

Special Educational Needs and Disabilities (SEND) Information Report

Sacred Heart School



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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website

<https://www.sacredheart.sheffield.sch.uk/page/?title=SEND&pid=43>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs:

CATEGORY OF NEED	AREA OF NEED
Communication and interaction	Speech and language
	Social Communication (including autism)
	Speech and Fluency
Cognition and Learning	General and Specific learning - including dyslexia, dyspraxia, dyscalculia
Social, Emotional and Mental Health	Mental health difficulties Attention deficit hyperactive disorder (ADHD) Attention deficit disorder (ADD)
Sensory and/or physical	Visual impairment
	Deaf
	Physical difficulties
	Medical
	Sensory

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENDCO

Our SENDCO is Ruth Connolly

She has 1 year of experience in this role and has worked as a teacher for 7 years. She is a qualified teacher.

She is working towards achieving the National Award in Special Educational Needs Co-ordination.

She is allocated 2 days a week to manage SEND provision.

Class teachers

All of our teachers receive in-house SEND training, and are supported by the SENDCO to meet the needs of pupils who have SEND.

Teaching assistants (TAs)

We have a team of TAs who are trained to deliver SEND provision.

We have teaching assistants who are trained to deliver interventions such as LEAP, NIP, VIP, Attention Autism, Social Stories, Circle of Friends, Mighty Minds and Precision Teaching.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary, we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- Autism Social Communication Education and Training Service (ASCETS)
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEND?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEND, the first person you should tell is your child's teacher.

They will inform our SENDCO, who will be in touch to discuss your concerns.

You can also contact the SENDCO directly.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEND.

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

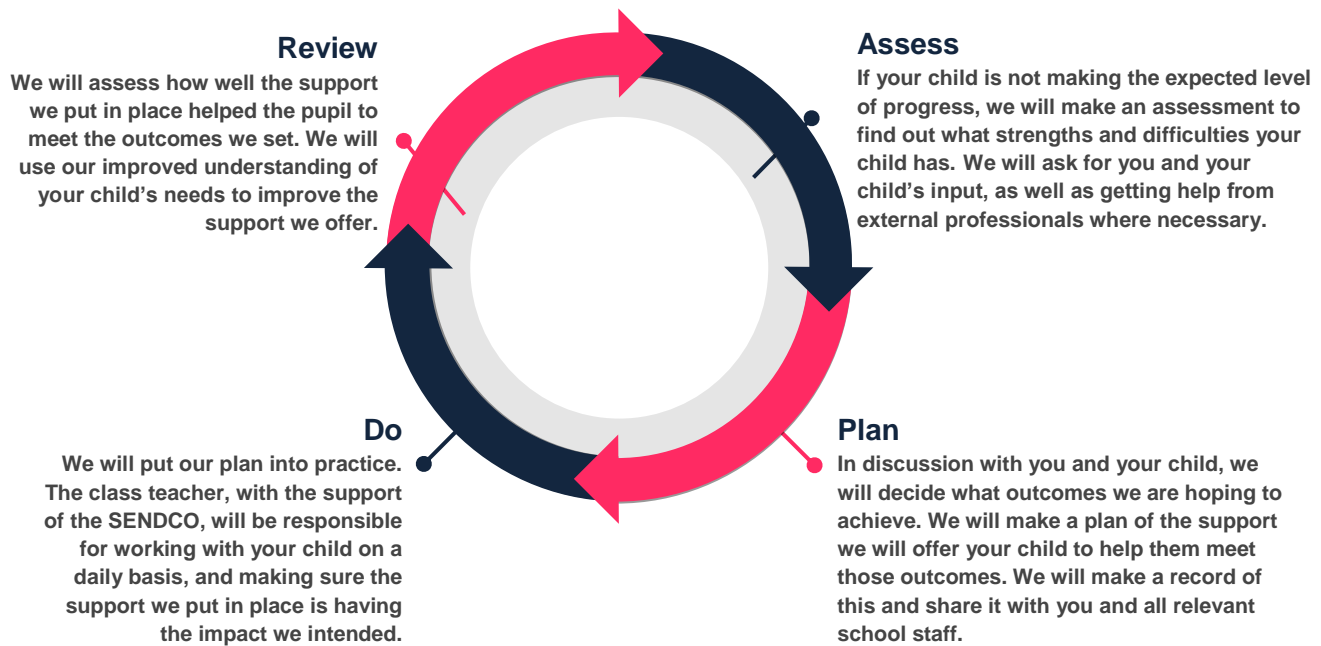
Based on all of this information, the SENDCO will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEND register, and the class teacher will work with you to create a SEND support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach includes a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

Your child's class teacher will meet you 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Talk about their progress and outcomes
- Discuss their views with a member of staff who can act as a representative for them
- Complete a survey/one page profile with a member of staff

8. How will the school adapt its teaching for my child?

Your child's teacher is 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 your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils on a 1-to-1 basis
- Teaching assistants may support pupils in small groups

We may also provide the following interventions:

CATEGORY OF NEED	AREA OF NEED	WAYS WE SUPPORT THESE PUPILS
Communication and interaction	Speech and language Social Communication (including autism) Speech and Fluency	Speech and language programmes – LEAP, NIP, VIP Clicker Pre-teaching vocabulary Visual timetables Social stories Talkabout – social and communication skills programme Attention Autism Intensive Interaction Circle of Friends Lego therapy
Cognition and learning	General and Specific learning - including dyslexia, dyspraxia, dyscalculia	Writing slope Zappers Lexia Precision Teaching Pre-teaching Same day intervention Number Sense Talk for Number Coloured paper Birmingham toolkit Clicker

Social, emotional and mental health	Adverse childhood experiences and/or mental health issues ADHD/ADD	Quiet workstation Movement breaks Sensory Circuits Visual reminders Chunking instructions Nurture groups Emotional Regulation Rainbows/Sunbeams Art Therapy Lego Therapy Mighty Minds Talkabout – social and communication skills programme Zones of regulation
Sensory and Physical	Visual impairment	Low arousal learning areas Careful seating Large font/adapted books
	Deaf	Careful seating Quiet workstation
	Physical difficulties	Fine and gross motor interventions Handwriting programme
	Medical	Bespoke arrangements
	Sensory	Low arousal learning areas Sensory Circuits Attention Autism

These interventions are part of our contribution to Sheffield's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their 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 an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will apply to our local authority.

11. How will the school make sure my child is included in activities alongside pupils who do not have SEND?

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

All pupils are encouraged to go on our school trips, including 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 and we will make reasonable adjustments to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with Special Educational Needs or a disability?

Sacred Heart School will ensure it meets its duties under the Schools Admissions Code of Practice by: Not refusing admission for a child that has named the school in their EHC plan; Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan; Considering applications from parents of children who have SEND but do not have an EHC plan; Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs; Not refusing admission for a child on the grounds that they do not have an EHC plan

13. How does the school support pupils with medical conditions?

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Further information about the arrangements in place in school to support pupils with medical conditions can be found in the separate policy for this.

As a school we are happy to discuss individual access requirements. There is level access into the school building. There are disabled toilets in both buildings. There is a lift to the first floor.

Our school complies with the Equalities Act 2010, which stipulates that schools have in place an Accessibility Plan. This is available on the school website.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND via the SENDCO and learning mentor
- We run a nurture club at lunchtime for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, we will share information with the new setting.

The SENDCO of the secondary school will come into our school for a meeting with our SENDCO. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Learning how to get organised independently
- Plugging any gaps in knowledge
- Additional visits to the secondary school

16. What support is in place for looked-after and previously looked-after children with SEND?

Claire Jessop, Looked After Designated Teacher, will work with Ruth Connolly, our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the class teacher or SENDCO in the first instance.

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Sheffield's local offer. Sheffield publishes information about the local offer on their website: <https://www.sheffielddirectory.org.uk/localoffer/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: <https://sheffieldSENDias.org.uk/>

National charities that offer information and support to families of children with SEND are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

19. Glossary

- > **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- > **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- > **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or SENDsory; and social, emotional and mental health needs.
- > **CAMHS** – child and adolescent mental health services
- > **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- > **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- > **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- > **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- > **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- > **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- > **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- > **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- > **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- > **SENDCO** – the special educational needs co-ordinator
- > **SEND** – special educational needs and disabilities
- > **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- > **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- > **SEND support** – special educational provision which meets the needs of pupils with SEND
- > **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

