



St Thomas Aquinas  
Catholic Multi-Academy Trust



# Sacred Heart Catholic Voluntary Academy SEND Information Report



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Live Learn Love



# What is in a SEND Information Report?

- the kinds of SEN that are provided for
- policies for identifying children and young people with SEN and assessing their needs
- arrangements for consulting parents of children with SEN and involving them in their child's education
- arrangements for consulting young people with SEN and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes.
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.
- the approach to teaching children and young people with SEN
- how adaptations are made to the curriculum and the learning environment of children and young people with SEN
- the expertise and training of staff to support children and young people with SEN
- evaluating the effectiveness of the provision made for children and young people with SEN
- how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
- support for improving emotional and social development.
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations
- arrangements for handling complaints from parents of children with SEN about the provision made at the school





# The Leicestershire Local Offer

The Leicestershire Local Offer gives children and young people with special educational needs or disabilities (SEND) and their families information about help and services in Leicestershire.

The Local Offer brings together in one place information about health, education and social care for:

- children and young people from birth to 25 years old who have a special educational need or disability (SEND)
- parents and carers of children with SEND
- professionals working in health, care and education
- providers of services for children and young people

You can access The Leicestershire Local Offer at [www.leics.gov.uk/local\\_offer](http://www.leics.gov.uk/local_offer)





# About us...



Lisa Atkins - Head teacher: [lisaatkins@sacredheart.leics.sch.uk](mailto:lisaatkins@sacredheart.leics.sch.uk)

Philip Saxton – SENDCo: [psaxton@aquinas-cmat.org](mailto:psaxton@aquinas-cmat.org)

Office: [office.school@sacredheart.leics.sch.uk](mailto:office.school@sacredheart.leics.sch.uk)

Website: <http://www.sacredheartacademy.org.uk>

R. Dowsett & J. Rutledge - Assistant Head

Age range 4 to 11

Inspection: Ofsted 18-19<sup>th</sup> May 2016 (Good)



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# The Inclusion Team



The inclusion team is a new and unique collaborative approach to supporting all learners. The aims of the team is to support teachers and teaching assistants with the support of all pupils including those with SEND. Mr Saxton leads the team with support from the SLT. The school's ELSA and Pupil Premium Lead are also involved.

Philip Saxton (SENDCo)



Mrs L Genco-Billington (ELSA) & Mrs F Keast (Pupil Premium Lead)



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# Our SEND Intent

Our philosophy encapsulates valuing each child as an individual, as well as part of a wider community. Unlocking potential and facilitating personal progress is at the forefront of all that we do. We believe that if children's barriers to learning are broken down then they will be better prepared for future life and achieve greater progress in all areas. We share the Academy Trust's mission of shaping young people's lives to the highest possible standards.





# SEND at Sacred Heart

Number of children in school - 203

Number of SEND pupils - 17

Number of pupils with EHCPs - 2

Number of Children with Top up finding (excluding EHCPs) - 0

We make provision for ALL children including those who have significant learning difficulties and/or disabilities. We support children with:

- Communication and Interaction (CI) e.g. Speech and language and autism
- Cognition & Learning (CL) e.g. Dyslexia, Dyscalculia, moderate learning difficulties.
- Social, Mental and Emotional Health (SMEH) e.g. Autism spectrum disorders
- Sensory and/or physical (SD) e.g. visual & Hearing impairment.





# Quality first Teaching

‘Every Teacher is a Teacher of SEN’. Provision for children with SEND is a matter for the whole school. The governing body, the school’s Head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All children in school should be getting this as a part of excellent classroom practice when needed. For your child this would mean:

- Teachers have the highest possible expectations for your child and all pupils in their class.
- Teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning.
- Specific strategies are in place to support your child to learn. Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress







# What is SEND?

SEND stands for Special Educational Needs/Disabilities

Indicators of possible SENDs are...

- **Not similar to progress of peers** starting from baseline
- **Below** previous rate of progress
- Attainment gap remains **the same or widens** between them and their peers
- They **do not make adequate progress** despite appropriate interventions and adjustments and good quality personalised teaching.
- **Below expected rate of development** (physically and mentally).
- **A significant difference in learning styles.**
- When a **SpLD** may be present.

If it is agreed by teachers, parents and the SENDCo then a child will be placed on our School SEND Register.





# Assessing and Identifying

- Staff, parents and carers work collaboratively to help guide the identification of SEND.
- Teachers begin 'Initial Concerns' documents when they have a concern about a pupil's progress.
- Teachers assess all pupils termly using Target Tracker (Year group Progression Steps).
- SENDCo along with the SLT identify groups who may require additional and/or different support.
- Children who have SEND are continuously tracked using the Assess, Plan, Do, Review. This tracking is based on personal targets.
- The school also uses other forms of assessment such as checklists, small step trackers, Boxall Profiles, assessments from other professionals and personal assessments linked to each individual.





# Partnership - Other Professionals

- The SENDCo works closely with a variety of professionals.
- Such as, Speech and Language Therapist, Educational Psychologists and Specialist Teaching services (Hearing, Vision and Autism)
- The school will regularly communicate with health professionals including the schools nurse, GPs, occupational therapists and community paediatricians





# Partnership – Communication

- Each class teacher has an open door policy and is happy to communicate with parents on a regular basis.
- The school also has a messaging service (Class Dojo) that can be used for communications.
- In many circumstances, SEND pupils have communication books.
- Teachers will attempt to meet SEND parents 3 times a year to share and discuss targets and next steps forward for pupils.
- The SENDCo freely distributes his email address to SEND parents to ensure they always have a line of communication.





# Partnership – Pupils & Parents

 <b>Individual Education Plan</b>	Name:	SEND: Y/N	Pupil Premium: Y/N	Term: Autumn/Spring/Summer
	D.O.B:	Class:	Area of need:	EHCP: Y/N/TBC

<b>My Aspirations</b> Pupil voice:  Parent voice:	<b>I am good at</b> Pupil voice:  Parent voice:	<b>What I find difficult is:</b> Pupil voice:  Parent voice:				
<b>Children that I work well with are:</b>	Photo	<b>How to support me</b> <table border="1"> <tr> <td><b>Do this</b></td> <td><b>Don't do this</b></td> </tr> <tr> <td>•</td> <td>•</td> </tr> </table>	<b>Do this</b>	<b>Don't do this</b>	•	•
<b>Do this</b>	<b>Don't do this</b>					
•	•					
<b>The resources/aids that help me most are:</b>						

- Children and families are at the heart of everything we do.
- Pupil Passports have been created to ascertain the views of family members and pupils.
- It is proven that with a shared focus and collaboration between home and school then children will make greater progress.





# Individual Education Plans 1



 <b>Individual Education Plan</b>	Name:	SEND: Y/N	Pupil Premium: Y/N	Term: Autumn/Spring/Summer
	D.O.B:	Class:	Area of need:	EHCP: Y/N/TBC

Intent / Target	Starting point	Implementation / Provision	Success Criteria I will be successful when	End Point	Impact / Review
<b>Target 1:</b>	Date:			Date:	
<b>Mid Review Target 1:</b>	Date:			Date:	
<b>Target 2:</b>	Date:			Date:	
<b>Mid Review Target 2:</b>	Date:			Date:	
<b>Target 3:</b>	Date:			Date:	
<b>Mid Review Target 3:</b>	Date:			Date:	
<b>Other Notes / Comments / Attendance:</b>				<b>Plan agreed by:</b>	
				Parent:	
				Teacher:	
				SENCo:	

A child's personal Targets.

Where they are before Support.

What support will look like.

What success looks like.

The progress of the child and where they are after support.





# Individual Education Plans 2

We...

**Assess** continuously and every 6 to 12 weeks,

**Plan** next steps in collaboration with SENDCo, teachers, parents and pupils.

**Do** and implement agreed intervention and/or support

**Review** continuously and at the end of the 6 to 12 week cycle to inform progress and impact.

**Repeat** the process again and improve/change practice, if applicable.





# Provisions and Interventions

Provision across the school varies from:

- One to one support
- Small group support
- Pre-teaching (intervention before whole class teaching)
- Overlearning (teaching concepts over and over again)
- Post-teaching (intervention after whole class teaching)
- Immediate teaching/intervention/support (on the spot) during lessons
- Precision Teaching (personalised teaching programmes based on gaps in learning)
- ELSA Support (Emotional Literacy Support)
- Speech and Language Therapy.

The majority of interventions and/or provisions are evidence in pupil's SEND Target Books







# Education, Health and Care Plans

- An EHCP is a legal plan which grants the pupil and family additional funding to help support their learning in school. Usually, the funding is given to schools to use and implement in the best way to support the individual.
- In order to obtain an EHCP, a school must demonstrate support for a pupil at or around £6000. Also, a pupil must meet certain criteria, this can be discussed with the school SENDCo in more detail,
- You can find more information about EHCPs from the school SENDCo or the Local Authority website.... [www.leics.gov.uk/local\\_offer](http://www.leics.gov.uk/local_offer)
- The school currently has 2 children with EHCPs
- The SENDCo is experienced in identifying pupils who may require an EHCP.





# Emotional Literacy Support Assistant (ELSA)



At Sacred Heart we recognise that there will always be children facing life challenges that detract from their ability to engage with learning. As a result, some children will require greater support to increase their emotional literacy than others. We are pleased to offer the ELSA Program at Sacred Heart, an initiative developed and supported by Educational Psychologists. For more information, speak to the SENDCo or ELSA.

The ELSA at Sacred Heart is Mrs Genco-Billington





# SEND & the Curriculum

- We recognise that children identified with SEND have strengths in a variety of subjects.
- It is our intent to ensure that barriers to learning are removed to ensure our SEND children succeed in the wider curriculum.
- Our curriculum is creative, imaginative and meets the needs of all pupils. Giving them transferable knowledge and skills for the next stage in their education and for future life.





# Training and Expertise

- The SENDCo has the National SENCO Award.
- We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEN.
- The SENDCO attends relevant SEN courses, SENDCo Network meetings (locally and within the MAT) and facilitates/signposts relevant SEN focused external training opportunities for all staff.
- Staff members responsible for the support of our SEN pupils have a developing subject knowledge provided by Class teachers, SENDCo or external agencies in the form of training and/or good practice modelling.





# Resources and Equipment

- Sensory cushions.
- Dyslexia friendly resources
- Visual Aids
- Pencil grips and specially designed pencils and pens (Stabilo easi-grips)
- Sand timers.
- ICT – Laptops, iPads.
- Fine/Gross motor skills activities (sorting and threading, etc).
- A variety of paper resources.





# Behaviour

- We have high expectations of all pupils' behaviours at Sacred Heart including those identified with SEND.
- We strive to build on positive feedback with a view to promote positive behaviours.
- Reasonable adjustments are made when considering SEND pupil's behaviours.
- Behaviour is a form of communication and also a potential indicator of undiagnosed special educational needs. The school strives to ensure that behaviours are not repeated and will use their best endeavours to find solutions to any difficulties a pupil may be having.
- More information regarding exclusions can be found in the Schools Behaviour and Discipline Policy as well as the Acceptable Behaviour Policy.





# Transition

- One of the benefits of being a close, family orientated school is that children know the majority of staff. Despite this, we still endeavour to ensure class teachers meet to discuss SEND pupils and that children have an opportunity to be taught by their new class teacher.
- Also, it is the little things that help children with SEND settle into a new class. E.g. where their new peg will be and where they will sit can all be agreed before the child steps foot into their new class.
- The SENDCo will endeavour to meet with your child's secondary school SENDCo to ensure they fully understand your child's needs.
- Additional transitioning is arranged as well as normal transition days for Secondary.
- If your child is due to transfer to a specialist provision, we will often facilitate transitioning by inviting your chosen secondary school to your child's Annual Review (EHCP only).





# Complaints

- We recommend you speak with your child's class teacher or the SENDCo at the earliest point if you have any concerns.
- You can find out more in the complaints procedures on the school's website.







# Governing Body

The **SEND Governor** is the Governing Body's champion for Learners with **SEND** and those with inclusion needs. He or she will support and challenge the school to ensure that no Learner is treated less favourably, denied opportunity or left behind because they have additional needs. The SEND governor for Sacred Heart is Frank Fay.

The SEND governor and SENDCo work closely together and meet approximately once every term.





# Support Services

- Specialist Teaching Services Telephone: 0116 305940
- Autism Support Service Telephone: 0116 305940
- Hearing Support Service Telephone: 0116 305940
- Learning Support Service Telephone: 0116 305940
- Vision Support Service Telephone: 0116 305940
- Psychology Service Telephone: 0116 305510
- The Parent Partnership Service Telephone: 0116 305614
- SENA - 0116 305660
- SEDIASS - 0116 305 5614
- Website details of LA local offer: [www.leics.gov.uk/local\\_offer](http://www.leics.gov.uk/local_offer)





# Relevant Documentation

You may also be interested in...

- School SEND Policy
- Safeguarding policy
- Acceptable Behaviour policy
- Accessibility Plan
- Behaviour & Discipline Policy
- If any of the above are not accessible via our website then please do not hesitate to inform us and/or request a paper copy.

