



SACRED HEART PRIMARY SCHOOL, BATTERSEA

Special Educational Needs (SEN) Information Report

As a school we work within the Wandsworth guidance on Provision for children with SEN in mainstream schools which explains the ways children with different additional needs are provided for within the school. We also follow our 'Equality and Disability' policy and we also have an 'Accessibility' plan.

At Sacred Heart RC School, Battersea, all pupils, regardless of their particular needs, are offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. Quality first teaching is vital; however for some children there are occasions when further positive support may be needed to help them to achieve. We may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs.

The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

At Sacred Heart RC Primary School, our Special Education Needs Co-ordinator is:

Mrs. T. Chowdhury She can be contacted on 02072235611 ext. 110 or

admin@sacredheart-battersea.wandsworth.sch.uk

Mrs Chowdhury works: Monday 9.30-12.45, Tuesday, Wednesday and Thursdays.

What should I do if I am concerned about my child's progress or special educational needs?

You should first speak to your child's class teacher.

He / she is responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child and identifying, planning and delivery of any additional support.
- Contributing to devising provision maps to prioritise and focus on the next steps required for your child to improve learning.
- Applying the school's SEN Local offer
- If the teacher feels it is appropriate he/she may then ask for a further meeting where the school SENCO will attend.

The responsibility of our school SENCO is:

- To help assess children's difficulties and help their teachers devise appropriate Provision Maps ensuring that only those children who need provision that is additional to or different from their peers should have a Provision Map.
- To review the Provision Maps with teachers on a termly basis.
- To organise and chair all EHCP reviews.
- To review the work of the Learning Support Assistants (L.S.A. s) and to liaise with them.
- To meet with and offer advice to parents on their child's difficulties and to liaise with the Parent Partnership Service where appropriate.
- To liaise with outside agencies, GPAS, Developmental paediatrics, Speech and Language Therapy Service, Occupational Therapy Service, Educational Welfare Officer, Educational Psychology Service, Services for Visual Impairment and Hearing, Social Services and other Health and Medical Services as appropriate.
- To liaise with Secondary Schools about the transfer of information for children with SEND and with other primary schools about the possibility of sharing some resources.
- To attend inset/courses for SENCOS, and ensure that the SEND training needs of all staff are met.
- The Co-ordinator will monitor provision for children with EHCP' issued by the local authority

Our Head Teacher is responsible for:

The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. However they will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met. They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Our SEN Governor is responsible for:

- Making sure that the school has an up to date SEND school offer
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

How does the school decide whether a child has special education needs and what extra help they need?

Ongoing monitoring takes place by class teachers to identify pupils who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities. After discussions with key staff and parent's additional support will be put into place to provide enhanced resources and targeted small group and / or individual support to help overcome any difficulties. The views of the pupil or young person about their support will be given consideration at this point.

This additional support is documented in Provision Maps. In consultation with the class teacher, SENCO and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties.

In some cases teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood. Review meetings are held termly. Parents, relevant external agencies and when appropriate, pupils are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings are recorded. If your child is continuing to have significant difficulties, further external expertise may be requested.

How will I know how my child is doing and how will you help me to support my child's learning?

The process of identifying that a child might need additional support or assessment will involve a conversation between school and parents or carers at the earliest opportunity. This makes sure that parents and carers are always consulted at every step and kept fully informed about the help their child is given, and the results of that help. If your child is receiving additional support because of a Special Educational Need or disability, you will receive a copy of your child's Provision Map each time it is reviewed. This gives details of the specific targets your child is working towards and how we can work, in partnership, to help your child achieve these targets.

You will also be invited into school to talk about how your child is doing - what is working and what we might need to do differently. This meeting is in addition to our Parents' Evenings. Coming to these review conversations gives you an opportunity to talk in greater detail about the support that

is in place for your child and to ask questions or give us information in a friendly, unhurried situation.

We are very happy to work closely with parents and carers of children with more complex needs, in order to support them in school, wherever it is appropriate and possible. We have worked with parents and carers to learn how to support children with medical conditions, those who need specific pieces of equipment or technology, those who need to continue prescribed therapeutic regimes (speech and language, occupational therapy, physical therapy) or need to attend other schools to access part of the curriculum.

If you have any questions about what is possible, please come and talk to us.

How will my child be involved and consulted?

If a child feels they require additional help, they will normally discuss this with the class teacher. If the child still feels more help is needed they would be invited to talk with Mrs Chowdhury about what help they need. Where they are unable to do so, support will be provided to facilitate this conversation.

During the SEN Provision map process students views are sought (where appropriate) as well as views/ideas they may have expressed at home.

How do you assess and review my child's progress?

Your child's progress is continually monitored by his/her class teacher.

His/her progress is reviewed formally every term and a progress level in accordance with their year group, given in reading, writing, numeracy and science. If your child is in Year 1 and above, but is not working within their year group level, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'. At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. Children SEN support will have a Provision Map which will be reviewed with your involvement, every term and the plan for the next term made. The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in through regular meetings with the staff delivering the programme and the Class Teacher. A range of ways will be used to keep you informed, which may include: Home/school book

- Letters/certificates sent home
- Additional meetings as required
- Reports

How is teaching and the curriculum adapted to my child's needs?

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

All our staff are trained in order that we can adapt to a range of SEND - specific learning difficulties, including dyslexia, (SpLD); autistic spectrum disorder (ASD); speech, language and communication needs (SLCN); and behavioural, emotional and social difficulties (BESD). When teaching, we use different approaches to learning: these are visual, aural and kinaesthetic methods. Teachers are trained according to the needs of the children in their care. Additional training includes delivering speech and language programmes, Makaton signing, Epipen and diabetes training and precision teaching.

As a school we firmly believe that additional staff can benefit teaching and learning and students should have access to learning support staff. All classes are allocated support staff and have access to guided group work. This is timetabled across 2 classes per year group. Some students who have an EHCP previously known as a statement may also have access to additional adults to specifically work with them to participate in class.

Strategies/programmes to support speech and language

- Staff carry out strategies suggested by speech and language therapist
- Staff have received training from speech and language therapist

Strategies to support/develop literacy inc. reading

- Lexia
- Phonics intervention groups
- Small booster groups
- Specialist literacy and phonics teachers.

Strategies to support/develop numeracy

- In class group support
- Small booster groups
- Mathematics
- Specialist Maths Teacher

Provision to facilitate/support access to the curriculum

Soundfield system in some classrooms

General SEN resources (e.g. move and sit cushions, pencil grips, reading rulers etc)

What support is there for my child's emotional well-being?

Appropriate curriculum and provision underpins the social and emotional wellbeing of the students. Positive behaviour plans are drawn up to support individual pupils. Social, Moral, Cultural, Spiritual activities are identified on Medium Term Planning for each subject. PHSE is a subject with a high profile throughout the whole school and currently follows the paths programme, which highlights children's emotional well-being as a core component of the programme. Achievement and success is regularly celebrated in the form of certificates awarded at a weekly Praise Assembly.

Emotional well-being is supported by making sure that children who find "change" difficult are well prepared for any changes or transitions. When they are about to change class they are helped to make their own transition book, which they can revisit during the summer holidays. To promote positive friendships, we use the paths programme involving the whole class. UP, a professional

counselling service is based in school and provides some children with weekly counselling as well as the opportunity for children to request a time to talk with an adult.

Hilary House

We at Sacred Heart are proud of our inclusive ethos, and our Autistic Spectrum Disorder (A.S.D.) base, which opened in September 2012. It consists of two spacious classrooms and a fully equipped sensory room.

Admission to our Resource base is made only through Wandsworth LEA Special needs. A child should have an EHCP. The primary need should be listed as ASD. The needs of the child will be assessed and a case put forward to Wandsworth Special Needs Assessment Section (SNAS) by your Case Manager, admission will then be decided by their panel. Any request for placement in the resource base should be first discussed with your Case Manager.

All pupils who attend the base spend time both in the base and integrated within the mainstream school playground and classrooms. The base team consist of two specialist teachers, Learning Support Assistants and a Speech and Language Therapist. The team will also have the support of an Occupational Therapist. Children will have an individualised programme of support. Each programme may include specialised approaches such as PECS and TEACCH.

Some of the interventions and support listed in this document are subject to a needs assessment and may not apply to students who are in Hilary House.

What training and specialist skills do the staff supporting children with SEND have or are having?

The SENCO's job is to support the class teacher in planning for children with SEN.

The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc. Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the GPAS Outreach service, SALT, and Sensory service or medical /health training to support staff in implementing care plans.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the SENCo/ Associate Head Teacher.

What do we do to make the school environment and curriculum accessible for all children?

We use workstations; visual timetables and cues; various ICT Programs and countdown timers for children who need it. We deliver speech & language programmes provided by the Speech Therapy Service. A therapist will demonstrate to school staff how to use the programme and this will then be taught and assessed after a given period of time.

We use iPad Apps for children with communication difficulties as well as other ICT equipment and programs to support specific needs. We use a range of software to help children engage with

subjects they find difficult. This helps children to become independent learners. We use a range of switches and other activities for children who have physical or sensory needs. Any specific physical requirements will be assessed individually and equipment will be provided to meet those needs with the help of Local Authority SEND services.

Access to strategies/programmes to support occupational/physiotherapy needs

- Handwriting groups
- Ramps
- Visual Paint
- Rails

Additional PE sessions with coaches and Specialise staff

Access to modified equipment and ICT

Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENCO will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by Wandsworth LEA can be accepted for access arrangements for public examinations

How will my child be included in activities outside of the classroom?

We have a number of after school activities, which are open to all children. Should any child need support to access these activities, school will try to make the necessary arrangements.

We have a breakfast clubs in school any child can access these providing space is available. We have regular educational visits as well as people coming into school to support different topic areas. We usually have one residential trip each year in Year 5 and Year 6. All children, as well as those with SEND are always included in these. We provide any support required for their full inclusion. We choose visits that are accessible to all.

How will the school prepare my child to join the school or transfer to a new school?

When children have identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEN will be in our school setting and how we can manage it. If you tell us you think your child has a SEN we will discuss this with you and look into it. We will share what we discover with you and agree with you what we will do next and what you can do to help your child. If our staff thinks that your child has a SEN this may be because they are not making the same progress as other children; for example they may not be able to follow instructions or answer questions. We will observe them, assess their understanding of what we are doing in school and use tests to find out what is causing the difficulty.

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.

- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All PM'S will be shared with the new teacher. If your child would be helped by a book to support them understand moving on then it will be made for them.
- A meeting is held in the new term. This is an opportunity for parents to meet their child's new class teacher and find out about the expectations etc. for the new academic year.
- Further home visits may be carried out for pupils leaving Nursery school to attend reception to ensure up to date information is shared between parents and the school

In Year 6 ○ The SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate.

- Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Profile' which includes information about themselves for their new school.

What specialist services from outside does the school use to help meet children's needs:

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met.

This list is the external agencies currently working with our school.

Agency	Description of support
Education Psychology Service	Ms A La Fountain and Ms. H. Brickley are the EPs assigned to school. They are allocated a number of visits per year. Additional visits can be bought in using the schools delegated funding. The school will prioritise their caseload based on the requirements of children within the school.
NHS Speech and Language	Ms C Foskett and Ms. B Grover are our assigned speech and language therapists. They allocated visits based on the caseload of the school. Children are referred to this service where appropriate.
NHS Occupational Service	Therapy Children are referred to this clinic which is held at Queen Mary Hospital, Roehampton.
Garratt Park Advisory Service (GPAS)	Ms M Tan is assigned to our school. This service is only available to students with a diagnosis of ASD.

NHS School Nurse	Ms. C. Gwenlan is our allocated school nurse. Please contact the office if you would like to speak to her.
Victoria Drive Pupil Unit	Children are referred as needed to this service.
Early Years Centre	Children are referred as needed to this service through the Signs of Wellbeing form (SWOB). A panel will then consider the case and how the service can help.
Hearing Impairment Service (HIS)	This service is only available to students who have a diagnosis of hearing loss. A case worker will be allocated at the time of the discovery of the loss and they will continue to work with your child in school.
CAMHS	Children are referred as needed to this service through Adolescent Mental the Signs of Wellbeing form (SWOB). A panel will then Health Service) consider the case and how the service can help.
NHS Paediatric Services	Children are referred as needed to this services

What will you do if my child has medical needs?

If a pupil has a medical need then a detailed Care Plan is compiled by the school in consultation with parents/carers and the school nurse. These are discussed with all staff who are involved with the pupil. All staff will receive basic First Aid training in addition to those that are already fully trained.

Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medication agreement in line with the medication policy is in place to ensure the safety of both child and staff member.

What should I do if I am unhappy with my child's support or progress?

As parents are involved throughout the implementation of SEND provision, it is hoped that there will be no cause for complaints through misunderstanding or lack of agreement about how best to help the child. However, if a parent has a complaint the following procedure takes place:

- (1) The parent speaks to the class teacher about the problem. The class teacher investigates giving the parent a date for a follow up appointment.
- (2) If the parent is still not happy, an appointment to see SENCO/Head Teacher will be made.
- (3) If the parent is still not satisfied, the parent will be given the name and address of the Chairman of the Governors. Members of the Governing body will hear the complaint.

4) If the problem is still unresolved, the parent may contact the Director of Education at the Town Hall and/or the Diocesan Board.

http://www.wandsworth.gov.uk/info/200288/student_welfare/263/how_to_make_a_complaint

Where can I go for further advice and support?

The Wandsworth Parent Partnership Service (Information Advice Support Service for parents/carers of children with SEN/disability) provides an impartial and confidential service to all parents of children with SEND. Visit their website at <https://www.wandsworth.gov.uk/pps>.

The Wandsworth Parents' Forum "Positive Parent Action" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at www.positiveparentaction.org.uk or telephone 020 8947 5260.

More information about the Local Offer of services SEND Local Offer www.wandsworth.gov.uk/localoffer and support for children and young people with special needs and disabilities in Wandsworth can be found on the THRIVE

Online www.wandsworth.gov.uk/thriveonline Their helpline is open from 9am to 5pm Monday to Friday on 020 8871 7899.

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

Feedback This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email our school office admin@sacredheart-battersea.wandsworth.sch.uk