers, other children that will be starting the school with them and the new school environment.

13. Information on our contribution to the publication of the local authority's local offer.

Leicestershire County Council's Local Offer

This can be found by visiting LC's website and clicking on the Local Offer link

Visit: www.leics.gov.uk/local_offer

