



Sacred Heart School

Service Before Self

Mission Statement:

The Sacred Heart is a Community committed to the education of its pupils in a Catholic Christian ethos, where each person is invited to serve God and others in faith, hope and love.

Aims:

- To foster spiritual growth in Christian faith and values
- To value, appreciate and enjoy learning
- To work for excellence
- To further curiosity and creativity
- To aspire to high ideals

Curriculum: Special Educational Needs

Special Educational Needs and Disability Policy

'Children have a Special Educational Need if they have a **learning difficulty** which requires **special education provision** to be made for them' (**Special Educational Needs and Disability Code of Practice 2014**)

Aims: The School aims to ensure that all pupils, including Early Years, with Special Educational Needs and Disabilities receive the education most appropriate to their needs.

- All pupils are entitled to access the full curriculum and participate in every aspect of school life.
- The School has high expectations and sets suitable targets for all pupils.

Objectives: 'Every Teacher is a Teacher of SEND'.

- To identify, at the earliest possible opportunity, all pupils with a SEN
- To assess the individual needs of these pupils and deliver a suitable programme of work to address their needs.
- To ensure that every pupil experiences success in their learning and achieves the highest possible standard
- To enable all pupils to participate in lessons and activities fully and effectively
- To assess, evaluate, monitor, record and review progress regularly
- To value and encourage the contribution of all pupils to the life of the School
- To work closely with parents of children with special educational needs to create and maintain a positive partnership
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils.

Organisational structure:

SENCO

Mrs I. Henden

Speech & Language Peripatetic Support

Mrs N. Crossman

Mathematics Peripatetic Teacher

Mr Clements

Learning Support Assistants

Mrs Vanessa Adcock
Miss Liridona Laska
Miss S Wookey

Sr Kasjana
Sr Danuta
Sr Linda Pergega

The person responsible for overseeing the provision for children with SEND is Sr Francis Ridler (Head Teacher).

The person co-ordinating the day to day provision of education for pupils with SEN is Mrs Irene Henden (SENCO) the SENCO is responsible for the daily operation of the school's SEN Policy.

The SEND Policy can be accessed by all staff in the shared drive.

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

SENCO Responsibilities:

- To oversee the day to day operation of the School's SEN policy
- To ensure that effective systems are in place to identify and meet vulnerable / SEN pupil's needs and that these are co-ordinated, monitored, evaluated and reviewed
- To liaise with staff and pupils to set appropriate targets for attainment and achievement
- To monitor the effective use of teaching and learning strategies and resources with staff
- To manage Learning Support Assistants.
- To maintain the SEN register
- To liaise with parents and carers of children and ensure that parents are informed at all stages of the assessment plan, provision and review of their children's education.
- To liaise with external agencies including the Educational Psychology Service and other support agencies
- To provide parents with information on sources of independent advice and support
- To prepare and apply for, special examination arrangements for GCSE examinations

Identification, Assessment and Review

The School follows the 2014 SEND Code of Practice graduated approach with regard to the identification, assessment and review of pupils with Special Educational Needs

The assessment data used includes relevant family history, the Foundation Stage Profile, Teacher's Assessments, NFER testing and referrals from outside agencies

- The class teacher initially decides if it is an aspect of the environment or teaching which is creating difficulties for the child, and observes his/her progress for a short while.
- If the child continues with difficulties, a **Record of Concern** is written and the SENCO notified. Parents are informed and short term targets put in place. An assessment may also be carried out at this stage.
- If the pupil fails to make the expected progress after 2 terms more formal action is taken. The SENCO and class teacher discuss the problems with parents and an Individual Action Plan is written. The child is placed on the SEN register.
- If the pupil continues to make little or no progress in specific areas over a long period then the decision may be made to place the child on the next stage. A request for help from external agencies is made and a formal assessment may be carried out.
- If a pupil continues to demonstrate 'a significant cause for concern' then a request for a statutory Educational Health Plan can be made, by parents or the school and the appropriate evidence is sent to the LEA.
- The LEA will consider all the evidence and may issue an **Educational Health Care Plan**, outlining objectives to be met and additional provision to be provided. If a statement is not issued, parents have the right to appeal.

Review Meetings:

These are held for children on the SEN register with IEPs. These meetings are initially with Form Teachers and pupils, and in accordance with the Code of Practice 2014 a termly report issued to parents

An Annual Review is held for all children with an Educational Health Care Plan, to review progress towards objectives outlined in the document. Any agreed amendments are sent to the LEA, and a copy of the review report is sent to all involved

SEN Register

This is regularly updated, and class teachers provide the SENCO with the following evidence when they have concerns over pupils.

- Class Records (Records of Concern)
- Test results, noting wide variations in NFER / Midyis results
- Evidence of strategies already in place

- Other relevant information e.g. Medical, Family Circumstances etc
- Regular meetings held at *least half termly with the Senior Management Team and SENCO to set strategies for the term and track objectives for the pupils on the SEN register*

Curriculum

Pupils have access to a broad and balanced curriculum, with their needs identified by individual targets. To enable pupils with SEN to access the curriculum the following provisions are made:

- Support from teaching assistants
- Differentiated work in class
- Small group work
- Consultation with support agencies
- School support teams, welfare agencies and speech therapists

Pupils whose level of ability is outside that of their peer group may be placed in the age group considered suitable for the child. This only takes place after consultation with teachers and parents and the social and emotional implications for the pupil being taken into account.

All pupils are fully integrated within the School. Small group or one-to-one teaching is used as appropriate

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Norfolk's SEND Local Offer website:

www.Norfolk.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families.

It describes the services and provision that are available both to those families in Norfolk that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need.

The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Sacred Heart Special Educational Needs Policy 2014/2015 4

Complaints

The School works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupil needs. If a problem arises parents may contact the Class Teacher initially. If necessary, the SENCO and the Headteacher will arrange a meeting with the parents, and staff involved.

Specialist Training

The Head teacher and the Senior Management Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEN issues.

The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. All Teaching Assistants are offered training opportunities through a range of local agencies working with specific students at the school. The SENCO, with the Senior Management Team, ensures that training opportunities are matched to school development priorities.

External Support

The school has positive relations with a range of external agencies and contacts the following:

- Education service
- Welfare and Medical Agencies

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Last reviewed Feb 16

Next review Feb 2017

- Speech Therapists
- Pastoral and Religious organisations
- The Educational Psychological Service
- Parent-Partnership service
- Social Services

Liaison with Parents / Carers

The school encourages parents and carers to be fully involved with their child's progress, through formal and informal meetings

If the Class Teacher has concerns about a pupil, parents are invited to discuss this as soon as possible

Parents are consulted at each stage and their support encouraged with the pupil's IEP

Parents of children with an EHC Plan are asked to record their views / concerns and discuss them at the pupil's Annual Review. These comments are noted in the Review report, and any amendments discussed.

Transition Arrangements

The SENCO and Headteacher ensure that reports are sent to and received from schools on transition, and matters of concern addressed.

Governing Body

The Daughters of Divine Charity, who are the Trustees, administer the School.

A Governing Body advises the Trustees.

Monitoring and Review:

Policy prepared 2008 JJ: Reviewed annually by SEND coordinator and SMT