



# Sacred Heart SEND Information Report 2023/2024

*'Grow in Love'*

***"Our mission is to create a harmonious Catholic community, where each one of us is a valued member who can 'grow in love', guided by the teaching of the Catholic Church."***

Sacred Heart School is a voluntary aided mainstream Catholic primary school. We are committed to providing high quality educational provision for all our pupils. The school is maintained by the London Borough of Richmond Upon Thames. All Richmond maintained schools work in a similar way to meet the needs of pupils with Special Educational Needs and Disabilities (SEND) to ensure they make the best possible progress. Information about how the Local Authority supports children with SEND in its maintained schools can be found in the SEND local offer at:

Local Offer website: [www.afclocaloffer.org.uk](http://www.afclocaloffer.org.uk)

Email address for enquiries and feedback:  
[sendlocaloffer@achievingforchildren.org.uk](mailto:sendlocaloffer@achievingforchildren.org.uk)

Phone number for enquiries: 020 8547 4722

At Sacred Heart we provide a safe, secure and purposeful environment where pupils are valued as individuals and are nurtured to develop positive self-esteem and self-image. Our provision is developed to ensure that it enables the pupils in our care to reach their full potential and attain the levels of knowledge, understanding and skills that society demands for their future irrespective of their starting points.

We trust this information report, together with our policy provides you with a flavour of our inclusive approach at Sacred Heart Catholic Primary School.

## Contacts at Sacred Heart Catholic Primary School

Role	Contact
Inclusion Leader / SENCO	Mrs. Clare Taylor Email: ctaylor@sacredheart.richmond.sch.uk
Designated Teacher for Looked after Children	Mrs. Clare Taylor Email: ctaylor@sacredheart.richmond.sch.uk
SEND Governor	Mrs. Lucy Peacock Email: info@sacredheart.richmond.sch.uk

### The kinds of special educational needs that are provided for our children.

We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). The Special Educational Needs Code of Practice (SEND14) states that a child has SEND if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age or

b) have a disability which prevents or hinders them from making use of educational facilities of the kind generally provided for others of the same age in a mainstream school.

Our Inclusion Policy reflects the SEND14 requirements which we embrace within our inclusive ethos. Staff have been trained so as to be able to cater for learners who may have difficulties with:

- ❖ Cognition and Learning
- ❖ Communication and Interaction
- ❖ Social, Emotional and Mental Health
- ❖ Sensory and/or Physical

Special education provision is that which ***is additional to or different from*** the provision made generally to other children of the same age. This means that the provision goes beyond the usual differentiated approaches that are provided as part of the high quality, personalised teaching that all children receive. It may be provided from within the setting and/or involve a range of specialist services.

At Sacred Heart we have experience of making provision for many frequently occurring special educational needs including speech and language needs, learning difficulties, social and emotional needs, autism, dyslexia and sensory impairment. Where other kinds of difficulties present with which we are less familiar we are able to access specialist training and advice so that these kinds of needs can be met. We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

At Sacred Heart we believe that all children are entitled to an education that enables them to achieve their best.

We are committed to inclusion and work to ensure our pupils have a broad and balanced curriculum that is differentiated to meet their needs and have equal access to resources, provision and interventions as required. We ensure that they can learn and make progress according to their individual needs.

## **Policies for identifying our children with SEN and assessing their needs, including the name and contact details of the SENCO.**

The school has an Inclusion policy which can be found on the school website Sacred Heart Catholic Primary School. The Inclusion Leader / SENCO is Mrs Clare Taylor and her telephone number is 0208 977 6591 and e-mail is:

[ctaylor@sacredheart.richmond.sch.uk](mailto:ctaylor@sacredheart.richmond.sch.uk)

Our Inclusion Leader /SENCO and class teachers, through termly pupil progress reviews, seek to identify children making less than expected progress given their age and individual circumstances. These outcomes are shared with parents.

This can be characterised by progress which

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

The school operates a regular four-part cycle in order to identify the children who require additional support. This is through the process of:

- Assess (the child's needs)
- Plan (support)
- Do (actions/ interventions)
- Review (outcomes)

In addition, our leadership team meet regularly to discuss the support provided and its impact. Decisions are then made as to the most appropriate steps to take in order to support the learner, these decisions tie in with the school's wave approaches to meeting needs. (See below)

Where a child is identified as having SEND we will take action to remove barriers to learning and put effective special educational provision in place.

This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

## **Waves of Support available for my child**

Support is allocated to each class and individual children according to an audit of need, this may mean that there is more support in one class than in another. The impact of support is monitored termly in order to measure progress and to be able to adjust the support provided as needed. The SEN governor plays an active role in monitoring the quality of our SEND provision through a termly meeting with the Inclusion Leader / SENCO.

### **Wave 1 Provision: Quality First Teaching**

Class teachers offer excellent personalised classroom teaching known as Quality First Teaching. All teachers are teachers of SEND. Your child's class teacher will oversee, plan and work with each child with SEND in their class. In doing so they will:

- ✓ have the highest possible expectations for your child's progress
- ✓ look to remove barriers to your child's learning by making adaptations to the learning environment and curriculum
- ✓ individualise teaching according to what your child already knows, understands and can do
- ✓ employ specific strategies which may include visual or practical support
- ✓ use additional adults effectively to support pupil's learning

### **Wave 2 Provision: Targeted support for individuals or small groups**

Intervention groups can be take place either inside the classroom in a small group or on a 1:1 basis. Alternatively children can be withdrawn from class for this kind of input. It can be led by a teacher or more often a trained teaching assistant. This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning. This might include:

- ❖ 5 minute box for phonics and number
- ❖ Little Wandle Rapid Catch Up
- ❖ Targeted phonics
- ❖ Fresh Start
- ❖ SNAP on 2 Maths
- ❖ Social Skills
- ❖ Social Thinking
- ❖ Fine / gross motor skills
- ❖ Precision teaching
- ❖ Problem solving
- ❖ Thrive Therapy
- ❖ Pre and post teaching of vocabulary

### **Wave 3 Provision: Specialist Support for those with SEND**

This kind of provision is available for pupils who have been identified by the class teacher or SENCO as having very significant needs requiring extra specialist support

in school. We may seek advice from professionals outside the school such as educational psychologists or speech and language therapists.

If your child requires this level of intervention they will be placed on the SEND register at SEN Support level and will be very closely monitored by the school SENCO as well as their class teacher. When the school identifies the need for this sustained and specialist additional support to enable your child to make expected progress we will invite you to meet with us to draw up a personalised SEN support plan, known as an Individual Provision Map. This map will set out each term the provision and expected outcomes for your child.

## **Arrangements for consulting our parents of children with SEND and involving them in their child's education**

At Sacred Heart we pride ourselves on open, honest and positive relationships with parents. If you are concerned about your child's progress we encourage parents to talk to us.

- In the first instance speak to your child's class teacher.
- If you require further information or support make an appointment to meet with the school Inclusion Leader Mrs. Clare Taylor or email her at [ctaylor@sacredheart.richmond.sch.uk](mailto:ctaylor@sacredheart.richmond.sch.uk)
- You may also contact the head teacher, Mrs. Brenda Green either by making an appointment through the office or sending an email to [bgreen@sacredheart.richmond.sch.uk](mailto:bgreen@sacredheart.richmond.sch.uk)
- If you still remain concerned you may choose to contact the SEND Governor Mrs. Lucy Peacock by email through the school office at [info@sacredheart.richmond.sch.uk](mailto:info@sacredheart.richmond.sch.uk) who has responsibility for ensuring that the necessary support is provided for any child with SEND attending the school.

If we are concerned about your child in any area of the curriculum we will invite you to meet with us and listen to any concerns you may have too. We will then work together to plan any additional support your child may need.

Where SEND needs have been identified, support is recorded within an individual provision map. The provision map is developed through a cycle of reviews. Parents contribute to the termly review and where needed, the reviews will be established more frequently. In addition, children with an Education Health Care Plan parents and child will attend an annual review. The child begins these meetings sharing their voice in a child centred approach.

The school also has a regular reporting cycle where parents are informed of progress. All children are set targets or next steps which are shared at parent teacher meetings each term. At the end of the Summer Term, parents will receive a full report on their child's progress and are able to come in to school in order to discuss how they can support learning and progress.

We have a very active and support parent teacher association (Sacred Heart PTA) where parents can become involved in school life; we encourage all families to join this group or to become volunteers within the school.

Throughout the year there are a range of workshops including phonics and supporting maths and English at home.

## **Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and children as part of this assessment and review**

Every child is unique; many children will have SEND of some kind at some time during their education. Some children will need extra help for some or all of their time in education and training. If it is felt that a child may have Special Educational Need, additional interventions will be provided whilst these needs are identified using a range of assessments or observations. Our Inclusion Leader and class teachers, through regular progress reviews, seek to identify children making less than expected progress given their age and individual circumstances. Children and their families are fully involved in establishing this support on a termly basis.

### **Measuring progress for all our children**

Your child's progress in all subjects and areas of learning is continually assessed by their class teacher.

The progress of children in nursery and reception is assessed against the age bands outlined in the Framework for the Early Years Foundation Stage. At the end of reception teachers make judgements as to whether children have achieved the expected level of development in that area. In some cases children will exceed the expected level and in others they will still be "emerging" or working towards the expected level.

From Year 1 to Year 6 children are assessed each term in reading, writing, spelling, grammar and punctuation and maths. Assessment is made as to whether children are working towards, at expected or exceeding national curriculum expectations. The school's assessment tracking system allows teachers to track small steps of progress towards these expectations.

At the end of Year 1 children's phonic knowledge and early reading skills are assessed using the national Year 1 phonics screening test.

At the end of Year 4 children's times table knowledge are formally assessed.

At the end of each key stage (in year 2 and year 6) children are formally assessed using standard assessment tests known as SATs.

### **Measuring progress of our children with SEND support or an EHCP**

All children at SEND Support level will have a SEND Individual Provision Map setting out short term targets which are reviewed termly. In addition, their progress is

monitored by the class teacher, SENCO and the Headteacher via the school assessment system and pupil progress tracking meetings.

The progress of children who are supported through an Education, Health and Care Plan is assessed in the same way as outlined above. In addition, their progress towards the outcomes and objectives outlined in their EHCP is monitored at formal annual review involving all the professionals involved with the child.

If your child is receiving additional interventions we may use other assessments which help us to measure even more closely the progress they make when they are receiving the intervention.

For our children on our SEND register, the Individual Provision Maps are shared with parents, detailing the support provided for the term. Their child's attainment and progress is shared with parents each term and a comparison against national expectations is given.

During this year the school will be developing a SEND leaflet, in addition to the provision map, and pupils with SEND needs will work with the school in developing their one-page profile which outlines their unique strengths alongside the areas of support needed. We will continue to embed the personal centred approach this year for our annual review for our children with EHCPs.

Throughout our 'assess, plan, do' and review cycle we will look at the actions needed to support each child in achieving their full potential. Throughout this process we will add to the child's provision and, as appropriate seek the support of external agencies including; CAMHS, Educational Psychologists, behaviour support, Speech and Language Therapists, Occupational Therapists, Physiotherapists and LA teaching and learning advisory support.

## **Arrangements for supporting children and young people in moving between phases of education.**

Induction is very important to us and we invest time in welcoming new children in a way that makes them feel a part of our setting. We welcome visitors to view our school: prospective parents and children can join group tours or make a separate appointment for a tour of our school. We have very good links with our feeder nurseries as well as the Secondary schools our children move onto. Children joining Nursery and Reception receive a home visit and have opportunities to visit their new classroom and meet their new classmates during induction afternoons. Class teachers and the Inclusion Leader meet with teachers and other SENCOs from the schools our pupils move on to. Year 6 pupils have several opportunities to visit the school they are moving on to, and we put in place additional transition support, such as arranging additional visits, where necessary. We hold meetings with staff at our local secondary schools. During these meetings we share an overview of our children who have SEND. Good practice is shared so that transition to the next phase is made easier. In some cases, staff from the secondary school come to work with our children to give them a familiar face for when they transfer. Visits to the local secondary school are also organised and we fully encourage all our children to

attend induction days. Where we know there is likely to be high levels of anxiety we send staff along for parts of the induction day.

## **The approach to teaching our children with SEND**

The Deputy Headteacher, our Inclusion Leader, leads on inclusive practice. She meets with staff each term and reviews every child's progress and with the class teacher identifies any additional support needed. In addition, additional support or interventions are reviewed in order to monitor their impact and to adjust them as needed.

At Sacred Heart Primary School we recognise that the quality of teaching within the classroom is the greatest influence over children's progress and we therefore invest in training to ensure our classrooms are an inclusive place to be. For example, visual signs and symbols are provided throughout the classroom including visual timetables, clear accessibility to resources e.g. word banks, times table grids and numberlines etc (Wave 1)

## **How adaptations are made to the curriculum and the learning environment for our children with SEND**

At Sacred Heart Catholic Primary School we provide a differentiated curriculum to meet the needs of all children. In liaison with external agencies such as speech therapists, our Teaching Assistants can deliver individual programmes of support.

Lesson observations by the leadership team ensure the school continues to develop its inclusive ethos and training needs are identified from these observations. Our whole school provision map (see Inclusion Policy Appendix) identifies the support available within the school at a whole class and individual level. We have an Accessibility Plan which shows how adaptations are made not only to the built environment but to the curriculum and how information is accessed by children and their parents.

## **The expertise and training of staff to support our children with SEND, including how specialist expertise will be secured**

At Sacred Heart we are committed to continuous professional development for all our staff. We regularly invest resources in training staff to improve teaching and learning of all pupils including those with SEND. In particular we provide the following:

The Inclusion leader supports the class teacher in planning for children with SEND and provides support and advice about individual children's needs.

The Inclusion leader supports teaching assistants in delivery of intervention teaching and child centred approaches.

We hold weekly staff meetings and regular INSET days where staff can be updated on issues relating to special education and disability.



We draw on outside agencies to provide specialist training to the whole staff and staff teams on areas such as speech and language provision, specific medical needs, autism, mental health and wellbeing, sensory impairment and many other needs.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

We have trained staff within the school who have been trained in ELKLAN (speech and language support), Autistic Spectrum Condition, THRIVE (emotional wellbeing) and specific interventions. We aim to ensure that all staff working with children with SEND, possess a working knowledge of the difficulty to help them in supporting access to the curriculum.

Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral.

This academic year the school will be working with the LA teaching and learning advisory team, the Educational Psychology Service, Speech and Language Therapy, Occupational Therapy, Physiotherapy and social services among many other professionals to support the needs of the children in our school.

## **Arrangements for requesting an Education Health Care Plan**

As of 1st September 2014 Education, Health and Care Plans (EHCP) replaced Statements of Special Educational Needs.

If your child has been identified as needing a particularly high level of individual support which cannot be provided from the school's allocated SEN budget then we or you may ask the local authority to make a statutory assessment of your child's needs. The local authority will gather evidence from a wide range of professionals and from you. They will decide whether to agree to provide an EHCP for your child. This process takes 20 weeks.

An EHCP outlines the specialist provision that is required to help your child make progress and to secure positive outcomes for them across health, education and social care. An EHCP may be drawn up where a child has long term needs arising from a severe difficulty or disability.

An EHCP will include:

- A full description of your child's special educational needs and or disability
- Your child's views and the views of your family
- The outcomes identified for your child

The provision required will ensure your child achieves their outcomes and also outline the way in which education, health and social agencies will work together towards the achievement of these outcomes.

## **Evaluating the effectiveness of the provision made for children with SEND**

At Sacred Heart we ensure that resources and interventions to support our children's learning are available within an allocated budget and are detailed in our Provision Maps. These are reviewed regularly by the Inclusion Team, Headteacher, Leadership Team and external agencies as appropriate, this ensures they are cost effective. Our budget is allocated according to our provision management and is therefore carefully aligned to individual needs and our School Development Plan.

Some of the funding the school receives may go towards funding training so that in-house provision is targeted towards the training needs of the staff to ensure better outcomes for the child.

During this academic year the Inclusion Leader, Inclusion Assistant and SEND Governor will carry out learning walks which include reviewing how provision is delivered to our children and will scrutinise intervention files to ensure the SEND provision is rigorously monitored.

Our bespoke provision management tool also looks at the impact each intervention has had on the progress of each child. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them, the impact on progress made and the finance used in providing the intervention.

Each year we review the needs of the whole cohort to see if there is a change in the overall make-up of the school. Decisions are then made as to whether any additional interventions need to be put in place.

A data based addition to the information report will be published alongside this document at the end of the Summer Term which will outline the provision provided this year and the impact.

## **How our children with SEND are enabled to engage in activities available with children in the school who do not have SEND**

We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that all our children can join in with activities regardless of their needs. For example, in previous years, additional staff accompanied the school residential trip so that children with SEND could attend.

## **Support for improving emotional and social development**

Sacred Heart prides itself in the strength that we are now a Thrive school and have two trained members of staff who are THRIVE emotional wellbeing practitioners. <https://www.thriveapproach.com> The school has also supported children by seeking support from other external agencies such as Safer Space and Relate.

Anti-bullying and E-safety lessons are taught in the Autumn term, as relevant to the children's age. Social skills targeted groups and 1:1 support are provided to support the needs of the children.

We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. Our PSHE programmes also look to develop emotional and social development. In the first instance every child has a class teacher who they can talk to in order to share any concerns. If parents have concerns, they can talk with the class teacher or the Inclusion Leader and/or the Headteacher.

## **How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting our children's SEND and supporting their families**

Sacred Heart Primary School is Catholic school; all our teachers have supportive and close links with other schools within the local area and opportunities to observe good and outstanding practice within both the Catholic and community settings. Our staff receive regular training and our teachers hold qualified teacher status. The Inclusion Leader and subject leaders attend regular network meetings with colleagues from other schools. When necessary, we seek advice from an Educational Psychologist, Speech and Language Therapists, Occupational Therapists, Teaching and Learning advisory service, Traveller Services, Diverse Ethnic Achievement and PPG team, CAMHS (Child and Adolescent Mental Health Services) and The Physical and Sensory Support Service. When buying in additional services, we monitor the impact of any intervention against cost, to ensure a value for money service. In these cases parents and children will be consulted and consent sought so that agencies are able to work in supporting the overall development of your child.

Where we are concerned about a child's wellbeing or if there are safeguarding issues we make referrals to the Single Point of Access (SPA) requesting the involvement of relevant professionals. We will also offer individual Thrive sessions where deemed necessary with consent from parents.

The school routinely works alongside professionals from social services to support families of children with SEND. During the last academic year we worked with the Education Welfare Officer, Social Workers, CAMHS (child and adolescent mental health service) as well as other agencies. We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. Our designated teacher Mrs. Clare Taylor meets with social services and the virtual school to ensure the child's wider needs are met. A personal education plan (PEP) is produced termly to help support the child develop holistically if they are in care. Most recently, the school has achieved the Attachment Aware Schools Award, demonstrating their commitment, knowledge and skills to support children with attachment needs.

## **Arrangements for handling complaints from parents of children with SEN about the provision made at the school**

The Inclusion Leader / SENCO at the school is Mrs Clare Taylor, who can be contacted contact via the school office on 020 8977 6591 or by email [ctaylor@sacredheart.richmond.surrey.sch.uk](mailto:ctaylor@sacredheart.richmond.surrey.sch.uk)

In the first instance, if a parent has a concern they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then the Inclusion Leader may become involved and a meeting convened so as to discuss the nature of the concern and look for a resolution to the issue.

A copy of the school's complaints procedure can be found on the school website. The complaints procedure will outline the formal steps the school will take in handling each complaint.

Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through:

SEND Information, Advice and Support Service (SENDIASS) 020 3793 9596

Richmond Office: 20 Windham Road Richmond, London, TW9 2HP

<https://www.kids.org.uk/richmond-and-kingston-sendiass>