

SEN Information

Local
Offer

Person with overall responsibility for SEN within Sacred Heart RC Nursery and Primary school	Helen Brown
Contact Details:	Sacred Heart RC Nursery and Primary School, Cecil Road, Paignton, Devon. TQ3 1PS
Web address of SEN Policy:	http://www.sacred-heart-primary.torbay.sch.uk

Name of Education Provider: Sacred Heart RC Nursery and Primary School

1. What special education provision is available at our setting?



What do we do here to meet your needs?

Please see the next page.

The Governors, CAST (Catholic and Anglican Schools Trust), Local Authority, Headteacher and all staff at Sacred Heart RC Nursery and Primary School aim to work together with parents and carers to provide a broad and balanced education to meet the individual needs of each child. We believe in the importance of 'quality first teaching' so that all teachers and support staff are inclusive practitioners. In addition, facilities and support includes:

- An effective range of interventions for Reading, writing and maths across all key stages
- Talk Boost – speech and language intervention
- Ready Steady Read – an intensive, 1:1 wave 3 reading intervention
- First Class Number – a 1:1 and small group wave 3 maths intervention
- Social and Emotional Aspects of Learning (SEAL) small group work
- Thrive intervention 1:1 and small group work to support emotional and social development
- Pastoral Support Team
- Play therapist
- Educational Psychologist
- Advice and support from the School Nurse and Speech and Language Therapist
- Access to outreach from Mayfield Special School, Chestnut special provision, Combe Pafford Special School, Speech and Language department at Barton School, West of England School for the Visually Impaired.
- We liaise closely with the Early Years Advisory Support to ensure early identification and intervention and Portage workers to ensure a smooth transition into our Foundation Stage.
- ICT equipment – Microsoft Surfaces, Laptops and ipads
- Outdoor learning - sustainable Jubilee garden (Winner of the Bay in Bloom)
- Jubilee Lodge to support whole school emotional wellbeing
- School funded Family Support Worker.
- School funded Attendance Officer

2. What criteria must be satisfied before children and young people can access this provision/service?



What sort of needs would you have for us to be able to help you?

Sacred Heart Roman Catholic Nursery and Primary School, for children aged 3 to 11, is an inclusive school and our mission statement is 'Everyone is Sacred'.

We continually strive to provide our children with a learning environment that values their individual needs: spiritually, academically, physically, morally and socially.

We believe that happy children are successful learners. We respect each other, appreciate differences and understand the importance of good manners. We believe we have a responsibility to be good citizens that live the Gospel values in our daily lives.

Whilst we are a Catholic school, where space is available, we also admit children whose parents wish their children to receive a Catholic education.

To ensure our children's individual needs are met, at times they may need additional support for a short or a longer period of time to fully access the curriculum and classroom learning. When barriers to learning are identified, after discussion with parents and carers, support is planned by class teachers in liaison with the Special Educational Needs and Disabilities Coordinator, Pastoral Support and subject leaders. When needed we access the support and advice of external agencies and professionals. Parents and carers are always part of this process.

3. How do we identify the particular special educational needs of a child or young person?



How do we work out what your needs are and how can we help?

In line with the Special Educational Needs and Disabilities (SEND) Code of Practice 2014 the special educational needs of our children are identified through a range of means.

These include:

- A visit by parents/carers to our school to have a look around and a discussion with the Head teacher or class teacher.
- An individual induction meeting for foundation stage parents and children prior to starting school.
- Liaison with previous school or Nursery to transfer all relevant information.
- Continual assessment against Early Years Foundation Stage and other school based assessment procedures.
- Six weekly Pupil progress meetings with the class teacher, Head teacher, Maths and English subject leaders and SEND coordinator where children who are not making expected progress are discussed and interventions planned.
- Class teachers raise a concern and after speaking with parents and carers, will put an appropriate programme of support in place keeping parents and carers informed at every stage..
- Should it be considered appropriate to look more closely at a child's specific needs an informal assessment will be carried out by the SENCO or a formal assessment by an Advisory Teacher or the Educational Psychologist.
- A meeting is held weekly to discuss children whose barriers to learning may be due to external factors where pastoral support is planned.

4. How do we consult with parents and/or children and young people about their needs?



How do we find out about what you and your parents think you need help with?

We have an open door policy at Sacred Heart RC Nursery and Primary School where we encourage parents and carers to come in and discuss their child's progress and any concerns they may have with us. We also have two planned and one optional parent consultation meeting across the year.

Parents and carers are always consulted if a special educational need is identified and their views are sought. If a parent or carer has a concern the class teacher will arrange a meeting with the SENCO who will arrange for outside advice and support if necessary.

If a child has an Individual Support Plan (ISP) this is reviewed at the end of each term with the child and their parents or carers and next steps are planned and agreed.

If a child has a statement of special educational need or an Education, Health and Care Plan, in addition to the above, a formal review is carried out with the child and their parents or carers annually in the term the statement was finalised.

5. What is our approach to teaching children and young people with special educational needs?



How will we teach you?

At Sacred Heart RC Nursery and Primary School we believe in inclusion and all of our children with SEND are fully included in all areas of the curriculum and school life.

Through quality first teaching, class teachers and support staff differentiate and personalise the curriculum to meet the range of needs and abilities within each class.

We aim for all our children with special educational needs or disabilities (SEND) to be able to reach their full potential in school.

Alongside our quality first teaching we plan and evaluate interventions based on our children's individual needs.

6. How can we adapt our curriculum for children and young people with special educational needs?



What sort of things will you learn here?

Each class teacher adapts the curriculum planning to ensure all children have equal access to their learning, taking advice from subject leaders and the SENCO where appropriate.

Extra support is planned based on need and expertise and may include, for example, small group support within the class by the teacher or teaching assistant or additional intervention groups focussing on specific areas of need. It may include appropriate resources for example, laptops or magnifiers.

All children will have access to a full range of national curriculum subjects which are enriched by themed weeks and extra curricular activities.

All children have an opportunity to go on three residential visits (Year 3/4 Forest and Beach, 5 Warren Barn and year 6 PGL) and they all thoroughly enjoy themselves.

We have an extensive range of after school activities which all children have access to, sometimes dependant on age.

Visit www.sacred-heart-primary.torbay.sch.uk for more information and photographs.

7. How will we ensure we get the services, provision and equipment that children and young people need?



How will we make sure that you get all of the help that you need from different people?

The Head teacher, SENCO and Pastoral Team work closely with the class teachers to ensure the provision in place is effective and appropriate.

We consult and liaise with professionals from other agencies e.g. School Nurse, Educational Psychologist, Play therapist, Speech and Language therapist, SEND outreach advisors, TESS, paediatricians, Family Support Worker, Attendance Officer and other health professionals to enable us to make sure we are working with current advice and materials to support our children.

8. How is this provision funded?



Who pays for this?

The school budget includes money for supporting children with SEND. Children with complex special educational needs and /or disabilities who have an Education Health and Care Plan, previously a Statement of Special Educational Needs, have a personal budget monitored by the Local Authority for additional support to meet identified needs.

The budget is monitored by the Head teacher, governors and SENCO and resources are allocated according to need.

9. What additional learning support is available for children and young people with special educational needs and how do they access it?



What else will we do to help you learn and how will this happen?

All staff are teachers of SEND and based on discussion with parents, pupil conferencing; tracking and pupil discussion meetings with the Head teacher, SENCo and subject leaders or following advice from the Educational Psychologist or outside agencies, children are chosen to join the intervention groups. They are evaluated every 6 weeks against specific entry and exit criteria. The support may include:

- Teaching assistant support in lessons
- 1:1 Reading
- Ready Steady Read (Rotary Supported Wave 3 intervention)
- First Class Maths (Wave 3 Intervention)
- Speech and Language groups
- Phonics intervention
- Writing interventions
- Maths interventions
- EAL – small groups
- SEAL – small groups
- THRIVE – small group and 1:1
- Play therapy
- Ambassadors club (to develop social skills and promote More able maths and literacy groups
- Pastoral support at varying levels
- KS1 readers group

10. How do we support and improve the emotional and social development of children and young people with special educational needs?



How can we help you learn about your feelings and relationships?

At Sacred Heart, our children's social and emotional well-being is very important to us.

We are a THRIVE school and many of our teaching assistants are fully trained Thrive practitioners. All staff have attended the 'Whole school Thrive approach training'

We also have the following support available:

- SEAL – whole class, small group and individual
- THRIVE – small group and individual
- Play therapy
- Pastoral support team
- Lunch time pastoral support groups with teaching assistants for continuity
- Buddy system
- Attendance Officer
- Family Support Worker

11. How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood?



How can we help you to get ready to change to a different place or to leave here?

For children with additional needs, transition plans are in place from the summer term prior to moving into their new class.

Transition books are completed with the child including photographs and dialogue which are taken home during the holidays.

We have meetings between all staff in year groups to pass on information regarding all children including SEND records

We aim for continuity of teaching assistant support where appropriate.

We hold a multi agency meeting for children joining our Foundation Stage if they have an Education, Health and Care Plan or statement of special educational need and/or disability to ensure all information is shared to ensure a smooth transition.

Children leaving Sacred Heart have many opportunities to visit their new secondary school and their year 7 tutor and SENCO come to visit them here. For children with more complex needs additional visits are planned and personalised transition arrangements are agreed.

12. What other support is available for children and young people with special educational needs and how can they access it?



What other help can we give you or help you to get?

At lunchtime we run a range of clubs to help those who find the unstructured time a challenge. These are led by Teaching assistants or by children supported by an adult.

We have a consistent approach to implementing the schools behaviour policy.

We liaise with the Chestnut Centre (Mayfield Special School) to support children for whom behaviour is a barrier to their learning.

We work closely with occupational therapy and physiotherapy to support children with physical needs and /or disabilities.

We refer children to Speech and Language and put into place programmes personalised to them supported by the speech and language therapist.

We have regular meetings with the school nurse who is available to arrange a meeting with parents to discuss any concerns they may have.

We facilitate parenting courses when available.

We have a wide range of adults, teachers, teaching assistants and mealtime assistants, trained in paediatric first aid and relevant staff have epilepsy and epipen training.

All year 5 have peer mediation training at the end of year 5 ready to take on the responsibility in year 6.

13. What extra-curricular activities are available for children and young people with special educational needs?



What other activities can you do here?

All extra curricular activities provided here at Sacred Heart can be accessed by all children no matter what their needs are.

A selection of clubs we offer:

- Knit and Chat - After school. Open to all parents, Grandparents and children.
- Guitar after school
- Change for Life - after school
- School Council - lunchtime
- Early physical skills - after school
- Civic Awards
- Cookery Club
- Song and dance - after school
- Tae Kwon Do
- Football/cricket club
- Reading club
- Going for Gold gymnastics
- Crafts

See www.sacred-heart-primary.torbay.sch.uk for a current list of activities available.

14. How do we assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process?



How do we know that the help we are giving you is working?



How can you and your family tell us what you think?

We know our provision is effective when:

Our children are making expected progress in relation to other children in their year group; They are engaging in their learning and their attainment is increasing;

The children's attendance is above **96%** and their behaviour is good.

Parents and children are involved in this assessment through Individual support plan (ISP) review meetings, termly, and where relevant Annual Reviews of EHC plans (statements).

15. How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment?



How do we make sure that we are being the best that we can be?



How can you and your family tell us what you think?

We have termly meetings with parents and children to review all the Individual Education Plans. We review the provision for children with a statement of Special Educational Need and or disability or Education, Health and Care Plan annually with parents/carers, children, teachers, teaching assistants and the SENCO. In the case of a new EHC plan or statement we meet with parents and carers, teachers and teaching assistants together with the Local Authority Advisory teacher each term for the first year.

We have an open door policy so that parents can come and share feedback about the effectiveness of provision with class teachers, the SENCO and Head teacher.

Ofsted also inspects and reports on the provision, progress and attainment of children with additional needs. Sacred Hearts most recent inspection in December 2012, reports that:

Disabled pupils, those with special educational needs and pupils supported through pupil premium funding, progress as well as their peers because of high quality, often individual, support.

TA's and parents attend external sessions e.g. Ladybird programme.

TA's and teachers attend training on e.g. Makaton, attachment.

We have two Paws b trained teachers in Mindfulness.

16. How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs?



How do we make sure that everyone that works with you has the right skills and can do the right things to help you?

The SENCO is an active member of the Torbay SEND network and attends courses for continued professional development.

Our teachers and teaching assistants have a wide range of qualifications, training and experience working with children with a varied range of needs including:

Speech, language and communication; Behavioural, social and emotional and Autism.

17. How do we keep parents informed where children and young people have special educational provision but do not have an Education Health and Care Plan?



How do we make sure that your parents know how we can help them?

We work closely with our parents to ensure a good home school partnership.

Parents meet with the class teachers twice a year to discuss progress and attainment and are warmly welcomed to arrange a meeting at any other time in the year.

Where children are identified as not making expected progress at pupil discussion meetings, they have extra intervention to address the barriers to their learning.

This is recorded on a Group Education Plan and is evaluated for impact.

Individual Support Plan's and the Educational Psychologist's recommendations are used for supporting individual children. Recommendations are recorded on to the appropriate tracking sheet, evaluated and impact measured.

Teachers meet with parents to discuss the intervention and to seek parental support from home learning.

18. How can parents, children and young people make a complaint about our provision?



What can you do if you are not happy about something that has happened here?

Parents are invited to come in and discuss any issues with the class teacher in the first instance, where most question can be clarified.

For further support and advice parents can arrange a meeting with the SENCO, Pastoral Support or Head teacher by phoning 01803 558298.

19. How can parents, children and young people get more information about the setting?



How can you find out more about us?

If you would like more information about Sacred Heart RC Nursery and Primary School please contact us on 01803 558298 to arrange a visit or alternatively email us at humber@shrcps.org

Please visit our website www.sacred-heart-primary.torbay.sch.uk

20. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?



How do we work with everyone else to help you?

The school holds regular meetings with the school nurse, speech and language therapist, TESS, Educational Psychologist and SEN advisory teacher.

The school employs their own play therapist, family support worker and attendance officer.

Contact details for the family support worker and attendance officers are as follows:

FSW: Louise Loram louise@southwestfamilyvalue.org.uk 07766607555

Attendance officer: Tracey Brennan-Osment

Social care meetings, where possible are invited to be held at the school and regular contact with social workers is made when necessary.

Close links with the education social worker Hayley Mason are held as and when necessary

The charity ANODE is accessed for families who may be experiencing challenges or difficulties. Their motto sums up their valuable support. 'Changing Lives, Giving a Voice & Fighting Poverty'

21. Arrangements for supporting children who are looked after by the local authority and have SEN



How do we help children who are looked after by Torbay Council?

Regular meetings with social workers take place. They visit the children at school or at home and are readily contactable if issues arise.

Termly ePEP (electronic Personal Education Plans) meetings take place with the social worker and carer and SENCo/Designated Safeguarding Lead. In addition the child's views are sought through an online interactive child friendly questionnaire. This is automatically shared via the ePEP at the meeting.

Six monthly CLA (Children Looked After) reviews take place which are led by an IRO (individual review officer) and attended by the social worker, carer and SENCo/Designated Safeguarding Lead. Again the child's views are sought and considered at the meeting.

In addition the class teacher is involved in providing information regarding the child's learning and attainment.

Torbay Virtual School monitor's the attendance and attainment of children looked after and will scrutinise the information provided by ePEPs and CLA reviews.