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## Introduction

Welcome to our SEN Information Report. This information is updated annually.

At Sacred Heart we welcome everybody into our community. The staff, Governors and parents work together to make our school a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school. We provide a learning environment that enables all pupils to achieve their potential in a caring, supportive and fully inclusive environment.

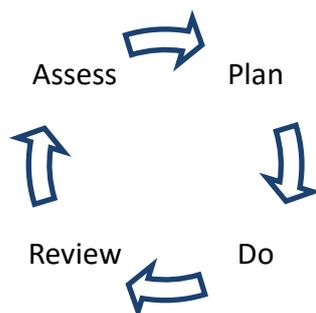
Head Teacher: Mrs Lesley Roach  
SENDCO: Mrs Cally Gillespie  
Contact: 0151 709 1782

SEN Governor: Mrs Sue Robinson

## Whole School Approach

High quality first teaching and additional interventions are defined through our child-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

### **Assess**

The head teacher tracks the progress of all pupils termly. Children who have not made “expected progress” are identified and the class teacher/SENCO prepares a plan to help these children progress. Parents/carers are consulted and agree to these plans. In some cases our school Educational Psychologist or an outside agency may assess children eg. Speech/Language to establish a child’s needs.

### **Plan**

Children with SEN may receive support within school or from outside agencies. Children have a “Child Centered Plan” (CCP) written specifically for them to allow them to achieve identified outcomes and progress. Identified outcomes will be established and shared with parent/carers.



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## Do

The outcomes identified for children in their "Provision Plan" would be achieved by actions including:

- Quality First Teaching
- Interventions
- T.A. support/differentiated work
- Outside agency involvement
- Support from Booster Teacher

As a child's "CCP" is reviewed, the outcomes will be stated as achieved/not achieved. From this, the support given will be considered and in consultation with the child/parents and carers, a new way forward will be planned.

In consultation with the child and their parents/carers, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child.

## Review

The teachers, teaching assistants and outside agencies work together to evaluate the effectiveness of provision for SEN pupils in their class. If a child makes limited progress, outcomes and support are changed to suit the child's needs. Personal Provision Plans are changed every term or when a child needs new outcomes setting. A pupil with SEND will be assessed regularly by their class teacher or when required by an outside agency.

## 1. Types of Special Educational Needs we cater for in school.

We cater for children who may have difficulties/need in the following four broad areas of need and support:

### 1. Communication and interaction

If a child has a specific need in this area our school refers to Speech and Language Therapists. Children who need support with social interaction may be referred to ASD Pathways via outside agencies. General referrals to the Pediatricians at Alder Hey may also occur.

### 2. Cognition and learning

If a child appears to have issues with cognition and learning our school use the services of the Educational Psychology service to establish a specific needs. Children with specific learning difficulties such as dyslexia may be given coloured overlays when reading, support with spelling techniques.

### 3. Social, emotional and mental health

Our PHSE and SEAL curriculum ensures children know how to keep safe and have knowledge of stranger danger. We have visits from the NSPCC each year and Cyber-bullying etc. Advice and referrals are made to CAMHS (Child and Adolescent Mental Health Services) and Seedlings as needed. We also have an allocated school nurse and pastoral support for our children, daily if needed.



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## 4. Sensory and/or physical needs

Children with physical or sensory needs will be supported as needed. Support may include a “Personal Provision Plan” agreed with school and home for children who have needs in toileting. Children with sensory issues may be given ‘fidget toys’ to relieve stress, have a specific comfortable place to sit in whole class time or have their timetable and workstation adapted in order to meet their needs. We also have a sensory tent in the Learning Mentor room where children can access resources to help aid their sensory needs.

As of September 2017, one child has received some form of SEN additional funding from the local authority.

## 2. How we identify and assess pupils with SEND

As a caring school community, we know and value all of our children. We have on-going teacher assessments and termly pupil progress meetings with members of the senior leadership team to identify those pupils making less than expected progress. The first response to such progress is high quality targeted teaching by the class teacher. Where progress continues to be less than expected the class teacher will discuss their concerns with the SENDCO.

In deciding whether to make special educational provision, the teacher and SENDCO will consider all of the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress. This information gathering will include an early discussion with parents/carers and where appropriate, the child. There begins a four-part cycle (*assess, plan, do, review*) through which earlier decisions and actions are revisited and revised. This leads to a growing understanding of the pupil’s needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles. If the support needed can be provided by adapting the school’s core offer then a child might not be considered SEND nor placed on the SEND register. If, however, the support required is *different from* or *additional to* what is ordinarily offered by the school, the child will normally be placed on the SEND register at “SEND Support.” The school will then seek to remove barriers to learning and put effective special educational provision in place.

Parents are encouraged to speak to the class teacher and SENCO about any concerns they have regarding their child’s needs.

## 3.a. Monitoring and evaluating the effectiveness of SEND provision

The Headteacher and leadership team regularly monitor and evaluate the quality of provision for all pupils. The SEND governor visits the school regularly. Budgets are closely monitored by the Office Manager, Headteacher and governors.

The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:



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- Analysis of pupil tracking data and test results at pupil progress meetings
- Progress against national data
- How children progress in interventions groups
- Progress against individual targets
- Pupils' work

## 3.b. How we assess and review pupils progress towards their outcomes

Termly pupil progress meetings in school include the senior leadership team and progress is measured against national data and based on their age and starting points. Termly reviews and target setting meetings are planned to coincide with parents' evenings where possible. Some children may need more frequent reviews or at times to coincide with assessments from outside agencies.

We use a four part cycle of *assess, plan, do, review* through which earlier decisions and actions are revisited, refined and revised. This leads to a growing understanding of the pupil's needs and what helps them to make progress and secure good outcomes.

During this process information may be captured in a *SEND Child Centered Plan (CCP)*. This plan is intended to be a working document, which is regularly updated as more is understood about the child's SEND.

## 3.c. Our approach to teaching pupils with SEND

Every teacher is a teacher of every child including those with SEND. At Sacred Heart we believe that all children have the right to a broad and balanced curriculum. High quality teaching, differentiated for individual pupils, is always the first step in responding to pupils who have SEND. All staff members are committed to creating an inclusive learning environment in their classrooms believing this to be the key to ensuring children with SEND are making good progress and eliminating underachievement.

We also recognise there are times when some children require a more personalised curriculum and support staff, including intervention teachers within each year group, will work with small groups or individual children to provide a fully supported, intensive programme of learning aimed at the children's specific learning needs. All children with an EHC Plan will have suitable provision in class with appropriate intervention as necessary. This provision is monitored and tracked regularly through progress meetings, year group meetings and teacher/TA briefings.

Every child at Sacred Heart, including those with SEND, is an individual and is treated as such. Support and intervention for children on the SEND register is planned to meet their individual needs. We take a holistic view to supporting children with SEND, encouraging participation in the wider school curriculum and support the family around the child.



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### 3.d. How we adapt the curriculum and learning environment

All teachers match the tasks, support and resources to the differing needs of the children. All our teachers are clear on the expectations of 'Quality First Teaching' and are monitored by the leadership team. Where appropriate the curriculum is personalised and individual learning targets are set. Teachers plan lessons to accommodate differing learning styles and to engage auditory, visual and kinesthetic learners. When a child with complex SEND needs meet the criteria of disability the school will comply with its duties under the Equality Act 2010. *Reasonable adjustments* will always be made to enable access to all areas of the school curriculum for pupils and their parents/carers with a disability (eg. adapted seating or auxiliary aids in the classroom.) Where there are concerns of safety and access, further consideration is given to planning for an activity and where applicable parents/carers are consulted. If necessary, additional staff members are provided to ensure SEND pupils can be included and risk assessments are carried out.

### 3.e. Additional support for learning

We work alongside other agencies to provide support for those children whose needs require multi-agency partnerships. Support in school can take many forms such as adult support in class, focused 1-1 or small group intervention, additional resources in class, access to a wide range of IT or supporting the use of auxiliary aids.

### 3.f. Enabling pupils with SEND to engage in activities with pupils who do not have SEND

At Sacred Heart we are committed to giving all our children every opportunity to achieve their potential and develop as well rounded individuals. We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement in the wider curriculum are reviewed with discussions on what can be done to overcome these. We always make *reasonable adjustments* so that all learners can join in with activities regardless of their needs.

### 3.g. Supporting pupils with SEND to improve their emotional and social development

The needs of all children are known by staff who are able to provide a high standard of pastoral support. Specific staff are trained to support the medical needs of pupils and where relevant, personal care plans are put in place. The Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and adhered to by all staff. We have a zero tolerance approach to bullying (Behaviour Policy/Equalities objectives) in our school and will address the causes of bullying as well as the negative behaviours.

We regularly monitor attendance and take the necessary actions to help improve both attendance and punctuality. All children are encouraged to participate in a wide range of extra-curricular activities, where able, and are fully included in all clubs. During break and lunchtimes, staff are available to provide pastoral support.



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## 4. Who to contact at Sacred Heart

If you have any concerns regarding your child, your first point of contact should always be the class teacher who can then refer you to the SENDCO for further advice as necessary. All relevant information is made available to the Head teacher, Mrs. L Roach and the SEND Governor, Mrs S Robinson.

The SENDCO is Mrs. C Gillespie

Contact details: Admin@sacredheart.liverpool.sch.uk

Tel: 0151 709 1782

## 5.a. Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. Staff training is audited and actions are implemented accordingly.

- All staff have received appropriate training in approaches to SEND with a focus on specific learning difficulties
- Staff training on the use of PIVATs 5.
- Training to support interventions: Plus 1, Plus 2, Toe-by-Toe, 1<sup>st</sup> Class at Writing, RWI Phonics, RM easimaths, Minute a day programs, 1st Class @ Maths, Sensory Circuits, Project X Code, Racing to English, Rainbows, PIVATs.
- We have provided support for parents with SEN children.
- The staff have regular updates with the SEN code of practice.
- The SENCO attends the Local Authority SEN Briefing, which is termly.
- SENDCO completed National SENCO Award
- Each term the SENCO has a termly SEN planning meeting in school, where each child on the SEND register is discussed and actions evaluated and targets set for the next term.

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. Every class has at least one teaching assistant to support children with literacy and numeracy lessons. Additional teaching assistants are employed to support children who need one to one support. A qualified Teacher and Qualified Teaching Assistants deliver a range of interventions across all year groups.

## 5.b. How we secure specialist expertise

The school accesses advice from Learning and Language Support service, Educational Psychology, Behaviour Support service, Sensory Service, ASD / ADHD outreach, Occupational Therapy Services, Alder Hey specialised teams and Speech and Language therapy service.



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## 6. How we secure equipment and facilities to support children with SEND

The school has an excellent record of supporting SEND and provision of resources for SEND pupils. However, if equipment or facilities were required which were beyond the school's budget, appropriate sources of funding would be explored; e.g. 'Top-up' funding.

## 7. Consulting with children and their parents/carers

Involving parents and learners in the dialogue is central to our approach and we do this through:

- Regular meetings are held with the parents/carers of children with SEND
- Timely formal reviews are held
- Curriculum and support information is provided for parents
- Parents are encouraged to support their child's learning at home by the provision of additional resources where necessary.
- Inviting specialist agencies into school to talk to you about how they can support you and your child.
- Holding regular learn and share events in each class for you to take part in activities with your child.
- Individual appointments to discuss specific issues with you about your child's progress.

We operate an open door policy where parents are strongly encouraged to come into school to speak to the SENDCO if they have concerns about progress or SEND provision for their child. We share feedback about the children's learning on an on-going basis with parents and formally at the termly parents' consultation meetings. At these meetings we share next steps in learning and also discuss ways in which parents can support their child's learning at home. Parents can also arrange to meet the class teacher to discuss their child's individual support plan each term.

General information regarding the curriculum and learning is available on the school's website.

## 8. Involving children with SEND in their learning through consultation

An important part of the early stages of information gathering includes talking to pupils. We strive for a person-centered approach to information gathering and the cycle of *assess, plan, do, review*. All children contribute to their plan and targets are put into child friendly statements.

## 9. Complaints

This year no formal complaints were raised within school or via the LEA/Governors.

If parents/carers have any concerns regarding the SEND policy or the provision made for their child at Sacred Heart, please speak to us as soon as possible. In the first instance, please speak to the class



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teacher or the SENDCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the Headteacher.

## **10. School Partnerships: involving other organisations in meeting the needs of pupils with SEND and supporting their families**

The SENDCO attends termly multi-professional planning meetings to discuss school priorities and how other professionals can help to support pupils with SEND. When specialist support is required, beyond that which the school is able to offer, an individual referral will be made. In these cases parents will be consulted and consent sought.

We have established relationships with a range of professionals in health and social care. These include educational welfare, school nurses, educational psychologist, social workers, behaviour support services, ASD outreach, speech and language therapy and occupational therapy.

We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement with learning. When Looked after Children attend our school we do our utmost to ensure they fulfill their potential. We attend review meetings with children's services and maintain a Personal Education Plan (PEP).

## **11. Services available to parents**

If you have spoken to school and still have concerns, Liverpool City Council has commissioned the support of WIRED (Wirral Information Resource for Equality and Disability). The name of the new combined service is Liverpool & Knowsley Special Educational Needs & Disability Information Advice and Support Service ([SENDIASS](#)). Tel: 0800 012 9066

## **12. Supporting children with SEND moving between different phases of education**

We aim to ensure all learners and their families feel welcome and to quickly become part of our school community. Transition meetings are held between all Key Stages where necessary information is shared between the SENDCO and class teacher. Parents are encouraged to visit the school prior to entry and further visits can be arranged for the child to visit separately. A transition plan is agreed between schools, parents and the child before transitioning to the next phase of education at a different school.

## **13. The Local Offer and how we have contributed to it**

Liverpool's local offer provides information for children and young people with special educational needs and disabilities (SEND), their parents or carers - all in one place. Knowing what is out there gives you more choice and control over what support is right for you or your child.



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On the local offer website you can search for services from a range of local agencies including education, health and social care; find out more about SEND reforms and keep up to date with the scope of the local offer as it develops and grows.

Visit their website at <http://liverpool.gov.uk/localoffer> which we have contributed to with information about the school.

## 14. Further Development

Our strategic plans for developing and enhancing SEND provision in our school next year include planned lesson observations, learning walks, work scrutiny, evaluation of data, pupils and parent feedback.

- To apply and renew top up funding for SEN pupils when needed
- Pupils with SEN will be closely monitored for progress
- Staff will be audited and identified needs addressed
- To target and develop the learning environment and interventions for those who have sensory difficulties, including staff training
- Staff training on sensory circuits for children with sensory needs
- To build on intervention for those with physical development needs
- Staff to receive Lego Therapy training to enhance the provision of Communication and interaction and social development
- Develop the role of Assistant SENDCo

**Relevant school policies underpinning this SEN Information Report include:**

- SEND Policy,
- Teaching and Learning Policy,
- Feedback and Marking Policy,
- Equalities Policy

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005