



THE ARCHDIOCESE OF BIRMINGHAM

Sacred Heart Catholic Primary School



'To Grow in Wisdom and in Grace'

SPECIAL EDUCATION NEEDS (SEN) POLICY

Our Vision at Sacred Heart Catholic Primary School is that we develop confident, well-rounded children with character and aspiration. We have a strong Catholic ethos that shapes moral values using Christ as the example. We do this in a caring, friendly environment where teachers inspire curiosity and achievement so that every child realises their full potential.

Aims

At Sacred Heart Primary School we believe that every teacher is a teacher of every child - including those with special educational needs and/or disabilities. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets. We strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey.

At Sacred Heart Primary School we believe that each pupil has individual and unique needs. It is important for us to remove any barriers to learning that our pupils may experience. We aim to ensure that all children have the support they need to achieve their potential.

In doing so, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Sacred Heart Primary School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the school curriculum. In particular, we aim:

- to enable every pupil to experience success
- to promote individual confidence and a positive attitude
- to ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- to give pupils with SEN equal opportunities to take part in all aspects of the school's provision.
- to identify, assess, record, and regularly review pupils' progress and needs
- to involve parents/carers in planning and supporting at all stages of their pupil's development
- to work collaboratively with parents, other professionals and support services.
- to ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

Special Educational Needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability 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

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the bullet points above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.

Disabled children and young people

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person’s disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and nondisabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and

publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable. The general duty also applies to bodies that are not public bodies but that carry out public functions. Such bodies include providers of relevant early years education, non-maintained special schools, independent specialist providers and others making provision that is funded from the public purse

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers must also make reasonable adjustments by making physical alterations. Schools and local authority education functions are not covered by this last duty, but they must publish accessibility plans (and local authorities, accessibility strategies) setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review. Where school governors are publishing information about their arrangements for disabled children and young people, this should be brought together with the information required under the Children and Families Act 2014.

Here, the term 'parent' includes all those with parental responsibility, including parents and those who care for the child.

Identifying SEN in schools

At Sacred Heart we have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less

than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition

The first response to such progress is high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents wherever possible). The pupil's response to such support can help identify their particular needs.

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

Professionals are also alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on wellbeing and sometimes this can be severe. We ensure we make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties schools should consider whether the child might have SEN.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may

lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. We look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

When reviewing and managing special educational provision the broad areas of need and support outlined below may be helpful.

There are four broad areas which give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action we need to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need ensures that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual is based on a full understanding of their particular strengths and needs and seeks to address them all using well evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Broad Areas of Need

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section of the [SEN Code of Practice](#) under Chapter 6 for a link.

Sensory and/or physical needs.

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health see the References section of the [SEN Code of Practice](#) under Chapter 6 for a link.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

ROLES AND RESPONSIBILITIES

Provision for pupils with special educational needs is a matter for the school as a whole.

Governors

The Governors of the school, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school and childcare's work, including provision for children with special educational needs, and for doing their best to ensure that the necessary provision is made for any pupil who has special educational needs. They should determine the school's general policy and approach to provision for children with special educational needs and establish the appropriate staffing and funding arrangements.

An appointed representative from the governing body is actively involved in self-review, with the Headteacher and SENCo, of the provision for children with special needs and implementation of the policy within the school.

SENCo

The Special Educational Needs Coordinator is Mrs Rachel Gavin. She works closely with all staff, parents and outside agencies ensuring the best possible provision for children with special educational needs.

She is responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- ensuring the involvement of parents and guardians from an early stage and liaising with parents of pupils with SEN
- advising on a graduated approach to providing SEN support, liaising with and advising other members of staff
- helping to identify children with special educational needs, assessing and planning for progress
- maintaining the school's special needs register
- acting as Designated teacher for looked after pupils with SEN. The designated teacher has lead responsibility for helping school staff understand the things which affect how looked after children learn and achieve.
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with early years providers, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support agencies
- liaising with potential and next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- managing teaching assistants, in liaison with Key Stage staff
- supporting the professional development of teaching assistants
- regularly liaising with the governors' representative

Headteacher

The Headteacher has overall responsibility for the management of provision for children with special educational needs and keeps the governing body fully informed.

Teaching Staff

Teachers are both responsible and accountable for the progress and development of all pupils in their class, including those pupils who access support from teaching assistants or specialist staff. Where support staff work with pupils with SEN, the teacher has overall responsibility for those pupils and must ensure that they make appropriate progress.

The Code of Practice says that every teacher is a teacher of SEN. It says that 'class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils'. Where concerns are identified, teachers should work with the special educational needs co-ordinator (SENCO) to assess whether the child has SEN. Teachers should set clear progress targets for all pupils with SEN that focus on 'their potential to achieve at or above expectation'. Schools must engage parents and young people in decisions about matters that relate to their own or their child's SEN, including how those needs should be met. Class teachers, in consultation with the SENCO, may be asked to hold regular meetings with parents to discuss their child's progress towards agreed outcomes.

Class teachers are involved in the development of the school's SEN policy and implement the procedures for identifying, assessing and making provision for pupils with SEN, including planning for differentiation. The identification of SEN is built into the overall approach to monitoring the progress and development of pupils. Class teachers are responsible for working with children on a daily basis and closely monitor children involved in interventions away from the main class. Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Teaching Assistants

TAs work as part of a team with the SENCo and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEN within the class. They play an important role in implementing Pupil Profiles and monitoring progress. They contribute to review meetings and help pupils with SEN to gain access to a broad and balanced curriculum.

TAs should:

- be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Lunchtime supervisors (TAs) are given any necessary information relating to the supervision of pupils at lunchtime. They may meet the SENCo in relation to behaviour management and other issues for particular pupils.

CO-ORDINATING AND MANAGING PROVISION

The SENCo meets with class teachers to give support and advice. SEN policy and provision are discussed regularly at both staff and departmental meetings in order to raise the achievement of children with SEN. Special needs provision is an integral part of the School Development Plan. The SENCo oversees the provision using provision mapping. The SENCo meets regularly with the Teaching Assistants to review progress and give advice, and monitors the placement of TA support throughout the school. This is dependent on the Special Needs requirements and this placement may change as the needs of the children change. There is opportunity for informal daily contact between staff to discuss concerns.

If concerns are not addressed at this level the child may be placed on 'SEN support' to implement strategies to provide extra provision. Both the child (where appropriate) and parents will be involved in planning and setting targets. Support from outside agencies will be sought where necessary. A request for statutory assessment may be made to the LA if after appropriate support and intervention, progress and attainment remains a concern.

Each year the school will review its co-ordination and provision. This will ensure forward planning and the revision of any provision. This will include the assessment of future needs that will help inform relevant staff training and provision of both human and material resources.

Sacred Heart School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with a statement or Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility. For further information, please see our Inclusion Statement on the school website.

Specialism and Special features

At Sacred Heart School:

- all teaching staff are experienced teachers who are able to teach pupils with SEN.
- additional training for teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil
- differentiated resources are used to ensure access to the curriculum; resources are easily accessible in each classroom
- all staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity

- pupil support aims to encourage as much independence as possible within a safe and caring environment
- we have access to the expertise of LA services and other agencies if it is required

ALLOCATION OF RESOURCES

All schools in Oxfordshire receive funding for pupils with SEN in three main ways:

- The base budget (element 1 funding) which the school received for every pupil covers teaching and curriculum expenses as well as the cost of the SENCo and other basic resources
- The notional SEN budget (element 2 funding) covers the additional educational support required.
- Specific funds may be allocated to pupils with statements or Education, Health and Care Plans.

Sacred Heart School , as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEN. Sacred Heart provides additional support up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority may provide top-up funding.

ASSESSMENT

The progress of the children is assessed at regular intervals by staff as part of the school's tracking process (see Assessment Policy for details)

All those working with children are alert to emerging difficulties and respond early. In deciding whether to make special educational provision, the Headteacher and SENCo consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be carried out by the class teachers, SENCo who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents. Sacred Heart School recognises that parents know their children best and we ensure we listen to and understand when parents express concerns about their child's development. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents.

When a child is identified as needing SEN support, school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice. The LA SEN Guidance is used as a guide for the identification, assessment and provision for SEN, and the forms provided are used for record-keeping. A register of pupils with SEN is kept as a legal requirement.

The school has a number of children who have specific and /or profound learning needs and who may therefore not be accessing the curriculum for their year group.

For end of key stage statutory assessment, the DfE has issued pre-key stage standards for [Key Stage 1](#) and [Key Stage 2](#) for use with pupils who are working below the overall standard of national curriculum assessments, but who are engaged in subject-specific study.

For pupils not engaged in subject specific learning, a statutory assessment; [The Engagement Model GOV.UK](#) sets out how to assess pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 (KS1) and key stage 2 (KS2).

This is an assessment approach that focuses on pupils' abilities in specific areas like awareness, curiosity and anticipation. This assessment approach will enable progress made by pupils with complex needs to be identified and measured effectively.

In order to support our teacher assessments for pupils identified with SEND we also use Performance Indicators for Valued Assessment and Targetted Learning (PIVATs). The PIVATs tool allows teachers to track the progress of individual pupils in small steps and enables schools to set individual targets for individual pupils to ensure that they make progress. Your child may be assessed using PIVATs scales in one, some or all of the following aspects of learning and development:

- Speaking
- Listening
- Reading
- Writing
- Maths- Number

The assessments are made by your child's class teacher and are on-going within your child's learning. They are not a test.

The class teacher and relevant 1:1 support staff are responsible for the upkeep of individual SEND children's records of progress and data. Their data will also be included on the centralised Integriss system.

Those children moving on from PIVATs/Pre Key Stage Standards but unable to access the work for their year group will be teacher assessed using the school's assessment systems as outlined above.

The SENCO will meet regularly with teaching assistants and teachers to monitor record keeping and target setting for these children.

As part of the termly assess and review process, all phase leaders meet with the SENCO to discuss the progress of children with SEN and identify further actions for individuals e.g. involvement of external agencies and classroom strategies. These actions are then reviewed and discussed in the leadership tracking meetings.

The SENCO and the class teacher, together with specialists, and involving the pupils, parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed every 6 weeks.

Where, despite the school providing SEN support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the local authority. The LA will expect to see evidence of the action taken by the school as part of SEN support.

Reviews of children with SEN support are held each term and led by the class teacher with the parent. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil.

Provision

Provision for children with SEN is additional to or different from those provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to children's individual needs. Such provision is recorded on the SEN Pupil Profile.

Sacred Heart School strives to be an inclusive school, engendering a sense of community and belonging through its

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

EVALUATING SUCCESS

The success of the school's SEN policy and provision is evaluated through:

- monitoring of classroom practice by the headteacher and SENCo
- analysis of pupil tracking data and test results for individual pupils; for cohorts
- monitoring of procedures and practice by the SEN governor
- school self-evaluation
- the school's Annual SEN Report, that evaluated the success of our policy and sets new targets for development
- the School Development Plan, which is used for monitoring provision in the school
- visits from LEA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- frequent meetings of parents and staff, both formal and informal, to plan profiles and targets, revise provision and celebrate success.

Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to make an appointment to meet the SENCo. For a problem that might need time to explore fully, parents/carers should make an appointment to speak to the SENCo and classteacher. In the event of a formal complaint parents are advised to contact the headteacher or a governor, if they prefer. The SENDIASS Service is available to offer advice:

Ways to get in touch:

By email: sendiass@oxfordshire.gov.uk

By text: 07786 524294

Advice line: 01865 810516

Website: <https://www.sendiass-oxfordshire.org.uk/>

LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school are able to call upon the expertise of a wide range of support services. These support services are consulted after consultation with the Headteacher or SENCo, and with the full agreement of parents. For assessment and advice from most of these services a request form must be filled in first, then additional information may be required e.g. the service's own checklist, and information about strategies already in use.

The SENCo holds contact addresses and request forms for other agencies and support services.

PARTNERSHIP WITH PARENTS

The staff at Sacred Hearts will continue to forge home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings are offered throughout the year and parents are welcome to contact the school via e-mail or telephone at other times to discuss any aspect of their child's progress with the class teacher or SENCo.

Telephone: 01491 572796

Email: office@sacredheart-henley.co.uk

THE VOICE OF THE CHILD

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. At Sacred Heart School we encourage pupils to participate in their learning by gathering the views as part of the review process.

TRANSFER ARRANGEMENTS

The SENCo, class teachers and Headteacher liaise over how best to support the children with SEN when they transfer from one year group to another. SEN Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer.

Year 6 children transferring to local Secondary Schools have the chance to visit their new schools. The SENCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEN information is gathered together and records transferred to the new teacher or school.

For pupils with Statements or Education, Health and Care Plans, the SENCo of the receiving school will be invited to the final annual review in primary schools of pupils with statements or Education, Health and Care Plans where the particular school has been named.

Monitoring and Review

The implementation of this policy will be monitored by the SEN Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed in two years.

[Special educational needs and disability:
The local offer | Oxfordshire County Council](https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer)

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