



Sacred Heart Catholic Primary School

'To grow in Wisdom and in Grace'

SEN INFORMATION REPORT

This report sets out information about the ways in which Sacred Heart School meets the provision for children with special Educational Needs (SEN).



About our school

Sacred Heart Catholic Primary School provides for children with a wide range of special educational needs including those with:

- **Communication and Interaction Needs**
This includes children who have speech and language and communication difficulties including autistic spectrum conditions
- **Cognition and Learning**
This includes children who have learning difficulties including difficulties such as dyslexic, dyspraxia and dyscalculia
- **Social, Emotional and Mental Health needs**
This includes children who may have behaviour difficulties relating to emotional conditions such as anxiety or depression.
- **Sensory and/or Physical needs**
This includes children who have visual or hearing needs, or a physical disability that affects their learning.

As a school with a strong Christian ethos, we acknowledge and celebrate the fact that each child is unique and is a valued member of our school community.

About our SENCo

Our special education needs co ordinator (SENCo) is Mrs Rachel Gavin. She is a qualified teacher with a Bachelor of Education and holds the National SENCo Award. She is also the Head teacher. She oversees the provision and monitoring of children's learning and progress throughout the school supports the families of those children with special educational needs.

The SENCo can be contacted by calling the school office;

Tel: 01491 572796

Or directly via her school e mail address;

E mail: gavin.r@shoodle.co.uk

Our SEN policy can be found on our school website or is available from the school office.

How do we identify and give extra help to children with SEN?

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special educational Needs in Oxfordshire schools and settings'.

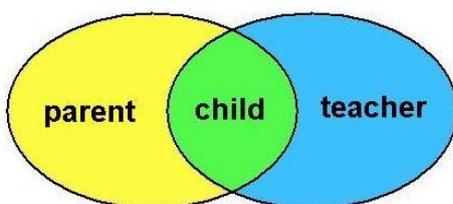
The guidance sets out:

- How we identify if a child has a special educational need
- How we assess children and plan for their special education needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs.
- How we review progress and agree outcomes and involve you and your child in this process.



Click on the link here to read it:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>



How do we work with parents and children/young people?

The partnership between school and home is important to us at Sacred Heart School. We will always contact parents if we have a concern that a child or young person may have a special educational need and no child goes onto the school's Special Needs register without the full consent of the child's parents or guardian. We work closely with children with SEN and their families to agree outcomes and to plan how we will all work together towards these, and then to review progress.

This communication happens in a variety of ways:

- Each child's interventions and /or strategies used to support the child's learning are outlined on the class teacher's provision maps. These are reviewed every 6-8 weeks and the contents are discussed with parents at review meetings.
- Review meetings are held between the parents and class teacher (and SENCo if required) regularly to review and discuss the child's progress and any other issues.
- Parents evenings are held twice a year (Terms 1 and 4)
- Parents are always able to speak to class teachers at the end of the school day regarding any concerns.
- Where appropriate we will involve the child in discussion in order to ensure the child's voice is heard.
- Appointments can be made to see the SENCo by direct e mail, phoning the school office or by e mail to the school office.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including



those with SEN. Please look at the school website for information on the broad and exciting curriculum the children enjoy. Teachers are responsible for the progress of all children and lessons are well differentiated to ensure success and progress for everyone. Resources such as word banks, coloured overlays, visual timetables and writing frames are used to increase confidence and enable children to become independent learners. The school offers many intervention programmes

which offer support in addition to the core curriculum to boost and support children's learning. These are usually delivered by class teachers and/or Teaching Assistants and are monitored by the SENCo. These interventions may support a particular aspect of learning such as reading and comprehension or numeracy but we also offer social/nurture groups to enable children to develop communication and social skills and increase their self-esteem.

At times it may be necessary to make changes to a child's timetable or the environment in which they work. Where it is reasonable and possible to do that, we take advice from professionals from support agencies in order to implement the recommendations made.

Support for emotional and social development

We consult with a wide range of agencies and partnerships to ensure the Emotional and Social Development needs of all children are met. Inspired by Christian values, we believe that high self-esteem is crucial and aim to support and promote the emotional wellbeing of all children. On a daily basis the class teacher is responsible for the pastoral and social care of every child in their class, therefore this would be the parents' first point of contact should further advice or support is required.

We have a school counsellor (Claire Maddock) whose role primarily is to support and offer counselling to the children. However, at times, she also works with families to provide extra support when needed. For further information about how to access this service please speak with Mrs Gavin.

Where children have additional difficulties, they may receive small group or 1:1 additional support. This may help children overcome bereavement/loss through, difficulties with friendships or anger management/anxiety issues.

We have clear policies in place to deal with bullying and poor behaviour. On the rare occasion when incidents do occur, they are dealt with quickly. We have a positive approach to behaviour management which the children understand and respond to enthusiastically.

What expertise can we offer?

Our SENCo, Mrs Rachel Gavin, holds the National SENCo Award. Staff training is undertaken in various aspects of SEN according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective. The training needs of staff are reviewed as part of the CPD process in school. Training may take the form of attendance at external courses on particular conditions such as dyscalculia, dyslexia or autism or is offered through in-house training run by the SENCO or other specialists such as our Educational Psychologist or a Language and Communication Advisory Teacher.

We have access to a range of specialist support services including;

- Educational Psychology Service
- Early Intervention Service, Didcot Hub
- SENSS (Special Educational Needs Support Services), who support children with communication and language, sensory needs and physical needs. Teams include, speech therapy, occupational therapy, SEN ICT and physical disability



service.

- Child and Adolescent Mental Health Services (CAMHS)
- OXSIT (Oxfordshire School Inclusion Team)
- Counsellor service

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages by clicking on the link below:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>

How do we know if SEN provision is effective?

The progress of all children is tracked throughout the school and this data is analysed regularly during termly Pupil Progress meetings with class teachers, the Head teacher and the SENCo and the Governors. In addition for children with SEN we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations. When we run special intervention programmes for groups of children we assess how successful they have been and use that information to decide on how best to run them in the future.

What do we do to support the wellbeing of children with SEN?

All children have the opportunity to share their views through their school council representatives and we encourage all children to talk to their class teacher if they have a problem. The SENCo works closely with children with emotional or behavioural difficulties to enable them to feel safe and supported in the school environment. Bullying is not tolerated and procedures followed can be found in our Behaviour Policy which can be found on the School website and is available as a paper copy from the School office.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children with SEN a meeting with the SENCo is recommended. Details of the school's admission policy can be found on the school website:

<https://www.sacredheart-henley.co.uk/page/?title=Admissions&pid=81>

Year 6 children transferring to the local Secondary School have the chance to visit the new school during their three day 'pioneer' experience. In addition to this, the local secondary school also invites children who they believe would benefit from further transition time to 'Pioneer Plus.' In the summer term, the SENCo and one of the assistant heads from the local secondary school visits Sacred Heart to talk through any specific or additional needs that the

children moving on to secondary may have. This meeting is held with the Year 6 class teacher and the SENCo.

The opportunity to gain an insight into the support offered for children with SEN is not limited to parents with children in Year 6. If you would like to have an early conversation with the SENCo at the local secondary school to better understand what they can offer and how they might meet your child's needs, we can put you in touch. Please see Mrs Gavin in the first instance.

Feedback and complaints procedures

At Sacred Heart we welcome feedback from parents. If a parent or guardian is concerned about SEN provision for their child, initial contact should be made with the class teacher. A meeting will then be arranged, which may include the Head teacher/SENCo, to discuss the concern.

If you'd like impartial advice from Oxfordshire's Parent Partnership Service contact:

<https://www.oxfordshire.gov.uk/cms/content/contact-parent-partnership>

In the event of a formal complaint concerning SEN provision, parents/guardians are advised to contact the Head teacher and follow the Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body. Government publications regarding parents' rights are available in school.

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>.

In summary

The Governors and staff at Sacred Heart recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.



We aim to:

- celebrate our Christian ethos by acknowledging that each child is unique and a valued part of our school community.
- ensure that our curriculum is accessible and relevant to all children whatever their individual need.

- promote positive attitudes and individual confidence, ensuring all children experience success.

Updated and reviewed by *Governors* July 2019