



Sacred Heart School

SEND Information Report 2019

1. Who are the best people to talk to in Sacred Heart School about my child's difficulties with learning/SEND?

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering the differentiated curriculum for your child in class as necessary.
- Personalized teaching and learning for your child.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND

The SENDCo, Mrs Vyas, is responsible for:

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are
 - i) involved in supporting your child's learning
 - ii) kept informed about the support your child is getting
 - iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND Profile (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

2. What are the different types of support available for children with SEND in our school?

We are a mainstream Catholic Primary School providing support for students with SEND for whom mainstream education is appropriate. This means

Excellent targeted classroom teaching (Quality First Teaching).

For your child this means

- Teachers have the highest possible expectations for your child and all pupils in their class. If a TA is in the lesson their support is targeted to ensure that learning is moved on.
- Your child is fully involved in learning in class.
- Strategies which may be suggested by the SENDCo or other professionals working



with your child are in place to support your child to learn.

Specific group work intervention

- This could be for reading comprehension, numeracy or spelling
- It could be run by a teacher or TA

Specialist professional

- You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist. This will help you and the school understand your child's needs better and so support them more effectively.
- The specialist professional may work directly with you, with your child or they may make recommendations.

Specified Individual support - Education, Health and Care Plan (EHCP).

This type of support is for children whose learning needs are severe, complex and lifelong. Learning will still take place within class

- The EHC Plan will outline the outcomes expected and may state the number of hours of individual/small group support your child will receive from the LA; how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programs or run small groups including your child

3. How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher.
- If you have concerns that your child has an unmet special educational need after speaking to the class teacher or contact the SENDCO Mrs Vyas.

4. How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may also have
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

This might take place at a parent's evening or at a planned meeting.

5. How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from Barnet LA, includes money for supporting children



with SEND.

- The head teacher decides on the budget allocation for special educational needs and disabilities in consultation with the school governors, on the basis of needs in the school.
- The head teacher and the SENDCO discuss all the information they have about SEND in the school, including:
 - the students getting extra support already
 - the students needing extra support
 - the students who have been identified as not making as much progress as would be expected

And decide what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed.

6. Who are the people other than teachers providing services to children with SEND in this school?

Directly funded by the school:

- Highly trained Teaching Assistants and Teachers
- Additional Speech and Language Therapy input as appropriate to need
- Occupational therapy input as appropriate to need
- Educational Psychology Service (EPS) as appropriate to need
- Art Therapy input as appropriate to need

Paid for centrally by the Local Authorities but delivered in school as appropriate to need:

Barnet:

- Advisory Teacher for Autism Barnet
- CAMHS
- Inclusion Advisory Team (IAT) Specialist Teachers input as appropriate to need

7. How are the teachers in school helped to work with children with SEND and what training do they have?

- The SENDCO's job is to support the class teachers in planning for children with SEND.
- 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 ASD and speech and language difficulties.
- Individual teachers and support staff attend training courses both internally and externally that are relevant to the needs of specific students in their class.

8. How will the teaching be adapted for my child with SEND?

- Class teachers plan lessons according to the specific needs of all groups of students in their class, and will ensure that your child's needs are met
- Teachers adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.



- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- Teachers and other adults in the classroom work together to give targeted support needed according to your child's needs.

9. How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher as well as the SENDCO.
- His/her progress is reviewed at regular intervals and formally once a term
- Children at SEN Support will have a target plan which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an annual review with all adults involved with the child's education.
- The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in.

10. What support do we have for you as a parent of child with SEND?

- The SENDCO and class teachers are available to discuss your child's progress and any concerns you may have or to share information about what is working well at home and school so similar strategies can be used. If you have further concerns you may wish to speak to an appropriate member of the school's leadership team.
- All information from outside professionals will be discussed with you directly, or where this is not possible, in a report.
- Target Setting will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- 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.
- Parents are informed and actively encouraged to support shared goals at home.
- Parents' evenings will also give you information about how your child is progressing as well as giving you an extra opportunity to meet with the SENDCO
- Class Information sessions will give you curriculum information and ways that you can support your child at home
- Access to Barnet SEND Information, Advice & Support Service (previously The Parent Partnership Service) and to other parent support groups.

11. What support is there for my child's overall wellbeing?

- We are an inclusive school; we welcome and celebrate diversity. The staff believe that students having high self-esteem is crucial to a student's well-being.
- The class teacher has responsibility for every child in their class therefore this would be the parents' first point of contact.
- The Learning Mentor will also offer students guidance and help.
- If further support is required the class teacher liaises with the SENDCO and the appropriate member of the senior leadership team for further advice and support. This may involve working alongside outside agencies such as Health and Social Care, and/or specialist educational services.



12. How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on the school site.
- Parents need to contact the school office if medication is recommended by Health professionals to be taken during the school day.
- On a day to day basis the Welfare team generally oversees the administration of any medicines.
- Your child will have a Care Plan in place.
- As a staff we have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations.

13. How is Sacred Heart School accessible to children with SEND?

- The building is accessible to children with physical disability via ramps and lifts.
- There is a disabled parking bay in the car park.
- There are disabled toilets in the buildings
- Teaching resources and equipment used are accessible to all students regardless of their needs.
- After school and extra-curricular provision is accessible to all children including those with SEND.
- All students have an equal opportunity to go on school trips. If needed extra support, it is provided.

14. How will we support your child when they are joining or leaving this school? OR moving on to another class/year?

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

If your child is moving to another school:

- We will contact the school SENDCO 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 classes/years in school:

- Information will be passed on to the new teachers in advance. All relevant information will be shared.

Transition from KS2 to KS3:

- The class teacher and SENDCo will meet with Yr. 7 Tutors/SENDCo from Secondary schools to ensure information is passed over and transition arrangements planned
- If your child has an EHCP they are often invited to spend time getting to know the new school. Some students may need several visits.



15. How will my child be able to contribute their views?

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Students on SEN Support or who have Statements/EHCPs discuss and set their targets with class teachers and the SENDCo.
- We also seek students opinions about support in class and Homework Club

16. What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and students.
- After any behaviour incident we expect the student to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the student needs to do differently next time to change and improve their behaviour.
- Attendance of every student is monitored on a daily basis by the School Office. Lateness and absence are recorded and reported to the head teacher. The EWO is called in if there are particular problems with attendance.
- There are staff on duty in the playgrounds who are there to help students who may need an adult to aid negotiation alongside the student Peer Mentors
- Students may spend time in the Happy Room where they are helped to reflect on their behaviour and make better choices
- Some students may work with the Learning Mentor to better understand their behaviour and make improvements
- Students may be referred to CAMHS or other external agencies for intervention if it has been agreed upon by all parties involved.

17. How will my child be included in activities outside the classroom including school trips?

- All students are included in all parts of the school curriculum and we aim for all students to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

18. How the school's resources are allocated and matched to children's SEND needs?

- We ensure that all students who have special educational needs have their needs met to the best of the school's ability with the funds available.
- We have a team of TAs who are funded from the SEND budget who support in class and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most high level and complex needs are given the most support.

19. What specialist services and expertise are available at or accessed by the school?

- Our SENDCO is a qualified and experienced teacher who has classroom practise with



a range of SEND.

- As a school we work closely with any external agencies which we feel are relevant to individual children's needs within our school including:
- educational psychologists,
- specialist services for HI/VI/ASD;
- Health including – GPs, school nurses, clinical psychologists, paediatricians, speech & language therapists, physiotherapists, occupational therapists;
- Social Services and social workers.

20. What training has the staff supporting children with SEND had or is currently having?

- We have two members of staff who have ELKAN LEVEL 2. ELKAN is a speech & language programmes.
- We have six staff who are Trained in Talk Boost
- TAs have had training in delivering reading and spelling programmes.
- TAs trained in delivering Number Box Support
- TAs and teachers have had SEND awareness training in ASC, ADHD, Dyslexia, DCD/Dyspraxia SLCN and HI.
- There is an on-going professional development programme throughout the school year which address all areas of SEND in the school
- We have staff trained on Team Teach
- We have staff trained to use Makaton

21. What If I need to complain?

Parents have the following rights of redress, should the school, governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school's or LA's complaints procedure
- The disagreement resolution service (for disagreements between parents/YP and the LA or parents/YP and the educational provider)
- Complaints to OFSTED (about whole SEN provision rather than in relation to individual children and where the complaints procedure has not resolved the complaint)
- An appeal to the SEND First-Tier Tribunal about EHC assessments/plans and/or disability discrimination. This must follow mediation, unless it is a complaint over the naming of a school placement
- A complaint to the LA Ombudsman (for complaints against LAs if not resolved through the LA complaints procedure)
- Complaint to the Secretary of State (against schools or LAs)