



Sacred Heart SEND Information Report (and contribution to LA SEND Local Offer)

‘Hearts that inspire, hearts that believe, hearts that achieve.’

Sacred Heart's Key SEND Contacts

Mrs A Howell – Headteacher/Designated Safeguarding Lead

Mrs A Palmer– Deputy Head/Designated Safeguarding Lead

Mrs E-K Darnton – SENDCO/Inclusion Coordinator

Mrs A Palmer -SEND Aide

Mrs H Walker – Deputy Designated Safeguarding Lead

Mrs K Atherton – Wellbeing Team Leader

Mrs D McNamara - Parent Support Advisor (PSA)

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Our Core Offer

Sacred Heart Primary School takes a positive and inclusive approach to supporting all our pupils. We believe that pupils with Special Educational Needs or Disabilities (SEND) should access a broad and balanced curriculum in line with the DfES Special Educational Needs Code of Practice: 0-25 (2014).

The school's SEND Policy may be found on our website and a hard copy can be requested. Our policy is a detailed document which encompasses Bishop Hogarth Catholic Education Trust's high standards of support for children with SEND.

We strive to provide a nurturing and supportive learning environment in order for children to fulfill their potential. We promote and welcome the involvement of parents and regard home school partnerships as crucial to individual pupil's success.

We have a graduated approach to SEND, ensuring early identification of needs and a continuum of support for children to enable them to make progress.

What is Special Educational Needs and Disability (SEND)?

“A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.”

SEND support for pupils with significant needs is provided in the following areas:

Speech and Language;
Cognition and Learning (specific learning difficulties);
Social, Mental and Emotional Health;
Sensory and /or Physical.

These needs can be short or long-term depending on the individual. We aim to identify additional needs as early as possible in order to enable support to be put in place.

These range descriptions are provided by the local authority to give consistency across schools in Hartlepool.

What should I do if I think my child may have a special educational need or disability?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

The SENDCO can be contacted either by phone or by making an appointment at the school office should you continue to have concerns about the progress your child is making.

Expertise Specialist Services

At Sacred Heart we involve other bodies; including health and social care, local authority support services, charitable and voluntary sector organisations in meeting the children's SEND and supporting their families.

Expertise/Specialist Services accessed by Sacred Heart

- Educational Psychologist
- Occupational Therapists
- Speech and Language Therapists
- Early Help – Referrals made by school and other specialists
- Alliance Psychological Services
- CAMHS – Child and Adolescent Mental Health Service
- Links with Daisy Chain Project (ASD Service)
- Links with Alice House (Bereavement Service)
- Harbour (Domestic Violence support and counselling)
- School Nurse/Health Visitors/Dental Health
- Child and Family Services
- Fire Brigade/Cycling Proficiency/ Pedestrian training– road/fire safety interventions
- Crucial Crew – Y6 road safety/drug awareness

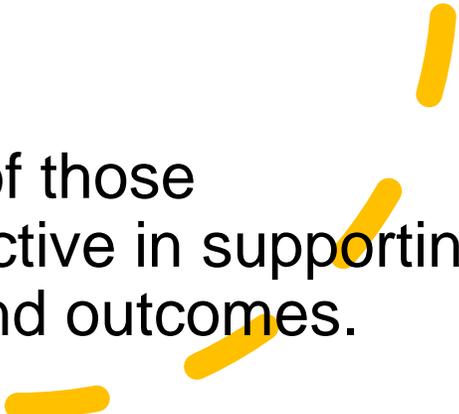
How is provision for children with SEND identified and tracked?

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four part process:

- assess;
- plan;
- action;
- review.

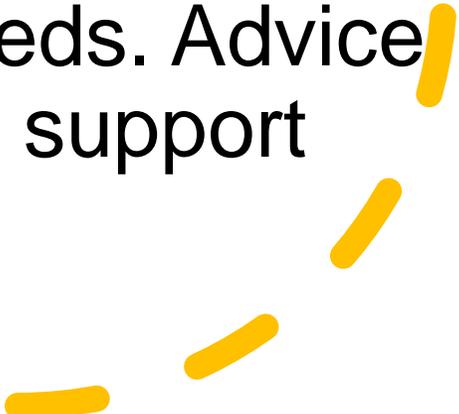
This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.



Assess:

How does the school decide if a child needs extra support?

The class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, specific assessment tasks and tests and the views of parents and pupils are used to identify needs. Advice may also come from external support services.



Plan:

What type of support and how much support will my child receive?

Information gathered is used to develop interventions and adaptations to the environment and the curriculum.

Advice from outside agencies including schools and families specialist services, the Educational Psychologist, behaviour support, the Emotional Health and Wellbeing Team and speech and language therapists may be accessed.

The class teacher will work alongside the SENDCO to plan the most appropriate interventions.



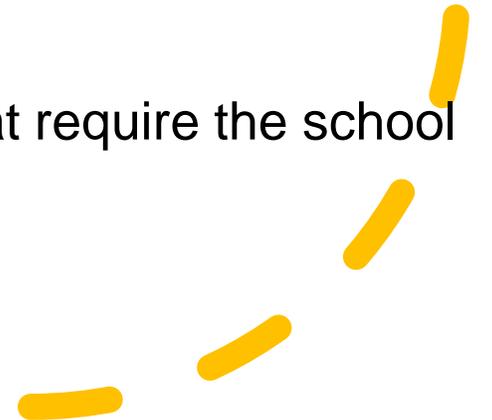
Action:

How will the school staff support my child?

Interventions may involve group or one-to-one teaching both in class and outside the main teaching on specific schemes of work. It may also involve the use of different equipment or the adaptation of the curriculum. The curriculum may be adapted through differentiation, using prompts, adapted resources and by support from teachers and teaching assistants. In some cases specific schemes of work (including for social and emotional difficulties) interventions will be used.

Children who have SEND will have the targets and strategies they are working on recorded on an Individual Education Plan (IEP). This will be reviewed termly and discussed with both the pupils and their families at review meetings. The IEP will include strategies on how families can best support their child.

Some children will have exceptional needs that require the school to request support and additional funding.



Review:

How will school and I know how my child is doing?

Your child's progress will be continually monitored by their class teacher and reviewed each term through pupil progress meetings. A range of assessment tools are used in school which show children's attainment in more detail.

Where necessary, children will have a Coordinated Support Plan based on targets specific to their needs which will be agreed by teachers, parents, the SENDCO and/ or external agencies. Targets will be designed to accelerate learning and close any gaps. Progress against these targets will be reviewed regularly, evidence for judgement assessed and a future plan made.

The progress of children with an Educational and Health Care Plan (EHCP) will be formally reassessed at an annual review with all adults involved with the child's education.

The SENDCO will meet with class teachers on a termly basis to check that each child is making good progress in their work. Regular book scrutinies and lesson observations are carried out by members of the senior leadership team to ensure that the needs of all children are met.

An annual review will take place for all children with an EHCP. All adults and relevant professionals involved with the child will be invited to attend with the aim of reviewing the current level of support the child receives.

Meeting identified needs

For many children, their targets will be linked to learning and will often be specifically related to English and maths. However, for other children they may be related to social interaction, communicating with children and adults or emotional difficulties. The most important factor is that the targets and support provided are particular to the needs of each individual child.

At Sacred Heart, we offer many different forms of additional provision, including:

- additional in and out of class support;
- one-to-one support when appropriate;
- flexible groupings (including small group work) ;
- access to specific resources and learning programmes;
- counselling;
- access to a wide range of outside agencies.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

How support will be provided:

- access to small group and/or individualised interventions to develop skills in communication and interaction with others;
- visual timetables used in every classroom;
- flexible approaches to timetable when necessary;
- access to additional aids/technology ;
- explicit teaching of generalising skills from one context to another;
- careful planning of transitions, e.g. advance notice, familiar resources;
- mentoring and/or buddy systems.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

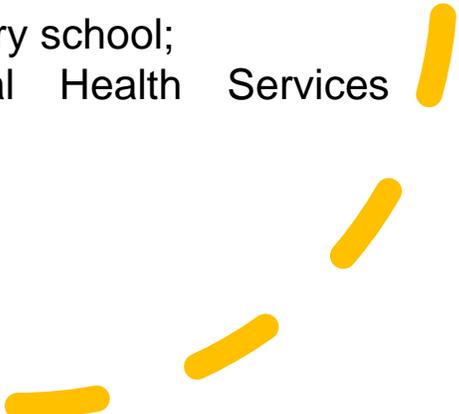
How support will be provided:

- regular, individual or small group focused interventions, e.g. reading RWI 1:1 tuition, Reading Plus;
- increased access to small group support in class;
- practical aids for learning, e.g. place value counters, number lines, pictures, photos, coloured overlays, accessible reading material suited to age and individualised success criteria;
- flexible groupings;
- access to technical aids e.g. spell checker, ICT software and/or hardware;
- adaptations to assessments to enable access e.g. readers, scribe, ICT;
- curriculum/delivery adaptations to meet the learning needs of individuals;
- frequent repetition and reinforcement.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

How support will be provided:

- access to time out/individual work area;
 - access to in-house listening mentors including mindfulness;
 - access to counselling services, e.g. CAMHS, Alliance;
 - a dedicated Parent Support Advisor
 - bereavement support;
 - when possible, increased access to additional adults in and out of the classroom;
 - supported transition programme with chosen secondary school;
 - applications made to Social, Emotional Mental Health Services (SEMH) when necessary.
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Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

How support will be provided:

- occupational therapy support sought when necessary and suggestions followed;
- concrete apparatus available to support learning, e.g. Numicon materials (numeracy);
- sensory resources available e.g. , seat wedge, writing wedge;
- access to support for personal care, e.g. school nurse service;
- adaptations made to the curriculum when needed to avoid sensory overload.

Accessibility

With due regard to our Admission Policy, parental choice and accessibility of the school building all children with special educational needs who apply will be accepted by the school.

All of the ground floor is fully wheelchair accessible.

Disabled toilet facilities are located through the school entrance near the school office.

Communication with parents whose first language is not English is supported by advice from the local authorities EAL (English as an additional language) team.

When necessary, translators are booked for meetings and documents are translated.

Activities Outside of School

Sacred Heart is an inclusive school and we will put in place appropriate support, whenever possible, to enable your child to be educated alongside their peers. This may include extra staffing and/or equipment.

Staff who are arranging an offsite trip will discuss with parents and the SENDCO any requirements needed and the suitability of any trip which the school is taking part in.

We will not stop your child from going on a trip due to their special educational needs and/or disability if the trip is suitable for your child and their safety and the safety of others is not compromised.

The Headteacher oversees all trips to ensure children are safe and included where possible.

Medical

On site medical support is provided by our qualified first aiders including emergency and paediatric first aid.

Staff are trained in the administration of Epi-pens.

We have a comprehensive policy covering the administration of medicines in school.

Children who have more severe medical conditions have detailed care plans which are devised in consultation with parents, school staff and medical professionals. These plans are kept in class, at First Aid stations around the school and are accessible by all members of staff.

Transition to Secondary School

We work closely with all secondary schools in the area.

The majority of our children move on to English Martyrs School and Sixth Form College.

The transition process will begin early, usually in Y5, for some of our more vulnerable children.

Meetings are held for the transfer of essential information relating to EHCPs, Child and Family Services and pastoral matters.

Our parent support advisor, works closely with the SENDCO and Y6 class teacher to support children who require additional provision during their transition period.

We can also support you in organising meetings with secondary school staff if you wish to speak to them personally.

When reviewing an EHCP for children in Y6, staff from the secondary school will always be invited to the review meetings.

During the last term, staff from English Martyrs come to meet our Y6 children and in addition to this, our Y6 children attend their chosen secondary school for a period of transition decided by the secondary school.

Transition: New School New Year Group

Transition to a new school

If your child moves to a new school within or at the end of an academic year, the SENDCO will contact the new school SENDCO to ensure he/she knows about any special arrangements or support that needs to be made for your child. If necessary, a meeting will be arranged with other professionals. She will also transfer all records held for your child to the new school as soon as possible. For those who may be joining specialist provision, staff may attend initial visits with child.

Transition to a new year group/Key Stage

Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher. Individual targets/requirements for all SEND children will be discussed with the new teacher and agreed by the SENDCO.

Flexible entry to Early Years Foundation Stage dependent on need.

Children who require additional support to ensure a smooth transition to their new class, will be included in a programme supported by the SENDCO and the class teacher.

Further information to support this document can be found at the following links:

SEN Code of Practice (graduated response)

<https://www.gov.uk/government/consultations/revision-of-the-send-code-of-practice-0-to-25-years>

Local Authority's Local Offer

https://www.hartlepoolnow.co.uk/local_offer

School Website

<https://www.sacredhearhartlepool.co.uk/send-special-educational-needs-and-disabilities>

Council for Disabled Children

<http://www.councilfordisabledchildren.org.uk>

The Hartlepool Local Offer

<http://hartlepool.fsd.org.uk/kb5/hartlepool/fsd/send.page>

Independent Parental Special Education Advice (IPSEA)

<http://www.ipsea.org.uk>

British Dyslexia Association (BDA)

<http://www.bdadyslexia.org.uk>

National Autistic Society (NAS)

<http://www.autism.org.uk>

RNIB

<http://www.rnib.org.uk>

National Deaf Children's Society

<http://www.ndcs.org.uk>



Keeping in touch

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 - Email – admin@sacredheart.bhcet.org.uk
 - Hartlepool Borough Council website https://www.hartlepoolnow.co.uk/local_offer
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- Bishop Hogarth Catholic Education Trust website – <https://bhcet.org.uk>
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