



## **Sacred Heart RC Primary School and Nursery SEN Information Report and SEN Offer**

### **What is the Local Offer?**

- The Local Offer is the local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information sets out what is normally available in schools to help children with lower level SEN as well as the options available to support families who need additional help to care for their child.

### **What will it do?**

- The Local Offer provides parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it lets parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings.
- There are 14 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These are answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decision about how to best support their child's needs.

**Rochdale Local offer link** [Rochdale Local Offer](#)

**Below are Sacred Heart RC Primary School's responses to these questions**

### **What should I do if I think my child may have special needs?**

We know when pupils need help if:

- The class teacher is the initial point of contact for responding to parental/carers concerns
- If you still have concerns, please then contact Mrs Price who is the SENDCO

### **How does Sacred Heart RC Primary School know if children need extra help?**

- Concerns are raised by parents/carers, teachers or the child
- Concerns are raised by a Medical Professional
- Limited progress is being made
- There is a change in the pupil's behaviour

### **How will I know how Sacred Heart RC Primary School support my child?**

- Each pupil's education programme will be planned by the class teacher. It will be adapted accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class and/or by using extra modelling and scaffolds and/or other physical resources such as wobble cushions, coloured overlays.

- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of the intervention will vary according to the need of the pupils. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning
- Pupil Progress Meetings are held each termly. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress and attainment of the pupils in their class. This shared discussion will highlight any individual pupils who are experiencing difficulties and require additional support. Targeted support can then be planned in conjunction with the SENDCo.
- Sometimes a pupil may need more expert support from an outside agency such as the Educational Psychologist, RANs specialist staff (Rochdale Additional Needs Service), the Speech and Language service, Paediatrician, CAMHs. In these instances, a referral will be made, with parental/carers consent and forwarded to the most appropriate agency. After a series of consultations and/or assessments, a programme of support is usually provided to the school and parents/carers from the outside agencies; which the school will then action.
- The Governors of Sacred Heart RC Primary School are responsible for entrusting a named person, Ruth Taylor (Chair) to monitor Safeguarding and Child protection procedures. She is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. In a "support and challenge" role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DFE.

### How will the curriculum be matched to my child's needs?

- When a pupil has been identified with special needs, their work will be adapted by the class teacher to enable them to access the curriculum more easily and make good progress overall. These adaptations may include additional general support by the teacher or teaching assistant in class and/or by using extra modelling and scaffolds and/or other physical resources such as wobble cushions, coloured overlays.
- Teaching Assistants (TAs) may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs. This may include pre-teaching sessions to prepare the child for the new unit of work.
- If a child has been identified as having a special need, over and above, they will be given an Individual Education Plan (IEP). Targets will be set according to their area of need. These will be regularly monitored by the class teacher and the SENDCO. A copy of the IEPs will be shared with parent/carers and reviewed regularly.
- If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, coloured overlays, pen/pencils grips or easy to use scissors

### **How will I know how my child is doing?**

- You will be able to discuss your child's progress and attainment at Parents' Evenings during which you will receive a summary report. In addition, you will also receive an annual End of Year School Report detailing your child's attainment and progress during that academic year.
- Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can also be made to speak in more detail to the class teacher or SENDCO by contacting the school office.
- Annual reviews for those children with an EHCP will also take place. Individual parents/carers will be notified in advance about when these will take place.

### **How will you help me to support my child's learning?**

- The class teacher may suggest ways of how you can support your child
- The SENDCO, Mrs Price, may also meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's learning, behaviour or emotional needs. In addition, the school employs the service of Caritas social workers to help children/families who have behaviour/emotional/ and other needs.
- If outside agencies including the Educational Psychologist have been involved, suggestions of ways adults can support the child and strategies that can be used at home are normally provided.

### **What support will there be for my child's overall well-being?**

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties

These include:

- Members of staff such as the class teacher, schools PSHE lead, Caritas Workers, and SENDCO are readily available for pupils and their families who wish to discuss issues and concerns and also to support well-being of the whole child.
- Teaching Assistants, who are familiar with the children's needs, are on duty to support those who find lunchtimes and break times a challenge.
- If deemed necessary by the Headteacher, indoor games are provided at lunchtimes as an alternative to outdoor play.

### **What are the arrangements for pupils with disabilities?**

- If a pupil has a disability then in the first instance, if possible before the child is admitted to school, the SENDCO will meet with parents/carers and other professionals involved with the family, to establish the level of need and how best that child can be supported to meet their needs both physically and educationally. A plan would then be put in place, including a risk assessment and identifying any adaptations to the building, facilities and curriculum (including PE), staff training needs, education of the children in the school about the disability to prevent them being treated less favourably and to increase the extent to which the disabled child can participate.
- As every child and every disability is different, it is impossible to cover every aspect here. However, as a school we will always endeavour, to the best of our ability, to ensure that we are fully inclusive and meet every individual child's needs as far as is reasonably possible. This includes following our behaviour policy, anti-



- bullying procedures, SEND policy and the arrangements outlined in the rest of this report for children with special needs.

### **Pupils with medical needs**

- If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parent/carers. These are discussed with all staff who are involved with the pupil
- Staff receive epi-pen, diabetes, epilepsy and any other essential training required to meet the needs of our current pupils, which is delivered by the school nurse service and other health professionals.
- Where necessary and in agreement with parent/carers medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member
- A large number of staff are qualified as Paediatric First Aiders

### **What specialist services and expertise are available at or accessed by the school?**

At times it may be necessary to consult with outside agencies to receive their ore specialised expertise

The agencies used by the school include but is not exhaustive:

- Rochdale SEN team
- Rochdale Additional Needs Service (RANs)
- Educational Psychologist service
- #Thrive
- CAMHS (Child and Adolescent Mental Health Service)
- Educational Welfare Officers
- Fair Access
- Social Services
- Speech and Language therapist
- Occupational therapist
- School Nurse
- EHASH 'Early Help and Safeguarding Hub'

An educational Psychologist is allocated to each school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. In order to help understand the pupil's educational needs better, the educational psychologist will generally meet with the parent/carer and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carer on how to best support the pupil in order to take their learning forward.



## **What training are the staff supporting children and young people with SEND had or are having?**

Different members of staff have received training on different aspects of SEND.

These have included sessions on:

- How to support pupils on the autistic spectrum.
- How to support pupils with social and emotional needs.
- How to support pupils with speech and language difficulties.
- How to support pupils with physical and co-ordination needs.
- How to support pupils with dyslexia.
- How to support pupils with ADHD.

## **How will my child be included in activities outside the classroom including school trips?**

Activities and school trips are available to all:

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

## **How accessible is the school environment?**

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- One toilet adapted for disabled users
- Wide doors in some parts of the building

## **How will the school prepare and support my child when joining Sacred Heart RC Primary or transferring to a new school?**

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving
- All pupils attend Transition sessions where they spend some time with their new class teacher and visit their new setting/classroom.
- Additional visits are also arranged for pupils who need extra time in their new school/classroom.
- Mrs Price the SENDCo is always willing to meet parents/carers prior to their child joining the school to discuss needs and put a plan of action in place to best support the child during the transition period.
- Secondary school staff visit pupils prior to them joining their new school and Y6 pupils visit their new setting before they leave us.
- The SENDCo Mrs Price and the Year 6 teacher will liaise with the SENDCOs from the secondary schools to pass on information regarding SEND pupils
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENDCo Mrs Price, current class teacher, the secondary SENDCO, the parents/carers and where appropriate the pupil, to determine the specific support that will be put into place to support that child through the transition.
- Transition books are prepared and used for those children who need them.



- Home visits are made to children joining our Nursery/Reception to identify any additional needs; prior to an EYFS aged child joining our school.

### **How are the schools' resources allocated and matched to children's special educational needs?**

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- Additional provision may be allocated after discussion with the Headteacher, SENDCo and class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Resources may include deployment of staff and/or purchasing of specific physical resources depending on individual circumstances.

### **How is the decision made about how much support my child will receive?**

- These decisions are made in consultation with the SENDCo, class teacher and Senior Leadership Team; as well as with outside agencies that are involved with the child. Decisions are based upon the level of individual need of the pupil as identified through observations and assessments; made internally and externally.

### **How will I be involved in discussions about and planning for my child's education?**

All parents/carers are encouraged to contribute to their child's education. This may be through:

- Discussion with the class teacher on a day-to-day basis.
- During parents' evenings and parent workshops/information events

For children who are on the SEN register, parents/carers will also be involved through:

- Discussions with the SENDCo Mrs Price and/or other professionals,
- Parents/carers are encouraged to comment on their child's IEP with possible suggestions that could be incorporated
- If the child has an EHCP, parents/carers will be involved in the review of these on an annual basis and if deemed necessary an interim review will be held; to which parents/carers will be invited.

### **Who can I contact for further information?**

If you wish to discuss your child's educational needs or have concerns regarding your child's progress or physical or mental health, please contact the school office to arrange a meeting with the SENDCO.

We hope these have answered any queries you may have but do not hesitate to contact school if you have further questions.

**Mrs P Dungworth (Headteacher)**

**Mrs L Price (Deputy Head/SENDCordinator)**

Reviewed September 2024