



SEND Information Report

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Contents

1. Introduction and Legal Framework	3
2. The kinds of Special Educational Needs and Disabilities (SEND) that are provided for in school...	3
3. The name and contact details of the Special Educational Needs Coordinator SENDCO and further contacts for where parents/carers may have concerns (including Local Offer)	3
4. Policies for identifying children and young people with SEND and assessing their needs	4
5. Arrangements for consulting parents/carers and young people with SEND and involving them in education.	5
6. Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review	5
7. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society	6
8. Approach to teaching children and young people with SEND. How adaptations are made to the curriculum and the learning environment of children and young people with SEND; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEND	6
9. The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured	7
10. Evaluating the effectiveness of the provision made for children and young people with SEND	7
11. How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND	8
12. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying	8
13. 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 SEND and supporting their families.....	9
14. Arrangements for supporting children and young people who are looked after by the local authority and have SEND	10
15. Arrangements for handling complaints from parents of children with SEND about the provision made at the school	10

1. Introduction and Legal Framework

Sacred Heart School is Reception to Y6 primary school. As an Academy we must publish information about the implementation of our policy for pupils with Special Educational Needs and disabilities (SEND) in our SEND Information Report and SEND Policy. This SEND Information report will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required for the report is set out in the Special Educational Needs and Disability Regulations 2014. The SEND Information Report can be cross referenced with the School's SEND Policy and how the school meets its duties under the Equality Act 2010 (and subsequent updates).

The intent of the SEND Information Policy is to ensure Sacred Heart provide an inclusive learning environment using Quality First Teaching and invisible intervention which ensure outcomes for pupils with SEND are the same as those for all children and young people.

2. The kinds of Special Educational Needs and Disabilities (SEND) that are provided for in school

Under the new SEND Code of Practice 2014, a child has a special educational need if they have provision that is 'additional to or different from' that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching'. Special Educational Needs and Disabilities provision can be considered as falling under four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset therefore it is vital we use a graduated approach to respond to and meet the needs of all pupils. At Sacred Heart School this is done in line with the SEND Code of Practice, 2014 and Children and Families, 2014 to ensure a child centred approach is taken throughout the graduated approach of *'assess, plan, do, review'*.

3. The name and contact details of the Special Educational Needs Coordinator SENDCO and further contacts for where parents/carers may have concerns (including Local Offer)

Sacred Heart Key Contacts:

- Jessica Cantrell primary SENDCO
Jcantrell@sacredheart.sheffield.sch.uk

Sacred Heart sits within locality G of the city. Contacts within the Local Authority can be found on the Local Offer website:

- Sheffield Local Offer – [click here](#)
- Sheffield Additional COVID-19 Information: [click here](#)

4. Policies for identifying children and young people with SEND and assessing their needs

Early identification of pupils with additional needs is critical to their success at Sacred Heart. When pupils start at Sacred Heart School, we are already aware of the special educational needs and disabilities of pupils who have an Education, Health and Care Plan (EHCP) and those identified as requiring additional support. We are informed by the previous schools and early years settings and a range of agencies and professionals who work with the child about their needs and supporting strategies. This information may be collated by telephone, meetings, letters or case notes. This is further supported with a transition phase from nursery and where needed an enhanced transition can be provided for pupils with SEND.

For pupils who join Sacred Heart with an unidentified or undiagnosed need, a rigorous identification and support process can be undertaken using the 'Assess, Plan, Do Review' process in line with the SEND Code of practice, 2014. This includes but is not limited to the following:

- SENCO and/or Teacher observation
- Completion of a referral form to the SENCO
- Key information provided from previous settings/schools
- Discussions with parents/carers and the pupil themselves
- Data analysis (progress and attainment)
- Supporting referrals or letters sent to external agencies where necessary (e.g. CAMHS, Ryegate, Speech and Language Team, Autism Team, Educational Psychology, GP, etc.)
- Completion of a Specific Learning Difficulties Checklist and any subsequent screening in line with area of concern

Furthermore, all our school policies are available on the school website, and have been guided by legal framework from the following legislation and statutory guidance:

- Special Educational Needs and Disability (SEND) Code of Practice (2015) - [click here](#)
- Equality Act (2010) – [click here](#)
- Children and Families Act (2014) – [click here](#)
- Keeping Children Safe in Education (2022) – [click here](#)
- Supporting pupils with medical conditions (2015) - [click here](#)
- The Teachers Standards (2021) – [click here](#)

5. Arrangements for consulting parents/carers and young people with SEND and involving them in education.

In line with the Children and Families Act, 2014 we work with parents, carers and pupils to ensure where support is needed the views and wishes of the child or young person and their families' leads the provision provided. This is achieved by:

- Involving parents and their children in decisions about the provision and intended outcomes for pupils with SEND including any possible changes to what is already provided.
- Inviting parents to pupil parent review evenings, learning plan reviews and when needed readmission meetings for all our pupils with SEND.
- Providing a written report on progress three times each year.
- Reviewing SEND provision three times a year for pupils with a known SEND need in line with statutory requirements.
- Using pupil voice activities to provide pupils with the opportunity to express their views about school and their self in relation to their provision.
- Operating an open-door policy to provide a safe space for pupils to go when needed. Inviting pupils to attend meetings where appropriate, where their provision or they themselves are to be discussed.
- Finally, we endeavour to build positive rapports with our parents and young people to ensure the best possible provision and outcomes are achieved for our pupils with SEND.

6. Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

In line with statutory guidance from the SEND Code of Practice, 2014 all pupils identified on the SEND register as K for 'known SEND need' will have a Learning Support Plan or Learner profile which will be reviewed three times a year minimum. Should further reviews need to be arranged, this can be done by contacting the school. Pupils with an Education Health and Care Plan will have their provision reviewed in line with statutory guidance. Parents, carers, and professionals working with the pupil, as well as the young person themselves, will be invited to be part of the review process to ensure a child-centred approach. In addition, parents and carers will receive an academic report termly outlining progress and attainment in each subject area. This report will be used to inform targets and where needed will be shared with professionals to inform the wider support provided.

7. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living, health and participation in society

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

If your child is joining us from another early years or primary setting:

- Pupils will have the opportunity to take part in a transition for all new Reception pupils.
- For those pupils with SEND, a meeting with the SENDCO to put together a one-page profile or learning plan will be offered to parents and professionals working with the pupil.
- Where identified by professionals or parents, pupils with SEND will be offered an enhanced transition which will take place over the first half term.

If your child is leaving the school:

- When moving onto Secondary education pupils will receive the opportunity to take part in transition activities (Where appropriate, please refer to Notre Dame Information offer – this is our main feeder school).
- Also pupils are encouraged to attend open evenings for different Secondary schools in the local area.
- Parents and professionals working with the pupil, along with the young person themselves will take part in a transition meeting in which pupil information will be shared with the new setting.
- If/when leaving Sacred Heart before the end of Y6 pupil information will be shared with the young person's new educational setting on request of the new school or parents.

8. Approach to teaching children and young people with SEND. How adaptations are made to the curriculum and the learning environment of children and young people with SEND; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEND

Teachers use high-quality teaching strategies and provide scaffolds to enable children to access their current age-appropriate curriculum, where necessary differentiated work and materials are used so that pupils with special educational needs and disabilities can make progress. All pupils are offered wave 1 universal teaching and learning support regardless of

need. Thereafter, as part of wave 2/Level 2 and/or Level 3 targeted support, pupils may be offered interventions and/or in-class support with a learning plan or learner profile/one-page plan. Wave 3/Level 4 - 5 specialist support will be provided for those children with Education Health Care Plans. Specialist support is guided by external professionals working with the pupil. Where appropriate smaller group sizes may also be in place and individual pupils, or small groups of pupils may be withdrawn from class to take part in targeted and time-managed interventions. Such provision for pupils' needs is negotiated individually, and parents/carers are always involved in such decisions. Pupils may receive this support during morning meeting time, lunchtime, or after school. Modified equipment and auxiliary aids may be provided to enable pupils to access the curriculum in line with the Equality Act, 2010. Where necessary, 'reasonable adjustments' may be made to Sacred Heart School's policies and procedures or physical environment so that they do not act as barriers to learning or inclusion, again, in line with the Equality Act, 2010.

9. The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

Class teachers plan lessons according to the specific needs of all groups of children and young people in their class and ensure that your child's needs are met through a variety of means. In the first instance, this will be done through providing universal wave 1 support of high-quality teaching. Thereafter, staff will work closely with the SEND team to provide additional support as identified in the pupils' learning support plan should they have one. All staff can access information about all pupils electronically via Sacred Heart School's management information systems of CPOMS, SIMS, and TrackerPlus. Sacred Heart School utilises its INSET days to provide updates on best practices for pupils with additional needs. This is led by the Senior Leadership Team (SLT) or by outside agencies such as the hearing-impaired service, autism team, speech and language team, educational psychologist, and other providers to keep abreast of best practice. The INSET Programme is arranged by the SLT who allocate the INSET budget to balance the needs of the whole school and individuals within the framework of the school improvement plan.

10. Evaluating the effectiveness of the provision made for children and young people with SEND

In line with the Children and Families Act, 2014 evaluating the effectiveness of the provision is achieved through collating the views of all stakeholders working with the young person including the family and the young person themselves. For pupils who have an Education Health and Care Plan, the effectiveness of the provision is evaluated during their annual review and updated by the SEND Statutory Assessment and Review Service (SENDSARS). For pupils with an Extended Support Plan (replacement for the historic My Plan) or Learning Support Plan, provision and targets are reviewed termly and updated by the class teacher and/or SENDCO. Where applicable multi-agency meetings, may be used to support the review

process. The effectiveness of provision is also evaluated in line with whole school pupil data tracking, subject deep dives and achievement, progress, behaviour, and attendance reports.

11.How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

All pupils should access a 'broad and balanced curriculum' and are included in all areas of the school curriculum unless specified otherwise in an Education Health Care Plan. In exceptional circumstances (for example on medical grounds) a disapplication (evidence of exception) will be sought.

Wherever possible, pupils with special educational needs or disabilities are integrated with their peers to achieve the best balance of educational and social progress. All pupils with SEND are members of a class for registration and are supported by Sacred Heart School's pastoral team. Within the curriculum the balance of integration, support, and withdrawal is negotiated for each individual to meet the requirements of their Education Health Care Plan (should they have one) or their SEND support plan. Pupils with SEND are encouraged to participate in off-site and extra-curricular activities, and every reasonable effort is made to facilitate this through meeting any additional requirements relating to transport, and their own or other people's health and safety, wherever possible.

12.Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

Sacred Heart School has a well-developed RSE curriculum which is embedded within the timetable for all pupils. In addition to this capital culture and our character development curriculum is embedded cross-curricular in all subjects to further support and improve the emotional and social development of all pupils. To further support the curriculum, Sacred Heart School has a pastoral team made up of a Deputy Head, a SENDCO, and Learning Mentor. This team works with several external agencies such as Sheffield City Council, Attendance and Inclusion, Cahms, Ryegate and others to ensure children and young people with SEND are listened to, supported and that bullying is prevented. This is further supported by several targeted and time-managed interventions provided in school which have specific social and emotional foci such as THRIVE, Mighty Minds, social stories, socially speaking, circle of friends, and others.

13. 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 SEND and supporting their families

Sacred Heart School may ask for input from specialist services at any time that it is deemed appropriate, and advice may be gained on the identification, assessment, and effective provision of resources to support pupils with SEND. Co-operation between Sacred Heart School, the LA, the health services, and social services is vital in securing effective assessment, intervention, and deployment of resources for pupils with SEND. The Children Act, 1989 and the Education Act, 1993 place statutory duties on these agencies to co-operate with the academy/LA's request unless they consider that the request is not reasonable (with respect to available resources) or that the required help is not necessary. As is standard procedure, consent to share pupils' information will be gained from parents/carers before sharing a young person's information. The organisations which may be contacted to support young people with SEND and their families are not limited to, but may include;

1. Educational Psychology Service
2. LSCB (Child Protection and Child Guidance Services)
3. MAST (Multi Agency Support Team)
4. Special Education Needs and Disabilities Statutory Assessment Review Service (SENDSARS)
5. Speech Therapy
6. Physiotherapy
7. Occupational therapy
8. Locality G support
9. Police
10. Social Services
11. School Nurse/Doctor
12. Young People's Learning Agency (YPLA replaced the Skills Council).
13. Community Youth Teams
14. SENDIAS (formerly Parent Partnership)

14. Arrangements for supporting children and young people who are looked after by the local authority and have SEND

Local authorities have a duty under the Children Act, 1989 to safeguard and promote the welfare of a child looked after by them. This includes a specific duty to promote the child's educational achievement, wherever they live or are educated. The authority must, therefore, give particular attention to the educational implications of any decision about the welfare of those children and when selecting a school should prioritise those that are OFSTED 'good' or 'outstanding'.

Looked-after and previously looked-after children start with the disadvantage of their pre-care experiences and, often, have special educational needs. To support looked-after children at Sacred Heart School they will have a personal education plan (PEP). The PEP is the joint responsibility of the local authority that looks after the child and the school. Sacred Heart School will work closely with social workers, carers, VSHs, designated teachers and, as appropriate, other relevant professionals. All of those involved in the PEP process at all stages will ensure the child is involved in the process and where appropriate, the child's parent and/or relevant family member is also involved.

15. Arrangements for handling complaints from parents of children with SEND about the provision made at the school

Good communication is essential if we are to best meet the needs of our pupils and resolve any issues quickly. If there are any concerns, parents or carers are invited to contact the Sacred Heart School as follows: Issues to do with pupils' wellbeing are best resolved by their class teacher in the first instance. From here staff are then able to direct to the SEND team if needed. If the issues are not dealt with satisfactorily, parents/carers may contact the Headteacher and in the last instance, the Board of Governors.