
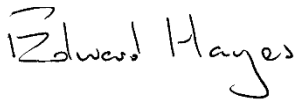


Sacred Heart Catholic Voluntary Academy

St Thomas Aquinas Catholic Multi-Academy Trust



SEND REPORT

Policy Date:	17/11/20		Kate Hayles Head Teacher	
Policy Review Date:	17/11/22		Edward Hayes Chair of Governors	

Sacred Heart Catholic Voluntary Academy SEND (Special educational needs/disabilities) report 2020-21

Mission Statement

We believe that God's spirit is at work in everyone in our community.

We will provide an environment of hope, joy and fulfilment in which the skills to fulfil God's desires for us, as unique individuals are cultivated.

We enact our mission statement by our commitment to any and all of our children who may, at any given time, need additional care or support.

Welcome to our SEND Information Report which is part of the Leicester Local Offer for learners with Special Educational Needs and Disabilities (SEND). This Local Offer has been produced by the Local Authority in collaboration with Leicester City schools. All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body policy for pupils with SEND. At Sacred Heart Catholic Voluntary Academy we are committed to working together with all members of our school community. Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND.

WHAT KINDS OF SEND DOES OUR SCHOOL CATER FOR?

Additional to and/ or different provision is currently being made in school for children with a range of needs, including;

Communication and interaction (such as autistic spectrum condition and speech and language difficulties)

Cognition and learning (such as dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)

Social, emotional and mental health (such as ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties)

Physical and sensory (such as hearing, vision and sensory processing difficulties)

WHO IS THE SEND CO-ORDINATOR?

Our SENCO, Alison James, has many years' experience in the field of leading SEND, and regularly attends events to ensure all our knowledge and understanding is current. Mrs Hayles our Headteacher is a qualified SPLd assessor and several members of staff are extremely experienced in SEND some having previously been SENCOs Our SENCO is supported by our SEND link Governor Rosemary Pye, who monitors SEND provision throughout our school.

All school staff have undertaken AET level 1 to support their understanding of pupils with ASD

WHAT SHOULD I DO IF I THINK MY CHILD MAY HAVE SEND?

If you think you child may have SEND;

- Speak to the class teacher to see if they share your concerns. They will be able to offer you some advice and strategies on how to support your child with their learning at home.
- Make an appointment to see the SENCO.
- If you have a medical concern about your child, make an appointment to see your GP and please inform the school of the outcome if you feel this is appropriate to their learning and development.

WHAT DOES SACRED HEART CATHOLIC VOLUNTARY ACADEMY DO IF THEY THINK MY CHILD MAY HAVE SEND?

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored at regular pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCO

2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. 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

3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and strive to investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, a graduated response is implemented by school. This may result in the child being placed on the SEND register at SENS. (Special educational needs support)

The SENCO or other trained staff may need to undertake a range of standardised tests with children. These assessments can be used to add to and inform teachers' own understanding and assessments of a child.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

HOW WILL SACRED HEART CATHOLIC VOLUNTARY ACADEMY SUPPORT MY CHILD?

At Sacred Heart Catholic Voluntary Academy we are mindful of and comply with the LA Inclusive Provision for SEND Pupils in Mainstream Schools document (August 2016), which outlines the key ways in which pupils should be supported in class. This includes:

Quality First Teaching

High quality teaching that is differentiated and personalised whenever possible to meet the individual needs of the majority of children and young people. We believe that all children learn best

with the rest of their class. Our aim is for all children to be working independently in class with their peers. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a Teaching Assistant (TA).

Differentiation with adult support

Some children and young people need educational provision that is additional to, or different from Quality First Teaching i.e., Special Educational provision. When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

Provision and interventions

The school has a range of interventions available which are carefully considered to meet the needs of children at different ages and stages. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to meeting the child's needs.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher – who monitors progress towards the targets during the intervention.

Children on the SEND register have a pupil passport to record their views of their learning where possible, their targets and adult support to help them meet these and a record of their progress.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

All of our children access the full National Curriculum at their own level and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

All of our classrooms are inclusion-friendly; we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it.

WHAT SUPPORT WILL BE AVAILABLE FOR MY CHILD'S OVERALL WELL-BEING?

If your child is felt to have long-term social, emotional or mental health needs - for example with anger management - the school offers sessions with our behaviour mentors (Mrs Green and Mrs Gopal) Our school social worker (Louise Toon) can support you with any issues at home, and health needs can be met by the School Nurse or your Health Visitor (if your child is under 5). An Educational Welfare Officer (EWO) will support you with your child's school attendance if required.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

HOW WILL BOTH YOU AND I KNOW HOW MY CHILD IS DOING?

At Sacred Heart Catholic Voluntary Academy we aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (Autumn and Spring terms) or during informal meetings to discuss your child's progress. Children receiving interventions will have their progress tracked throughout the time they are receiving the support.

Parents are asked to contribute their views to their child's pupil passport. To share strengths and difficulties and to identify progress towards targets.

A formal written end of year report will be sent at the end of the summer term. Other informal meetings may be scheduled at other times throughout the year and parents are welcome to seek advice and support about their child at any pre-arranged time.

WHO CAN SACRED HEART CATHOLIC VOLUNTARY ACADEMY CONTACT IF THEY NEED EXTRA SUPPORT OR ADVICE FOR HELPING MY CHILD?

The school is able to access more specialist help and additional expertise from the LA. This includes support from education, health and social care professionals such as:

Educational Psychologist

Joe Dawson TACMAT Educational Psychologist

Learning, Communication and Interaction Team

Early Years Support Team

Social, Emotional and Mental Health Team

Speech and Language Therapy Service

Education Welfare Officer

Vision Support Team

CAMHS

Hospital School

ADHD solutions

"There can be no keener revelation of a society's soul than the way in which it treats its children."

— Nelson Mandela, Former President of South Africa