



Sacred Heart RC Primary School SEND and Inclusion Policy

Mission Statement

*Our school will serve the common good to the benefit of all;
where the rights and dignity of every human person are
respected;*

where "Every Heart is Sacred".

We support and encourage everyone to reach their full potential

*We are witnesses to God's love through our actions,
inspiring hope; nurturing love, caring for our Common Home*

*We serve each other peacefully, joyfully and truthfully
so that all 'have life and have it to the full'.*



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SECTION 1: Overview of the Policy

Person responsible for SEND:

Mr David Wilson (SENCo)

Mr Wilson took up post as SENCo in September 2016 and has achieved the National Award for SEN Coordination through MMU. He has been at Sacred Heart since 2015 as part of the Senior Leadership Team. He works in partnership with the Head Teacher, Mrs Suzanne Walker, and the Senior Leadership Team.

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Our vision for excellence at Sacred Heart is a safe and healthy learning environment where everyone is happy, excited, challenged and inspired to be a successful lifelong learner. We aim to do this within the context of a warm, welcoming, respectful ethos where our children further develop strong moral values.

We strive to be a fully inclusive school where the whole school community shares a belief in equality for all pupils and staff in line with the Equalities Act 2010. We believe inclusion is a sense of belonging, feeling respected, valued and seen for who we are as individuals. We aim to create a level of supportive energy and commitment from everyone for everyone where we intentionally plan for the success of all our pupils.

As an inclusive school, we believe that every child is unique and brings their own strengths, experiences and qualities. At Sacred Heart we aim to meet the needs of all pupils, including our pupils with special educational needs, through a rich and varied academic and social curriculum with regard to the National Curriculum guidelines 2014. We are fully committed to enabling all pupils to reach their full potential irrespective of their gender, age, ethnicity, religion, ability and social background.

This policy describes the way we meet the needs of children who experience barriers to their learning. We recognise that pupils learn at different rates and that there are many factors affecting achievement including ability, emotional state, age and maturity. We believe that many pupils at some time in their school career may experience difficulties which affect their learning and we recognise that these may be long or short term.

At Sacred Heart we aim to identify these needs at the earliest opportunity and provide teaching and learning contexts which enable every child to achieve his or her full potential.



Sacred Heart sees the inclusion of children identified as having special educational needs as an equal opportunities issue and we aim to model inclusion in our staffing policies, relationships with parents/carers and the community. Our focus is on ensuring we meet individual needs in the most effective, inclusive manner possible rather than a focus on the 'problem(s) with the child'.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been developed with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- The School's single Equalities Policy
- Schools SEN Information Report Regulations
- Statutory Guidance on Supporting pupils at school with medical conditions December 2015
- The National Curriculum in England Key Stage 1 and 2 framework document December 2014
- Safeguarding Policy
- Keeping Children Safe in Education Sept 2020
- Working Together to Safeguard Children July 2018
- Relationships and Behaviour Policy Autumn 2019
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCo in liaison with the SLT, SEN Governor, SEN Team, all staff and parents and carers of pupils with SEND and is in line with our Teaching and Learning, Anti-Bullying and Relationships and Behaviour Policies.



SECTION 2: Aims

Aims and Definition

All our teachers are teachers of special educational needs.

Sacred Heart is committed to providing appropriate and high-quality education for all the children in our school. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

Sacred Heart is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all children. We aim to promote a sense of community and belonging, and to offer engaging learning and social experiences to all children. This does not mean that we will treat all children in the same way, but that we will respond to our children in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all children, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of children:

- girls and boys
- minority ethnic and faith groups
- children who need support to learn English as an additional language (EAL)
- children with special educational needs
- children who are disabled
- those who are gifted and talented
- those who are looked after or vulnerable
- any children who are at risk of disaffection and exclusion

As part of our graduated approach we refer to the term 'Waves' to describe the support pupils receive in schools.

Wave 1: Universal Support – our inclusive, quality-first teaching that all our pupils are entitled to and receive.

Wave 2: Additional Support – for pupils who are under-achieving or who have short-term needs. The additional support they receive should help them to catch-up, make progress or improve their wellbeing. However, pupils in this wave do not have special educational needs.



Wave 3: SEN Support – for pupils who have an identified special educational need or long- term needs that fall within one, or more, of the four areas of SEND:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical (including medical needs)

Our Aims:

- To identify and provide for pupils who have special educational needs and additional needs
- To operate a “whole pupil, whole school” approach to the management and provision of support for additional needs, including special educational needs, with a clear focus on high aspirations for all our SEND and vulnerable pupils
- To provide effective support and provision through our Inclusive Quality First Teaching (IQFT), evidence-based interventions and effective tracking and monitoring procedures in order that pupils can access the curriculum appropriately
- To ensure that all pupils have access to a broad, balanced, creative, engaging and relevant curriculum
- To provide a differentiated curriculum appropriate to the individual’s needs and ability
- To ensure the early identification of all pupils requiring Additional Support and SEN Support provision
- To ensure full participation of our SEND and vulnerable pupils in all school activities.
- To establish and maintain effective Parent Participation through working collaboratively with parents/carers of our SEND and vulnerable pupils from the earliest opportunity with regard to their child’s strengths, areas of need, progress and attainment and in provision decision discussions
- To ensure that SEND and vulnerable pupils have a voice in decisions affecting their additional/SEN provision
- To enable pupils to move on from us, well equipped with the skills needed for their next steps in education. To contribute to achieving positive outcomes that will help the preparation for adulthood:
 - Having a positive well-being and good health
 - Having friends, relationships and being part of the community
 - Gaining good qualifications and Finding Employment
 - Living independently
- To work within the guidance provided in the SEND Code of Practice, 2015
- To provide a Special Educational Needs Coordinator (SENCo) who will work with the SEND Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils



DEFINITION OF SPECIAL EDUCATIONAL NEEDS

'A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.'

A child has learning difficulties if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age,
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA,
- c) Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child.

Special Education Provision Means:

'For children aged two or more, special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.'

Sacred Heart will have due regard for the Special Educational Needs and Disabilities Code of Practice 2015 when carrying out our duties towards all pupils with special educational needs, and ensure that parents/carers are notified when SEN provision is being made for their child.

The school also considers what is NOT SEN but may impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman



SECTION 3: Identifying Special Educational Needs

The school uses Manchester's MPTN (Matching Provision To Need) documentation as a guide to their entry criteria for the SEND register.

Categories of special educational need

The SEND Code of Practice defines SEN as areas of difficulty and/or needs which fall under these four broad areas.

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

Manchester's MPTN provides guidance on identification, support and provision, and assessment of needs within these four broad areas. The purpose of identification is to establish what action the school needs to take in order to meet individual needs. Pupils may have a range of needs from one or all these areas. As they grow and develop, their needs may change too.

Early Identification

Early identification of pupils with additional needs/SEND is a top priority at Sacred Heart.

Children are identified as having SEND through a variety of ways including the following:

- Liaison with the child's previous school or Early Years Setting
- Liaison with the child's health visitor on entry to Nursery
- Child identified to be performing below age expected levels
- Child making limited progress with their learning or development
- Concerns raised by Parents/Carers
- Concerns raised by Teacher/Teaching Assistant/other school support staff
- Liaison with external agencies i.e. Occupational Therapist, Manchester Sensory Impairment Support Service, Social Care, Speech and Language Therapy Service (SALT), Bridgelea Outreach
- Health diagnosis through school nurse, health visitor, paediatrician
- SEND diagnostic and criterion referenced assessments
- Observations of the child
- Reference to Manchester's MPTN

Assessment is the process of identifying SEND. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.



Detailed assessments of need should give a clear picture of the pupil's strengths and needs which the class teacher, in partnership with the SENCo, will use to ensure that the support provided to the individual will be targeted to their area(s) of need(s) using high-quality, inclusive teaching, additional resources and/or equipment or technologies and evidence-based interventions.

At Sacred Heart, we have a bank of resources that class teachers, support assistants and the SENCo can use to make detailed assessments of pupils we have concerns about. This resource bank is reviewed annually to ensure a full range of assessment tools are available for all areas of SEND. When children's needs are considered to be more complex, an assessment by an external professional will be pursued e.g. by an Educational Psychologist, Speech and Language Therapist, RHOSEY (Rodney House Outreach Support Early Years) or CAMHS (Children and Adolescent Mental Health Service) and parental permission will be sought.



SECTION 4: A Graduated Approach to SEN Support

Inclusive Quality First Teaching (See Teaching and Learning Policy)

The Teachers' Standards (2012) clearly state that teachers should:

- *Adapt teaching to respond to the strengths and needs of all pupils*
- *Have a clear understanding of the needs of all pupils, including those with SEN*
- *Make accurate and productive use of assessment.*

Therefore, each class teacher will deliver Inclusive Quality First Teaching (IQFT) for all children. They will oversee, plan and work with each child with SEND in their class to ensure that progress is made. The school's leadership team regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

The National Curriculum Inclusion Statement states that:

- teachers should set high expectations for every pupil, whatever their prior attainment
- teachers use appropriate assessment to set targets which are deliberately ambitious
- potential areas of difficulty should be identified and addressed at the outset
- lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement

The needs of all our learners are at the heart of our inclusive, quality-first teaching and learning at Sacred Heart. We achieve this through:

- Highly skilled, creative teachers and well-trained support staff who are dedicated to pupils' academic, personal and social potential
- Appropriate inclusive classroom environments, adapted to individual needs wherever necessary
- A creative, engaging and immersive curriculum that is sequenced progressively to build on pupils' knowledge and previous learning experiences
- Appropriate learning challenges, matching the National Curriculum guidelines
- Differentiated learning challenges through:
 - Extending or reducing challenges
 - Varying the amount of adult or peer support given to complete the challenge
 - The way a learning challenge is delivered, completed and achieved. E.g. visually (looking), practically (doing), orally (speaking), aurally (listening)
 - Different resources to complete learning challenges
 - Different outcomes of the challenge



- Multi-sensory approach to learning challenges
- Visual aids to support language and concept development
- Talk partners and Peer support
- Whole school approach to meta-cognition through Learning Goals
- Effective Teaching and Learning, Equality, Safeguarding, Anti-bullying and Relationships and Behaviour policies
- Regular advice and support from a wide range of specialists including speech and language therapists, educational psychologists, physiotherapists and occupational therapists
- All EHCP children have a One Page Profile which outlines their strengths, likes and how they like to be supported. These are written with the children to encourage their voice in the support they receive. These documents are produced in partnership with parents/carers to seek their voice in decisions about their child's SEND
- A shared understanding of how to help an individual become self-reliant and independent

SEN Support

The 2015 Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching (described above). At this stage the teacher and SENCo consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, more specialised assessments from external agencies and professionals may be sought. Once this process has been completed, a child may receive more specialised support (See the **Assess, Plan, Do, Review** cycle). This support does not replace inclusive quality-first teaching but should complement it and give the children skills that they can then apply in learning.

SEN support will be matched to individual needs. This may use more specialised individuals and/or personalised interventions. There may be a Teaching Assistant (TA), Specialist Teaching Assistant, Pastoral Support assistant or staff from an outside agency working with children either individually or as part of a group. Pupil and Parent/Carer voices will be sought regarding provision decisions and the class teacher will record these on the Pupil Passport and monitor the support put in place.

Assess

In identifying a child as needing SEN support the class teacher, working with the SENCo, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment. It should also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. These should be recorded to build information about the individual's strengths, needs and progress.



This assessment will be reviewed regularly. This ensures that support and intervention are matched to need, barriers to learning are identified and overcome and that a clear picture of where targeted support needs to be focused is created.

Plan

At this stage the decision will be made about what additional provision is required.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the IEP or SEN Support Plan for pupils with an Education, Health and Care (EHC) Plan. The pupil will also be asked to contribute their voice to decisions about their strengths, likes and how they want to be supported. Pupil Passports are used for this purpose and copies of these will be attached to the pupil's class books, so everyone is aware of the individual's needs, preferences and the most effective strategies and/or resources for supporting their learning and development.

Pupils with an Education, Health Care (EHC) Plan have an SEN Support Plan, which identifies the key outcomes and all provision made for the individual along with costings for their provision.

Do

SEN Support is put in place for an agreed period of time.

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. As part of our inclusive approach, we aim to keep children in their classrooms where possible and, where this isn't possible, any time out of class is timetabled carefully to avoid children missing other parts of the curriculum or school day regularly.

Review

We review the effectiveness of provision through:

- Monitoring progress made academically against national/age expectations.
- Collecting formal and informal feedback from the teacher, parent/carer and pupil. The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents/carers. This feeds into the analysis of the pupil's needs. The class teacher, working with the SENCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the outcomes and provision in consultation with parents/carers and the pupil themselves.



Whole-School Provision Map

Support and provision are available for all 4 areas of need outlined in the 2015 SEND Code of Practice.

Provision will be mapped annually, reviewed and adjusted termly. Provision is identified by the school's SENCo, in collaboration with the Literacy and Maths coordinators and senior leadership team, based on thorough analysis of evidence-based programmes (using nationally published guidance e.g. Sutton Family Trust Research, the 'What Works?' database for speech, language and communication needs (SLCN), What works for Literacy Difficulties along with guidance in Manchester's MPTN Tool.

The Provision Mapping process follows 7 clear steps:

Step 1: Audit projected need using must/should/could chart.

Step 2: Compare projected year group needs with current pattern of provision and identify changes and staff development issues.

Step 3: Identify available school budget.

Step 4: Consider the evidence on what works and plan the provision map for the next school year.

Step 5: Plan for staff development.

Step 6: Identify criteria and processes for tracking children's progress and monitoring impact.

Step 7: Establish systems for evaluating the effectiveness of our provisions, involving parents or carers and children.

The Range of Provision

The main methods of provision made by the school are:

- Education in classes, through IQFT, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- Periods of carefully planned withdrawal to work with a teacher/support teacher/teaching assistant/outside agencies
- In-class support with adult assistance
- Support from specialists within class or as part of a withdrawal programme
- Provision of specialist resources

Referral for an Education, Health and Care (EHC) Plan

If a child has lifelong or significant difficulties they may undergo the Statutory Assessment process which is usually requested by the school but can be requested by a parent/carer. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.



The decision to make a referral for an Education, Health and Care Plan (EHC Plan) will be taken at a progress review.

The application for an EHC Plan will combine information from a variety of sources including the following: Parents, Teachers, SENCo, Social Care and Health Professionals.

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary review of agreed outcomes. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents/Carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans (EHC Plan)

- a) Following Statutory Assessment, an EHC Plan will be provided by Manchester Local Authority, or the authority in which the child lives, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved in developing and producing the plan.
- b) Parents/Carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example reducing or increasing levels of support.

SECTION 5: Criteria for Exiting the SEND Register/Record

Where specific planned provision has been successful and accelerated progress has been made so that the pupil is working within national expectations and the child's needs can be met from within the usual provision offered to all pupils, then children should be removed from the SEND register. The class teacher will monitor ongoing progress whilst supporting the child through Inclusive Quality First Teaching.

The school will use Manchester's MPTN guidance to inform their exit criteria from the SEND register.



SECTION 6: Supporting Pupils and Families

Please see the school's SEN Information Report which is published on the school's website.

At Sacred Heart we believe that a close working relationship with parents/carers is vital in order to ensure:

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic outcomes are set and met effectively

In cases where more frequent contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with SEND to Manchester's Information Advice Support Service (IAS) where specific advice, guidance and support may be given.

Parents/Carers are also encouraged to find out more about the local offer of support which is available for disabled children and young people and those who have SEND on the Manchester Service Directory www.manchester.gov.uk/localoffer or by contacting the Manchester Information Advice Service.

Admission Arrangements

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice 2015.

Sacred Heart strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the School's Admissions Policy.

Transition

Before starting at Sacred Heart, all parents/carers and children are invited to look around the school and talk to any relevant staff. There is also a 'New Intake Meeting' for Parents/Carers of EYFS children in the Summer Term before the September intake and all classes have a 'Move Up' morning for pupils in July and 'Meet the Teacher' evening for parents/carers early in September.

Transition to Sacred Heart:

We aim to ensure a safe and happy transition for all of our children. During the pre-admission meeting pupils and parents/carers are invited to visit school and meet staff.



Relevant information is passed at this point, from the parent/carer and other involved professionals to the school staff, including the school nurse, who use this information to ensure a smooth transition and maximise the pupil's learning, health and wellbeing.

As a child enters school, they (if appropriate) and their parents are made aware of the home/school contract. This states clearly what is expected from school and home.

For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit pupils in their current school when necessary.

Other times of Transition

For those pupils who may find transition particularly difficult or worrying, staff can work closely with both pupil and parents to ensure the transition period is as smooth and positive as possible. We have a personalised transition programme for individual pupils. This includes making a Moving On booklet with pictures of the class teacher, classroom, key members of staff and communal areas, for the child to refer back to as frequently as necessary. Additional visits with their new class teacher can be arranged, along with additional visits to their new classroom. Resources are available for talking about feelings and supporting our pupils to manage times of transitions as calmly and positively as possible.

The school's SENCO and Pastoral Support assistant can work closely with children who find transition to school in the mornings difficult.

Transition from Sacred Heart

Transition to High School and/or other educational establishments can be a difficult time for both our pupils and their families. For this reason, we work closely with our partner high schools and Trafford's SEND and EHC teams. We have developed a comprehensive package to support transition including:

- An exchange of effective and meaningful documentation giving the receiving school clear evidence of pupil attainment and achievement, including:
 - National test results
 - IEPs
 - SEN Support Plans (for pupils with EHC plans)
 - Recent School Reports
 - Reports from outside agencies
 - Transition meetings with SENCo, Class Teacher and receiving school
 - Transition meeting with SENCo, families and receiving school as needed
 - Discussion with families from Year 5 and 6 at Annual Reviews or at a Parents' Evening
 - An opportunity planned for families to visit the new school
- Work with the children in the classroom about 'changes' as part of our transition work



- A programme of planned visits by the pupil to their High School during the summer term in year 6 supported by a member of the pupil support team (additional visits are added as needed)
- Visits are planned to ensure children are with their friends, and may be placed in a class with pupils who they know from the year before.
- The further use of specialist resources if needed, for example, social stories and portable schedules

Links with other agencies, organisations and support services

The school recognises the important contribution that external support services make in assisting assessment. When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational Psychologists
- School Health
- Health Visitors
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- Sensory Occupational Therapist
- Manchester Independent Advisory Service (IAS)
- Manchester Sensory Impairment Support Service

In addition, important links are in place with the following organisations:

- The local playgroup/mother and toddlers' group with the aim of providing continuity between home and school
- The LA
- Specialist Services
- Health Service
- Education Welfare Officer
- Social Services
- Early Help services
- Other groups or organisations

Children with identified SEND will be assessed for additional time in line with the Standards and Testing Agency guidelines and applications will be submitted where appropriate. Children with an EHC Plan are automatically eligible for additional time (25%).



SECTION 7: Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational needs provision and the SEND Code of Practice (2015) is followed.

Please see the school's separate policy for Supporting Pupils with Medical Conditions.

Mental Health

The school's Inclusion team work in a multi-agency approach to ensure that our vulnerable pupils are receiving the most appropriate support; these children may have social, emotional and mental health concerns, be Looked After Children (LAC), adopted, have experienced adverse childhood experiences (ACEs) such as loss or separation, parental separation or traumatic events such as domestic violence, abuse, neglect etc. Developing emotional resilience is vital in effectively supporting these pupils.

Our aim is to intervene early, before mental health problems develop. Our inclusive values, dedicated staff, a focus on high expectations for all pupils and Graduated Approach help identify children with or at risk of developing mental health problems to promote the health and wellbeing of all pupils.



SECTION 8: Monitoring and Evaluation of SEND

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents/carers and pupils throughout the year. This is done in the form of a parent/carer and pupil questionnaire, discussion and through progress meetings with parents.

The success of the school's SEND & Inclusion Policy and provision is evaluated through:

- Monitoring of classroom practice by Inclusion team, subject co-ordinators and the Leadership Team
- Observations of SEND pupils by SENCO
- Analysis of pupil tracking data
 - for individual pupils
 - for cohorts
- Analysis of Intervention data
- Review of progress towards meeting agreed outcomes
- Monitoring of procedures and practice by the SEND Governor
- School self-evaluation
- Governors' reports
- The School Improvement Plan/SEND Action Plan
- Feedback from Pupils, Parents/Carers and Staff
- Measuring Impact of Family Support meetings/Interventions/Outcomes

In evaluating the success of this policy, the school will consider the views of Teaching Staff, Parents/Carers, Pupils and External professionals.



SECTION 9: Training and Resources

Sacred Heart receives funding for pupils with SEND in these main ways:

- 1) Element 1: The **Mainstream Allocation**
- 2) Element 2 : Delegated **notional SEN budget** (based on the LA formula) covers the additional support required for pupils receiving SEN Support
- 3) Element 3: **High Needs top-up Funding**: Specific funds allocated to pupils with an Educational Health Care Plan
- 4) Some SEND pupils may also receive **Pupil Premium Funding**, which is available for pupils receiving free school meals, are Looked After by the Local Authority, have been previously Looked After by the Local Authority or have parents in the Armed Services.

CPD

Continuous Professional Development and high-quality staff training is co-ordinated by the school's SENCo in liaison with SLT. New staff receive SEND training as part of their induction to the school.

The SENCo regularly accesses training outside of school, liaises with other SENCos in Manchester and attends termly SENCo forums and SENCO Cluster Group meetings.

Our Teaching Assistants (TAs) and Higher-Level Teaching Assistants (HLTAs) are well-trained to run our interventions. Some members of staff have specialist training in their areas and staff are able to access additional training as necessary to meet the individual needs within the class/year groups.

Staff have received training on the 2015 SEND Code of Practice and Speech, Language and Communication Needs (SLCN), Dyscalculia and Precision Teaching, Autism, Dyslexia, Working Memory, Sensory Processing Difficulties, Hearing Impairments, Adverse Childhood Experiences and SEND & Safeguarding.

The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's appraisal arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCo, identify any patterns in the identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching through planned training events.



SECTION 10: Roles and Responsibilities

SENCo

Our named SENCo is Mr David Wilson. He is also the school's Deputy Headteacher and Deputy Safeguarding Lead.

The key responsibilities of the SENCo include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a Looked After Child has SEND
- advising on the graduated approach to provide SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents/carers of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

Governors

The Governing Body

- fulfils its statutory requirements to secure the necessary provision for any pupil identified as having Special Educational Needs
- ensures that all teachers are aware of the importance of providing for these children
- is involved in developing and monitoring the School's SEND policy
- has a named Governor for Special Educational Needs

The **Head Teacher** will keep the governing body fully informed in all aspects of the School's work, including provision for children with SEND. The Head teacher will work closely with the School's SENCo.



Class Teachers

The 2012 Teaching Standards make clear the national expectations for all teachers. Teachers will already be doing most of what is expected of them with regards to SEND as it is covered in these teachers' standards:

- 1) Set high expectations which inspire, motivate and challenge pupils
- 2) Promote good progress and outcomes by pupils
- 3) Plan and teach well-structured lessons
- 4) Adapt teaching to respond to the strengths and needs of all pupils
- 5) Make accurate and productive use of assessment

"Have a clear understanding of the needs of all pupils, including those with special educational needs, those of high ability, those with English as an additional language and those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them."

Teaching Standards 2012 5d

The teacher should:

- Know the strengths and needs of all their pupils, including those with SEND and additional needs
- Deliver Inclusive Quality First Teaching as the cornerstone to effective SEND Provision
- Focus on outcomes for the child - be clear about the outcomes wanted from any SEN support
- Keep SEND paperwork up to date and shared with parents/carers regularly
- Use the SENCo strategically to support the quality of teaching and evaluation of support
- Involve parents/carers and pupils in planning and reviewing progress - seek their views and provide regular updates on progress
- Have high aspirations for every pupil - set clear progress targets for pupils and be clear about how the full range of resources are going to support their progress

Class teachers supported by SLT and SENCo should make regular assessments for all pupils in order to identify pupils making less than expected progress given their age and individual circumstances.

Teaching Assistants

We have a team of dedicated and caring Teaching Assistants who contribute to our inclusive, quality-first teaching at Sacred Heart. Teaching Assistants are part of the whole school approach to SEND working in partnership with the class teacher and the SENCo to deliver pupil progress and ensure a positive well-being. To be most effective the support they give should be focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with parents/carers in the context of IQFT.



- **Class-based Teaching Assistants** provide support to all pupils, under the direction of the class teacher.
- **Intervention Teaching Assistants** offer targeted support for our pupils using evidence-based interventions and programmes, under direction of the class teacher, SENCo and SLT.
- **SEN Teaching Assistants** provide specialist support for pupils with EHC Plans, under direction of the class teacher, with support from the SENCo. At Sacred Heart we believe TAs can be part of the support for an individual but should never be a substitute for the teacher's involvement with that child. The focus for these pupils is on the positive outcomes for the individual and not the hours of support they receive.

The school's TA line manager is Mr David Wilson, SENCo and Deputy Headteacher.

Other roles and responsibilities

Named Safeguarding Officers are our Headteacher Mrs. Suzanne Walker and the SENCo, Mr David Wilson. Mrs Walker is also the designated teacher for LAC.

The teacher responsible for supporting the Medical Needs of pupils is Mr David Wilson.

Our named SEN Governor is Mrs Maree Jordan.



SECTION 11: STORING AND MANAGING INFORMATION

The school will record the steps taken to meet pupils' individual needs. The SENCo and SEN Team will maintain the records and ensure access to them. In addition to the usual school records, the pupil's Additional Needs Files may include:

- Information from parents/carers
- Information on progress, behaviour and attendance
- Pupil IEPs
- Information from health/social services
- Information from other agencies

Information collected about a child's SEND is always confidential and will only be communicated to involved persons, with the knowledge and agreement of the child's parents/carers, the Headteacher or the SENCo, in line with the school's SEND GDPR policy. Paper copies of confidential information regarding a child's SEND is kept securely in a filing cabinet in the SENCo's office which is locked when not in use. Electronic copies of confidential information are kept on a secure part of our school server and shared with key staff on a need to know basis. Any files and confidential information in them should not be removed without permission. Only members of the SEN Team and SLT have authority to remove pupil information from the filing cabinet.

Each class teacher has a class Additional Needs folder on the school server. This contains copies of IEPs, EHCPs, reports for individual pupils, information on medical needs, information regarding the school's Graduated Approach and any other information related to the Additional Needs of that particular class. It is each teacher's responsibility to ensure they read this information and keep up to date with new information as it becomes available.

SECTION 12: Reviewing the Policy

The Headteacher and SENCo oversee the school's SEND and Inclusion policy and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils.

Annual Review Date: September 2021



SECTION 13: Accessibility

Our school meets the duties outlined in the Equality Act 2010 towards individual disabled children and young people. We endeavour to make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them from substantial disadvantage. The school has an Accessibility Plan which forms part of our overarching Equality Scheme and is published on the school's website.

The Accessibility Plan is anticipatory – thought is given in advance to what disabled children and young people and adults at the school might require and what adjustments might need to be made to prevent that disadvantage.

The school site is wheelchair accessible. We have two accessible toilets in school, one with changing facilities. The school car park has an identified Disabled Access parking space.

SECTION 14: Dealing with Complaints

The school's complaints procedure is outlined on the school's website and available from the main office upon request. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.



SECTION 15: Bullying and Safeguarding

At Sacred Heart we believe pupils will learn best in a safe and calm environment that is free from discrimination and in which education and enjoyment is the primary focus.

As a school we have robust Relationships and Behaviour, Safeguarding and Anti-Bullying Policies in place in order to encourage positive relationships and choices, prevent bullying in all forms (physical, verbal, non-verbal, emotional, cyber, racial, sexual, homophobic or due to a disability) and protect our pupils from significant harm.

Through our creative curriculum and school rules: safe, hard-working and respectful, we aim to teach acceptance and respect for all. Throughout the academic year, we hold celebration days for specific conditions or areas of SEND. These days help raise awareness of specific needs, encourage acceptance and challenge stereotypes. The school takes part in Anti-Bullying week each year as well as using strategies such as SEAL and Circle Time to address issues around Behaviour and Bullying. Online safety is taught within our curriculum and additional resources can be used to personalise support for our pupils with SEND e.g. through the use of a social story or visual aids. Our pupils have a voice through the School Council.

Having an identified SEND can make children more vulnerable to incidents of bullying and abuse.

- Some pupils with SEND may not be aware that they are being bullied or abused
- Some pupils with SEND may not be able to communicate their ideas, needs and feelings as easily as their peers
- Any changes in behaviour may be considered to be linked their SEND

School staff will have due regard to this. School staff will follow our Safeguarding procedures for reporting any concerns about a pupil, including those with SEND. The DSLs and SENCo will work with the pupil and family, where appropriate, to support the pupil to express their views in the best way possible for the individual. We have created Safeguarding Communication boxes to support our SEND pupils to communicate any worries or incidents. The NSPCC 'Pants' campaign is used to support easy-accessible information to our pupils. Some SEND pupils may need more personalised sessions to ensure the information is as accessible as possible for the individual. Outside agencies and any other professionals working closely with the pupil may be involved to support this process.

All staff complete annual safeguarding training, including online safety. The SENCo and staff working closely with our pupils with SEND, complete specific training on Safeguarding pupils with SEND.

Other relevant policies and documentation are available on the school's website and on request at school)