



# SEND Policy and Information Report

June 2023

# Sacred Heart Catholic Primary School

## Special Educational Needs and Disability (SEND) Policy and Information Report 2023-2024

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### 1. Overview

Headteacher: Mrs M Jackson

SENDCO: Mrs J Mullin

SEND Governor: Mrs L Neale

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This information report and policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE May 2014.
- SEND Code of Practice 0-25 (2015).
- Statutory Guidance on supporting pupils at school with medical conditions December 2015.
- Part 3 of the Children and Families Act 2014.
- The Special Educational Needs and Disability Regulations 2014.
- The National Curriculum in England Key Stage 1 and 2 document 2014.
- Teachers Standards 2021.
- The school's vision, values and aims.

## **2. Aims**

We aim to enable all children with Special Educational Needs and Disabilities (SEND) to achieve their full academic and social potential and to have equal access to a broad, balanced curriculum.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with SEND.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

At Sacred Heart, we recognise that every child is an individual and that all children have varying needs, strengths, abilities and weaknesses. We believe that all children should be equally valued in school, and we strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. This policy and information report describes the way that we meet the needs of all children who experience barriers to their learning. We aim to:

- Help every child achieve their potential, welcoming pupils with SEND and ensuring that all members of the school community perceive them positively.
- Provide an inclusive education for all pupils with SEND and use our best endeavours to remove barriers to learning by providing high quality teaching differentiated for individual pupils.
- Raise the achievement of all children, enabling them to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the needs of secondary school life and learning.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- Where possible, pupils participate and are involved in the process of information gathering and reviewing progress, by listening to their views and involving them in the planning process.
- Ensure that SEND is reflected in school policies, planning, monitoring and record keeping.

## **3. Legislation and guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report.

## **4. Definitions**

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is education or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **5. Roles and responsibilities**

### **5.1 The SENDCO**

The SENDCO will:

- Work with the Headteacher, Senior Leadership Team and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Liaise with the Headteacher on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Contribute to in-service training, including during INSET days and regularly in staff meetings across the year.
- Ensure that staff complete appropriate paperwork to record support for children with SEND - for example Person Centred Plans (PCPs) that follow the APDR cycle, paperwork from external agencies and records of interventions detailing progress against specific outcomes.
- Strengthen links between school/health/parents/other agencies.

## **5.2 The SEND governor**

The SEND governor will:

- Help raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this.
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision within the school.
- Ensure that there is a clear procedure for complaints.
- Ensure that parents are kept informed and have an opportunity to make their views known.

## **5.3 The Headteacher**

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND, working closely with staff and the Governing Body.
- Make time provision for staff to fulfil their SEND duties.
- Ensure that parents are able to discuss their concerns and work closely in partnership with parents, valuing the contribution they make.

## **5.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Writing PCPs, ensuring that interventions are delivered to achieve those outcomes and share these with the parents 3 times a year.
- Engage with parents to suggest ways in which they can help their children at home, as well as providing strategies to help support their needs.
- Ensuring that they follow the SEND policy.
- Those teachers who are subject leaders, must ensure that pupils with SEND are taken into consideration when writing policy documents.
- Assessment leads must report on the progress of SEND children.

## **6. SEND Information Report**

### **6.1 What kinds of special educational needs do we provide for?**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction - for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning - for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties - for example, attention deficit hyperactivity disorder (ADHD), anxiety.
- Sensory and/or physical needs - for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

### **6.2 Identifying pupils with SEND and assessing their needs**

At Sacred Heart, the progress of every child is monitored at termly pupil progress meetings. Class teachers are continually evaluating children's learning and they are aware of the expectations of the Code of Practice. If they observe that a child is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. Where children are identified as not making progress in spite of high quality teaching, a plan of action is agreed with the SENDCO. Early identification is key at Sacred Heart, however we do recognise that some pupils' needs will only become evident as they develop.

Each pupil's current skills and levels of attainment are assessed on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### 6.3 Consulting and involving pupils and parents

We aim to have positive and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (Autumn and Spring terms) or during informal meetings to discuss the child's progress.

It should not come as a surprise to a parent to learn that their child is being identified as having SEND. To ensure that this is the case, we will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes on those early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEND support.

### 6.4 Assessing and reviewing pupils' progress towards outcomes

At Sacred Heart we use Person Centred Plans (PCPs) to support children with additional needs. The PCPs include information about the child in the format of a One Page Profile (OPP), which ensures that any adult working with the child (for example a TA completing an intervention, or a supply teacher new to the class), knows exactly how best to support their learning or any other additional needs. Alongside the OPP, the PCP also includes learning outcomes specific to the child. PCPs are reviewed at least three times a year and the progress is shared with their parents.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment or behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **6.5 Supporting pupils moving between Key Stages**

We will share information with the school, or other setting that the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Transition to secondary school:

Currently, there is provision on Wirral for enhanced transitions to some of the secondary schools and we can help to facilitate this to ensure that individual needs are being met. Examples of some of the enhanced transition support could be extra visits, timetable support and travel training. The records of those pupils who are on the SEND register are also shared directly with their new schools and discussions with the SENDCOs take place prior to them leaving Sacred Heart.

Transition within school:

We understand how difficult it is for children and parents as they move into a new class or a new school and we will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher.
- Additional visits to the classroom environment in order to familiarise children with their new environment.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

## **6.6 Our approach to teaching pupils with SEND**

At Sacred Heart, all SEND children are taught within mainstream classes and children are fully included within these classes. Some interventions take place in a 1:1 or small group setting, but the main quality first teaching is with the class teacher(s).

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.



We will also provide, but not limited to, the following interventions:

- Time to Talk (KS1 social communication intervention).
- Socially Speaking (KS2 social communication intervention).
- Speech and Language Programmes as directed by the NHS Speech and Language Therapist on a 1:1 basis.
- Fine and gross motor skills interventions, carefully tailored to the individual needs of our children.
- Phonics interventions 1:1 or in a small group for children in EYFS/KS1.
- Maths interventions 1:1 or in small groups across all Key Stages.
- Reading support - including dyslexic friendly methods, comprehension support, word level skills and decoding using a phonetic approach.
- Tailored SEMH interventions on a 1:1 or group basis.
- Support from external agencies such as Gilbrook Outreach, MHST through CAMHS and Speech and Language Therapy.

## **6.7 Adaptations to the curriculum and learning environment**

Sacred Heart is disability friendly. The infant building is accessed via ramps and is all on the ground floor. All EYFS play areas, KS1 & KS2 playgrounds and the school field are easily accessible. The school is on two levels in the Junior Building, but there is no expectation for children to access the upper classrooms, as all necessary provision is available on the ground floor. The corridors are wide and we have disabled toilets in both buildings.

Other adaptations to the physical environment will be made, as appropriate, to accommodate children with sensory needs. All relevant staff will be trained to use any specialist equipment.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, or content of the lesson.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.

## **6.8 Additional support for learning**

All of the teaching assistants at Sacred Heart are trained to deliver interventions and also support children in class.

Teaching assistants will support pupils on a 1:1 basis when the child has specific targets on their PCP requiring 1:1 support, or as a way to support children with

SEMH/communication difficulties. Additionally, 1:1/2:1 support is also sometimes appropriate for children with EHCPs.

Teaching assistants will work with pupils in small groups when supporting learning within the classroom, or for interventions that require small groups such as Time to Talk or Socially Speaking. Lots of our Phonics, Maths and English interventions are also delivered in small groups to consolidate learning from the classroom or to cover gaps in the children's knowledge.

We work with the following agencies to provide support for pupils with SEND:

- NHS Speech and Language Therapy
- Educational Psychologists
- Gilbrook Outreach
- SENAAT
- CAMHS/MHST
- Specialist teams such as physiotherapists, occupational therapists, consultants from local hospitals
- Specialist teacher for children with MPN
- School nurse service

## **6.9 Expertise and training of staff**

Our SENDCO has 9 years experience in this role and has worked as a class teacher across both Key Stages. The SENDCO must be a qualified teacher who has the required Post Graduate SENDCO qualification.

At Sacred Heart, the SENDCO is allocated time each week to manage SEND provision.

We have a team of teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last academic year, staff have been trained in:

- Using Provision Map - a tool used for recording SEND interventions and individual pupils' targets.
- Specific training by a physiotherapist and occupational therapist for a few staff to support a child with physical needs, including the use of equipment and effective manual handling.
- A range of online training regarding the SEND Code of Practice and the responsibilities of teachers.
- Nessy dyslexia support.
- Little Wandle for new staff in EYFS and KS1.
- NELI - Nuffield Early Language Intervention for EYFS.

We use specialist staff to support some children with higher level needs.

## **6.10 Securing equipment and facilities**

We work closely with a range of specialists who assist us with securing equipment to be used at Sacred Heart. This can include occupational therapists, physiotherapists, or hearing and vision support. Some children are in receipt of Higher Needs Funding (HNF) and additional equipment is sourced to support their learning.

## **6.11 Evaluating the effectiveness of SEND provision**

SEND provision is reviewed regularly and adaptations are made when appropriate. Strict timetables for interventions, as well as space for them to be carried out, help TAs to support our most vulnerable pupils effectively. All class teachers are aware of their responsibility to provide support for all children in their class, even those with SEND, and this is carefully co-ordinated and managed by the SENDCO.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions after 6 weeks.
- Using pupil questionnaires.
- Monitoring by the SENDCO.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with EHC plans and PFAs.

## **6.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

At Sacred Heart we work hard to ensure that there are no barriers to pupils with SEND enjoying the same activities as other pupils in the school.

All of our extra-curricular activities and school visits are available to all of our pupils, including our before and after school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their special educational need or disability.

Pupils with EHCPs are welcomed at Sacred Heart and we work closely with EHCP co-ordinators to ensure that our provision is suitable for their needs. We have also helped to secure EHCPs and placements in Specialist Schools when the pupils' needs are not being met in mainstream.

### **6.13 Support for improving emotional and social development**

At Sacred Heart we have a zero tolerance approach to bullying, and we are especially aware of the vulnerability of some of our SEND children. Pupils are well supported with their emotional and social development, through a variety of approaches:

- Additional support from class teachers/teaching assistants.
- Support for transition into school.
- Explicit teaching of social skills through tailored interventions.
- Additional support from the Pastoral Manager - for children and parents.
- Enhanced transitions between year groups and for secondary school.

### **6.14 Working with other agencies**

Sacred Heart works closely with lots of other agencies to support the needs of those children with SEND and also support their families. There are a range of services in health and social care, as well as local authority support services and voluntary sector organisations that we can direct parents to for support, or access ourselves directly from school. The SENDCO and Pastoral Team are best placed in order to provide this assistance to parents.

### **6.15 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the class teacher or SENDCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

### **6.16 Contact details of support services for parents of pupils with SEND**

Wirral Information Resource for Equality and Diversity (WIRED) is a local service that can help to support parents of pupils with SEND. They offer an impartial, independent and confidential service, which gives free information, advice and support about matters relating to SEND and is for parents or carers of children aged 0-25. Their contact details are as follows:

wired.me.uk [contact@wired.me.uk](mailto:contact@wired.me.uk) 0151 522 7990

The Wirral Local Offer website can also offer a range of information and support:  
localofferwirral.org

### **6.17 Contact details for raising concerns**

Class teachers can be contacted via the class email system.

The SENDCO and Headteacher can be contacted via the school office:

- 0151 677 1091
- [schooloffice@sacredheart.wirral.sch.uk](mailto:schooloffice@sacredheart.wirral.sch.uk)

### **6.18 The local authority local offer**

Our contribution to the local offer is available on our school website:

sacredheartmoreton.co.uk

Our local authority's local offer is published here:

localofferwirral.org

## **7. Monitoring arrangements**

This policy and information report will be reviewed by the SENDCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **8. Links with other policies and documents**

This policy links to other policies, including:

- Accessibility plan
- Attendance policy
- Behaviour policy
- Equality opportunities policy
- Safeguarding policy
- School prospectus
- Supporting pupils with medical conditions policy