



**Sacred Heart Catholic Primary School**

'With joyful hearts we love, learn and praise as the family of God'

# **SEND INFORMATION REPORT**

**Approved by:** Julia Bramhall

**Date:** September 2024

**Last Reviewed on:** September 2024

**Next Review Due:** September 2025

Sacred Heart is a mainstream school that is committed to the inclusion of all pupils. We recognise and support the diverse needs of our children and ensure early intervention and support is in place for those with Special Educational Needs and Disabilities (SEND).

Our school has a Special Educational Needs Co-ordinator (SENDCO) who is responsible for the management of provision and/or support for identified pupils with SEND (Special Educational Needs and Disability). They will also coach and support teachers and other staff to enable them to provide appropriate assessment and focussed provision for children in their class with SEND.

**The objectives of our SEND provision are:**

- To identify children with SEND as early as possible.
- To consult with parents/carers to identify the strengths and needs of the child, and agree a learning plan to build on the strengths and support needs.
- To meet every child's needs by providing a broad, balanced, relevant and differentiated curriculum.
- To identify and use support that is available in school.
- To refer the child to outside agencies where appropriate.
- To seek and consider the child's own views wherever possible. E.g. through class council/pupil voice sessions.

**Key Contacts**

- Julia Bramhall – Headteacher – [head@sacredheart-baguley.manchester.sch.uk](mailto:head@sacredheart-baguley.manchester.sch.uk)
- Laura O'Dea – SENDCO – [send@sacredheart-baguley.manchester.sch.uk](mailto:send@sacredheart-baguley.manchester.sch.uk)
- Maire Casey – SEND Governor

**SEND Admissions at Sacred Heart**

The governing body is the admissions authority and has responsibility for admissions to this school. The local authority undertakes the co-ordination of admission arrangements during the normal admission round. See our admissions page for more information or contact [admissions@sacredheart-baguley.manchester.sch.uk](mailto:admissions@sacredheart-baguley.manchester.sch.uk).

**Pupils with an Education, Health and Care Plan**

The admission of pupils with an Education, Health and Care Plan is dealt with by a completely separate procedure. Where children who have Education Health Care Plans (EHCP), admissions are made via the Special Educational Needs EHCP Team. They can be contacted on 0161 245 7439 or [sen@manchester.gov.uk](mailto:sen@manchester.gov.uk).

For further information on the admission of pupils with a disability, please read the school's accessibility plan. If you would like to discuss your child's SEND in more detail, please contact the school to arrange an appointment with the SENDCo.

SEND relates to pupils that have a learning difficulty or disability that calls for special educational provision to be made that is different from and/or additional to that normally available to other pupils their age. The SEND Code of Practice (2014) states that a pupil 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.

The Code of Practice categorises children's additional needs in four 'Broad Areas of Need.'

### **What are the areas defined in the SEND Code of Practice?**

#### 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, 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 ranging from speech sound difficulties to developmental language disorder (DLD). 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 Autism (ASC) 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 (ADHD) or attachment disorder.

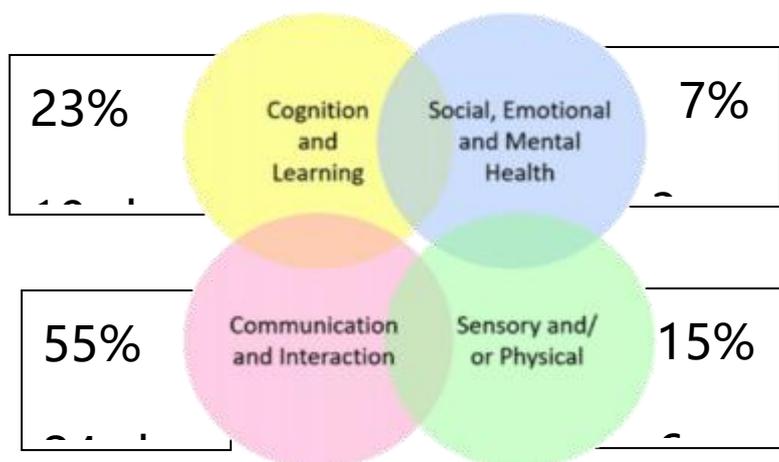
#### Sensory and/or physical needs

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. 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.

Our school building offers ramped access throughout, which makes the curriculum accessible to all learners.

At Sacred Heart, we have children with a range of SEND needs relating to these areas. In September 2024 the percentage of needs were:



The majority of children in the chart above have difficulties in more than one area. Their primary category has been decided, based on their main need or the difficulties which present the most significant barrier to their progress and learning.

These figures are reviewed in this report annually.

As of September 2024, 17.2% of children were identified as having special needs and 2.8% of children at Sacred Heart have an EHC plan.

### **Identifying of SEND.**

We have a graduated approach to SEND and believe early identification of need is important. Staff monitor children's progress through ongoing assessment and tracking to ensure we can identify any needs as early as possible. If a child experiences difficulty and is not making progress then this is raised as a concern with the SENDCo or other specialist SEND staff within school.

This can be in the form of:

- Observations
- Discussions
- Questioning
- Formal assessments
- Individualised programmes / plans
- National tests

This monitoring ensures children are making progress towards specified outcomes for the strategy, intervention or programme being used to support them. When strategies and appropriate interventions are implemented, parents will be informed and information shared about expected outcomes. Sometimes parents and the child will have a discussion with the class teacher and/or the SENCO or SEND teacher. As part of this discussion some next steps may be agreed together. We will also consider parental concerns. Children with social, emotional and mental health needs may be identified through Safeguarding processes.

At Sacred Heart we understand that some children will need extra support to thrive. There are 3 waves of support that form part of our graduated response to the needs of our children. This graduated response forms part of the school's identification of children's SEND needs.

## **Types of Provision**

There are many different strategies and interventions used at Sacred Heart to support children's SEND needs. Please find a brief overview for each of the 4 broad areas of needs. Interventions are monitored and evaluated at regular intervals to ensure that they are effective. If the pupils are not making progress, then advice is sought to discuss next steps.

## **Assessment for Children with SEND**

We monitor and track the progress and attainment of all pupils at Sacred Heart. We use a programme called Insight to record pupil's progress in relation to the objectives for the year group they are in. This data and assessment enable us to identify any additional needs and to celebrate achievement. For any children staff have concerns about we then follow the graduated approach of assess, plan, do, review, where children receive additional support.

For children working outside their Key Stage level, but who are engaged in subject specific study, staff use the Pre-Key Stage Standard for their assessment judgments. Where children are working below the Key Stage Standards and national curriculum, we use the engagement model. This is an assessment tool to help schools support children by assessing 7 areas of their engagement at school. These areas are the 7 aspects of engagement (responsiveness, curiosity, discovery, anticipation, persistence, initiation and investigation).

Assessment feeds into pupil support plans and pupil progress meetings. We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their Learning Plan twice a year
- Reviewing the impact of interventions after an arranged number of weeks (this can change based on the intervention)
- Using pupil voice
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

## **Collaboration with Pupils and Parent/Carers**

At Sacred Heart, we believe that parents and carers know their children best. Should staff have any concerns about a child, we endeavour to have an early discussion with the pupil and their parents, identifying whether they need special educational provision. These conversations will make sure that everyone develops a good understanding of the pupil's areas of strength and difficulty, and staff consider the parent's concerns. We want to make sure that everyone understands the agreed outcomes sought for the child and that everyone is clear on what the next steps are. We will formally notify parents when it is

decided that a pupil will receive SEN support. Parents of children on the SEND register will be invited in for review meetings of learning plans during the year and, if needed, the annual review of Education, Health and Care Plans.

## **Transitions**

Children who join in the Nursery are welcomed into our school community with a home visit by a member of the EYFS or SEND team. A series of parent and child taster sessions follow this in preparation for a pupil's start date. We understand that no two children are the same and are led by the child's needs as we increase their time over the school day. Transition from Nursery into Reception and then into successive year groups is supported by meetings, meet the teacher time and taster sessions in the new class. Children can be given 'transition booklets' to take home with them to familiarise themselves with their new teachers and learning environments. For new children in Years 1-6, we use information from parents and all professionals already involved, to support a child. This helps to enable a smooth and supportive start for a child.

For transition to secondary school, we liaise closely with our local high schools to ensure smooth transition by:

- meeting with the SENDCO during the summer term
- meetings with the Head of Years and Year 6 teachers to share information regarding pupils' needs
- arranging additional pupil visits.

## **Staff training**

Our SENDCo, Ms O'Dea has been a SENDCo for 4 years. She is a qualified teacher, and has completed the NASENCo award at Manchester Metropolitan University.

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. SEND training courses are also run in-house across the school, e.g. DLD and attention autism. Across EYFS, our staff have completed the Dingley's Promise training.

All of our teachers hold Qualified Teacher Status and some of our support staff are trained in specialist areas such as DLD to support special educational needs. We encourage staff to continually update their skills and knowledge by attending training held by The Grange and RHOSEY amongst others.

We work closely with the local educational services; including Educational Psychologists, Speech and Language, Physical and Sensory Services, Occupational Therapists, Outreach and the School Nurse to provide training and support for staff as it is needed.

The SENDCo keeps a record of the training related to SEND that staff complete over the academic year.

## **Complaints**

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- Discuss the problem with the SENDCO
- Discuss the problem with the Headteacher
- More serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Chairman of the Governors
- A copy of Sacred Heart's complaints procedure can be found on our website.

## How can I find out more?

The SEND Code of Practice published in January 2015 is available on the DFE website.

The SEND Code of Practice 2015 (CoP) provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 associated regulations, and applies to England. It was last revised in January 2015.

[www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

Manchester City Council also publishes information regarding provision for SEN across the city. This is called the Local Offer. All local authorities publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.

This information can be found at

[www.manchester.gov.uk/sendlocaloffer](http://www.manchester.gov.uk/sendlocaloffer) - enter SEND Local Offer Hub in the search field.

Or you can access a copy Manchester's Local Offer for children and young people with special educational needs and disabilities here.

The SEND Local Offer is web-based but we recognise that not all families are able to access this information.

Families who need support to access the Local offer can:

- Visit their local library, where staff will be able to show them
- Go to one of the SEND Local Offer drop-in sessions at Woodhouse Park Lifestyle Centre
- Contact the SENDIASS team: <https://www.iasmanchester.org/> ; [sendiass@manchester.gov.uk](mailto:sendiass@manchester.gov.uk) ; 0161 209 8356

## Reviewing and Monitoring the SEND Report

This policy and information report will be reviewed annually by the school SENDCo. It will also be updated if any changes to the information held, are made during the year. The information report will also be approved by the governing board.

This information report sits alongside the following policies that parents may wish to read for further information:

SEND policy

Accessibility plan

Safeguarding

Behaviour policy

Complaints procedure

Admissions arrangements

Public sector equality duty (Equality Duty)