

Sacred Heart Catholic Voluntary Academy

St Thomas Aquinas Catholic Multi-Academy Trust



SEND Policy

Review date		October 2026	
Signed Headteacher		Signed Chair of Governors	
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Sacred Heart Catholic Voluntary Academy SEND policy

“And He took the children in his arms, placed his hands on them and blessed them.” – Mark 10:16

Inclusion is at the heart of Sacred Heart Catholic Voluntary Academy, and we strive to ensure that all children are treated with dignity and respect.

We take safeguarding very seriously and all our policies are developed with a high priority on children's safety and in the light of our safeguarding policy.

All our school policies are interlinked and should be read and informed by all other policies. This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to: Kerry Sharpe– SENCo. Please make an appointment with the school office if you wish to speak to the SENCo.

Headlines from the 2014 Code of Practice

Education, Health and Care Plans (EHC Plans) are used to support children from birth – 25 years.

- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCo.

- There are four broad categories of SEND:

Communication and interaction (such as autistic spectrum and language disorders)

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) o

Physical and sensory (such as hearing or vision impaired) We have children in all these categories of SEND, and some children may have difficulties in more than one category. This may include children with a diagnosis as well as those with learning profiles consistent with the diagnosis.

We strive to work closely with parents and children to ensure that we take into account the child's own views and aspirations and the families' experience of, and hopes for, their child. Families are invited to be involved at every stage of planning and reviewing SEN provision for their child.

- All children benefit from 'Quality First Teaching': this means that teachers assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

- We have high expectations of all our children. Tracking and monitoring of our SEND children is in line with whole school practice.

Defining SEND The 2014 Code of Practice says that: A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means 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. Taken from 2014 SEN Code of Practice: 0 – 25 Years; Introduction xiii and xiv

SEND at Sacred Heart Catholic Voluntary Academy

Our objectives are:

- To identify, at the earliest opportunity, barriers to learning for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents and families
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to this document.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning

Identifying children at SENS (SEN Support)

Children with SEN 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 and a plan of action is agreed with the teacher and shared with parents.

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.

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.

Working with Parents and Children

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 the child's progress. Children receiving interventions will have their progress tracked throughout the time they are receiving the support and the outcome of these will be shared with families. 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.

Reporting and reviewing support for children at SENS (SEN Support) Once a child has been identified as needing SENS, some of the following documents may need to be completed. This means that the child has outcomes that are in addition to their class targets:

Parental consent form for SEND register.

Pupil passport

Possible discussion and Joint planning meeting with external agencies

Possible referrals

Referral to an outside agency listed below:

- Speech and Language Therapist (SALT)
- Educational Psychology Service (EPS) or Trust EP Dr Joe Dawson
- Learning, Communication, and Interaction Team (LCI)
- Vision and Hearing support service (VS and HS)
- Primary Social, Emotional and Mental Health Service (SEMH)
- Family Support/ Early Help Assessment (EHA)
- School Nurse

Moving to an EHC Plan (Education, Health, and Care Plan)

Following consultation between families, school and relevant outside agencies, we may consider applying for an Education, Health, and Care Needs Assessment if:

- The child has not made expected progress despite the school having taken relevant and purposeful action to identify, assess and meet their SEND
- The child has a disability which is lifelong, and which means that they will always need support to learn effectively

- The child's achievements are so far below their peers that we think it likely that they may at some point benefit from special school provision. Having a diagnosis (e.g., of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan. The process is:

1. A request for Statutory Assessment is made by anyone concerned about the child's SEND. A parent can ask for an Independent Support (SENDIASS) to help with this process.
2. The request is considered by the Local Authority and a decision made whether to proceed with the assessment.
3. If the request is agreed, the Local Authority will gather reports and relevant documentation from the child, their family and all agencies involved in supporting them.
4. If the application for an EHC Plan is successful, a member of the Local Authority will call an Integrated Assessment Meeting (IAM) for parents, the child and the school, together with any health or social care professionals who are involved with the family. This is not statutory but is a useful meeting. The meeting will record the child's strengths, their aspirations as well as the barriers they face. At the end of this meeting, individual views are shared as to whether or not a child's needs are best met with an EHC Plan or an alternative such as Element 3 Funding application.
5. The Local Authority arranges a Resource Allocation Panel (RAP) meeting to make a final decision.
6. Following the RAP meeting, if agreed, the LA will produce the EHC Plan which will record the decisions made at the meeting. The Plan will be reviewed at least annually and school will invite families and all agencies involved with the child. This is called an Annual Review meeting and the outcomes are recorded on an Annual Review return and sent to the Local Authority
- . 7. If the RAP does not agree to an EHC Plan, the family is given the right to appeal.

Teaching and Learning

We believe that all children learn best with the rest of their class whenever possible. Our aim is for all children to be working independently in class with their peers. 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.

Access to Extracurricular Activities

All of our children have equal access to school clubs which develop engagement with the wider curriculum. Where necessary, we make amendments and adaptations to meet the physical and learning needs of our children.

Class trips are part of our curriculum, and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability, or medical needs.

Staff expertise

All our teachers are trained to work with children with SEND. Some are very experienced, but all have access to advice, information, resources, and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in house or LA courses, provision of books or guidance towards useful websites. Some of our TAs have expertise and training on other areas or specific interventions. All TAs work with children with SEN and Disabilities. If we identify information we can't access without the aid of additional, more specialist help, the school is

able to access additional expertise from the LA. This includes access to Educational Psychologists and Advisory Teachers.

Transition arrangements

Transition into and within school We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from the nursery - as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visit to the classroom environment in order to identify where the toilets are, where the pegs are etc...
- Opportunities to take photographs of key people and places in order to make a transition booklet or social story

Transition to Secondary School The secondary school SENCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g., extra visits, travel training etc.

Enhanced transition arrangements are tailored to meet individual needs.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. Our SEND governor is DR Rosemary Pye

Leicester City Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health, and social care. The Local Offer is available from the website <http://www.thelocaloffer.co.uk/> . You can also access services that support children and young adults with SEND from the website <https://mychoice.leicester.gov.uk>

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout school.

Complaints The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.