

Sacred Heart Hindsford R.C. Primary School

SEND Information Report / Local Offer. 2022 - 2024



Information compiled by E. Wilde

SEND Lead

September 2022

Shared with staff: date: September 2022

**By living out our Catholic faith
TOGETHER
we ENCOURAGE
and ACHIEVE**

"I have called you by name"

What is SEND?

In July 2014 the DfE produced a new SEND (Special Educational Needs and Disability) Code of Practice, which defines SEN as:

- 'A child or young person has SEN if they have a learning difficulty or disability which calls for special provision to be made of him or her.'
- 'A child of compulsory school age or a young person has a learning difficulty if he or she:
-has a significantly greater difficulty in learning than the majority of others of the same age.

OR

-has a disability which prevents or hinders him or her from making use of facilities, of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.'

What is the SEND (Special educational needs/disabilities) information report?

The SEND information report was introduced to explain to parents/carers and young people how schools will support them and what support can be expected.

The outcomes for the report are:

- To provide clarity and confidence for parents
- To improve choice and transparency for families
- To provide early interventions

Here at our school, Atherton Sacred Heart, we are an inclusive school. We have a caring, dedicated and understanding team looking after our children. With the support of our Pastoral/Inclusion Manager, we have an excellent reputation within the community for supporting families and young people in need.

All Wigan maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Education Needs and/or Disabilities being met in a mainstream setting wherever possible. Especially if this is parental preference.

There are a few Frequently Asked Questions from with parents/carers and other agencies involved with school which reflect their concerns and interests. Within this document, you will find the responses to these questions for Atherton Sacred Heart Catholic Primary School.

Key Inclusion staff:

Headteacher: Ian McDermott

Deputy Head: Lesley Delargy

Inclusion/Pastoral Manager: Eleanor Wilde

1. How does the school know if children/young people need extra help?

- As the pupils enter out Reception Class, children with additional needs are mainly identified through rigorous observation and assessment. Staff at Sacred Heart begin to form excellent relationships with parents and carers.
- For children who develop a specific need/require further support later in their learning journey, for example in key stage 1 and 2, termly pupil progress meetings take place between teachers and senior management team to identify children's needs following assessments.
- The Inclusion Manager/Headteacher and the rest of the Sacred Heart Team work closely together to ensure that each child's holistic development is considered. Following the above, the Inclusion Manager liaises closely with other agencies such as TESS (Targeted Education Support Services, part of Wigan Council), Educational Psychology Service, speech and language team, EMAS team and Sensory Support Service.
- Other methods of highlighting a need are:
 - Through teacher/teaching assistant observations, of progress made; attainment against objectives and national expectations; behaviour; and social & emotional needs.
 - Concern made by the children, parent/carer or an outside agency.
 - Close links with the health & care service.
 - National Curriculum Teacher Assessments

2. What should I do if I think my child/young person may have special educational needs?

- If you are concerned about your child's learning or development, your child's class teacher should be contacted in the first instance, they will be happy to discuss your child's progress and achievement.
- Following this a child centred plan with specific targets for your child may be completed.
- If required the class teacher will liaise with the Inclusion/Pastoral Manager to look at other strategies, interventions or agencies who may need to be involved to support you and your child.
- Other members of staff you may feel you would like to speak to are listed above.

3. How will school staff support my child/young person?

- Once a child has been identified and placed on the SEN register, procedure, as set out down in the Code of Practice 2014, is carefully followed. All registered children have access to the National Curriculum along with their peers, working at an appropriate level.
- Your child's teaching will be differentiated appropriately to suit their individual needs and ability.
- Your child's teaching team will set targets for your child, via a child centred plan. Your child will also be made aware of their targets in an age appropriate way.
- The targets will be reviewed regularly and specific teaching programmes or intervention may be delivered by teachers and/or qualified teaching assistants.
- The Inclusion Manager will oversee and coordinate how and when specific programmes are run and who will deliver them. The impact of each intervention will be given consideration.
- The school has a designated Inclusion Governor who meets regularly with the Inclusion Manager to keep updated on current policy and practice. The Inclusion Manager also provides an overview of SEN for the whole school staff.
- On occasion, your child may need to be seen by an outside agency, such as the TESS team or Educational Psychologist. Referral forms will be completed in conjunction with the class teacher and parents/carers. Once your child has been assessed by the referral team, any suggestions made will be implemented and monitored by school staff.

4. How will the curriculum be matched to my child's needs?

- Class teachers differentiate planning and teaching to meet the needs of all children in their classes. This is done through careful observation and assessments which directly feeds into planning.
- Interventions will be put in place as necessary. This could be a specific intervention that is planned over a number of sessions/weeks, or an ad-hoc intervention to recap a piece of key learning or to correct a misconception.
- If a child has been identified as having a specific learning need, extra support, via 1-1 or small group work, may be implemented.

5. How will both you and I know how my child/young person is doing and help me to support my child's/young person's learning?

- Regular meetings will take place to update you of your child's learning journey and to discuss any old/new targets set. This meeting will also inform you of any interventions taking place for your child.
- We operate an open door policy for parents/carers and therefore welcome you to make an appointment to see your child's class teacher at the earliest convenience.

6. What support will there be for my child's/young person's overall well-being?

- All staff are committed to ensuring the well-being of all the children in our care.
- The Pastoral/Inclusion Manager works closely with our families and other agencies to provide support where necessary.
- Class teachers have regular meetings with the Pastoral/Inclusion Manager to update on any concerns that may have arisen.
- Where required referrals will be made to specialist outside agencies such as the Educational Psychology Service, TESS (Targeted Educational Support System), Speech and Language Therapy, Outreach and Child and Adolescent Mental Health Service (CAMHS).
- Attendance is monitored and absences addressed by admin staff, however, any persistent absences or lates will be dealt with by the Attendance Officer.
- Through the use of our behaviour policy, strategies are consistent throughout school and children are familiar with what is expected of them. Any issues with a child's behaviour are quickly addressed by discussions with the pupil's Class Teacher in the first instance.
- All staff have basic First Aid training and throughout school, we have designated first aiders who have undergone Paediatric First Aid Training.
- If your child has a specific health need, an individual health care plan will be compiled. This will be regularly updated and shared with all members of staff.

7. What specialist services and expertise are available at or accessed by the school?

- The School Link Teacher from TESS (Targeted Education Support Services) and our Educational Psychologist, visit school regularly to carry out specific assessments for children with SEN who are identified by staff. Once completed, they will provide school with a report which includes specific targets and actions on how to support your child. These reports will be shared with parents and parental permission will always be sought before an assessment is carried out.
- Other agencies involved include:
 - Speech and Language Therapy
 - CAMHS (Children and Adolescents Mental Health Service)
 - EMAS (Ethnic Minority Achievement Service)
 - Sensory Services
 - Start Well (Family Support)
 - Social Services
 - School Nurse
 - Virtual Schools Team (for Looked After Children)

Date: September 2022

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