

SEN Information Report (Local Offer)

Sacred Heart Catholic Primary School
Reviewed September 2017

Effective Provision – Success for Everyone!

We constantly evaluate the needs of our pupils and ensure appropriate provision is in place for all children so that they can achieve their potential.

We have 'High Expectations For All!'

At Sacred Heart we try to identify Special Educational Needs at the earliest opportunity and operate an early intervention strategy. Class Teachers and Teachers Assistants may raise concerns about a pupil's progress with the SENCo as well as parents/carers.

Individual Special Educational Needs

Children with Special Educational Needs are those individuals who require provision different or in addition to the majority of pupils. Every child is different – we support children who have difficulties with:

Speaking, listening, communicating

Learning, reading, writing, spelling; understanding number; memory/recall skills

Understanding new concepts, new experiences

Their behaviour, anger, controlling their emotions

Making friends, social interactions, self-esteem, confidence

A medical problem or a physical difficulty e.g. epilepsy, hearing impairment.

Working in Partnership – Open and Honest Communication

Parents, children and teachers have the support of:

Inclusion Lead/SENCO: Eleanor Wilde

SEN Teaching Assistant 1:1 support: Mrs Helen Aldred

The SENCO liaises with outside agencies:

Target Education Services (TESS) Teacher –Mrs Andrea Helme/Jo Gibbs
Educational Psychologist – Dr Ed Sugden

And other agencies when required e.g.

Behaviour Support Team (part of TESS)- Claire Bolus
Occupational Therapists

Effective Teaching and Learning

Initial assessments done by teachers identify needs and next steps for learning
Discussions take place with parents/carers to discuss targets and provision

**Interventions put in place to support gaps in learning e.g.
1-1 tuition.**

Small group work.

Differentiated activities.

Additional adult support.

Contacting outside agencies to seek additional professional advice and support.

We refer (with parental permission) pupils to Mrs Helme (TESS) for advice on how to target our support for pupils.

The SENCo and Mrs Aldred monitor children's attainment and progress and ensure pupils receive appropriate interventions and/or support.

Regular feedback and discussion with parents/carers.

All actions and strategies that support individual children are recorded and shared with key adults.

Additional Resources

Some children require additional resources to support their learning.

We provide these for individuals as appropriate. These are purchased by the SENCO as necessary. The SENCO oversees the general provision of useful tools for learning that can be available for all children within the classroom and also supports teachers and teaching assistants to identify specific resources that may help a child e.g. a special pencil or a pencil grip.

We buy resources that will support intervention groups e.g. resources to develop fine and gross motor skills; games for social skills groups and specific resources for Phonics Teaching.

Parent Meetings – Target Setting – creating and implementing plans - Reviews with children

If a parent or teacher raises a concern the SENCO will meet with the parents/carers. Needs will be discussed and an agreed way forward decided upon which is recorded and copies shared with all key people involved with the child.

This may involved setting and sharing targets with the child and/or contacting outside agencies.

The plan will be reviewed at an agreed time to ensure actions have been implemented and targets achieved. Teachers, TAs and the SENCO will discuss the targets and provision with the child too and they will be invited to any review meeting, but can choose not to come as long as their views are understood and incorporated into the discussion and also recorded.

We apply the ASSESS-PLAN-DO-REVIEW cycle.

SEN Support

We have a graduated approach to SEN support:

In class support

Small group work

1-1 tuition or intervention

Involvement of outside agencies – additional professionals to help with the assessment of need e.g. TESS Team (Targeted Education Support Services) and Educational Psychologist

It may be that the needs of the child are such that an Education Health Care Plan needs to be requested. Details of these can be discussed with the SENCO as and when appropriate. (Some children may still have a Statement Of Educational Needs- these children will be transferred to EHC Plans within the 3 year period as recommended by the SEND Code of Practice 2014).

The new Education, Health and Care Plan brings together health and care needs, as well as special education provision. The EHC Plan became legislation for children (0-19) with significant and complex needs in September 2014. Sacred Heart was a pilot school for the EHC Pathway so we have already implemented the new plans in our school.

Pastoral Care

All our experienced teachers and teaching assistants are able to offer emotional and social support.

Eleanor Wilde is the Inclusion Lead as well as SENCo. The Inclusion Lead has responsibility for Pupils receiving Pupil Premium, Pastoral Support and pupils with Additional Needs.

Pastoral Support includes behaviour and SEMH (Social, Emotional and Mental Health) issues; issues within the family; friendship problems etc. Also additional support for Children Looked After (CLA) in our school.

All with the intention of ensuring children are happy and safe in school.

Eleanor Wilde (Inclusion Lead) is also a designated person for Child Protection and Safeguarding. (The Headteacher, Miss Morrow is the first designated person for CP).

Staying safe and anti-bullying are always high priority.

Further information can be found in our Behaviour and Anti-Bullying Policies.

Training and Expertise

All staff have regular training to ensure they are equipped to support children with a range of Special Educational Needs.

All staff are able to draw upon their own knowledge and that of experienced staff to enable children to learn. When difficulties arise we discuss with each other the best possible solution.

We also invite outside agencies to deliver training sessions and send staff out of school for additional training as and when the need arises.

We employ a number of highly trained Teaching Assistants who support the teacher to:

Teach children

Monitor progress

Carry out specific intervention programmes

Lead a variety of groups to support the development of particular skills;

*Social skills

*Speaking and Listening

*Fine Motor Skills

*Gross Motor Skills

As well as supporting the teacher in the classroom to teach all children.

Monitoring, Evaluation and Transition

It is the responsibility of the teacher to ensure that all children make progress.

The SENCO monitors the progress of all children receiving SEN support and supports teachers when a child is not doing so.

The SENCO keeps a folder where copies of records of a child receiving SEN support are kept and other related documents e.g. letters from doctors and Paediatricians, notes from discussions with parent/carers, details of targets and provision being made and the outcomes of review meetings. These form part of a profile of the child that can be passed on to a new school and will be sent on to their Secondary school when they reach that transition point.

If you have any questions about the way our school provides for SEN please contact Miss Morrow, the Headteacher.

If you want more information about how the wider community provides for SEN you can find more details about the Wigan Council Local Offer at:

www.wigan.gov.uk/sendlocaloffer.

<https://www.wigan.gov.uk/business/professionals/educational-support/ASC-Pathway-Service.aspx>

Written by Inclusion Lead/SENCo, Eleanor Wilde, October 2017.

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