



Special Educational Needs and Disabilities (SEND) information.

We believe that every child is individual and unique, made in God's image and likeness. We aim to ensure that self-confidence is encouraged and a positive self-image is nurtured throughout his/her time at Sacred Heart Primary School.

Each child has access to a broad and balanced curriculum and therefore steps are taken so that the curriculum offered is compatible with the child's own capacity and capability. If necessary it is tailored to an identifiable and specific educational and/or emotional need or disability.

We believe that every child should make the very best progress that they can across a curriculum that is rich and varied academically, creatively and through sports.

We believe and encourage pupils to demonstrate outstanding behaviour and self-discipline, supported by parents and the wider community.

SEND Information

This document is intended to give families general information about the ways we support our pupils with special educational needs (SEND) to reach their full potential. The strategies resources and support used are continually developed and modified to meet the changing needs of individual pupils.

When children are identified as having SEND, they are placed on a list, given specific targets and resources to help support their development, address areas of concern and aid progress. The school has a SENCO, classroom assistants and an SEND Governor who are available to help children make the best progress possible. Our SEND policy is available on the school website.

School entitlement offer to pupils with additional needs

For all pupils at Sacred Heart RC Primary School who have SEND, we;

- Recognise that the families know their child best and endeavor to work closely with them.
- We try to use pupil friendly targets and ensure that the child is aware of these. When appropriate individual children are encouraged to review their progress and set new targets.
- We differentiate the curriculum and resources to promote the best possible progress.
- We seek advice from outside agencies to identify and overcome any barriers to learning.
- Formal review meetings for pupils with SEND are held termly, although our Wednesday night drop in sessions mean that meetings take place informally throughout the year.
- Support staff are placed where they are needed throughout the school to ensure pupil progress and value for money.
- Staff work with the SENCO to identify and help those with SEN continue to make at least expected progress.
- Progress of those with SEND is monitored termly as part of the assessment process.
- Staff have access to appropriate training in order to meet the needs of their pupils.
- Support is offered to families and they are sign posted to services and organisations which may offer support or advice via the Local Offer.
- We ensure primary to secondary transition support for pupils and parents.

Communication and Interaction Needs

e.g. Autistic Spectrum, Speech Language and communication needs.

- We use visual timetables according to need.
- We can provide a work station within the classroom as an area of low distraction/stimulus.
- We offer social skills support including trying to enhance self- esteem through Circle Time and through the ethos which pervades the school.

- We use strategies/programmes from Speech and Language therapists to support language development.

Cognition and Learning

e.g Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD)

- Our HTLA has a level 3 qualification in Dyslexia.
- We use strategies to promote and develop literacy and numeracy.
- We support access to the curriculum and to develop the skills for independent learning.
- We use small group targeted intervention programmes to improve skills in a variety of areas e.g. Sound Linkage, Memory Magic , Sums Up.
- ICT is available for use within the classroom i-pads and notebooks.
- We seek support and advice from SENDOS to ensure any barriers to success are fully identified and responded to.
- We assess pupils regularly and report progress to parents.
- We assess pupils for access arrangements for SATs examinations.

Social, Emotional and Mental Health

e.g Social difficulties, Mental Health conditions, Emotional difficulties.

- Sacred Heart RC Primary values all pupils.
- Behaviour management systems in school encourage pupils to make positive decisions about behavior.
- The school's behavior policy identifies where reasonable adjustments or changes can be made to ensure the need for exclusion is kept to a minimum.
- We use risk assessments when necessary to take action to ensure the safety and inclusion of all pupils in all activities.
- The school provides effective pastoral care for all pupils.
- We seek support from outside agencies such as the School Nurse, Children and Young Peoples Services (CYPS) and the Educational Psychologist.

Sensory and Physical Needs

e.g Hearing impairment, Physical Disabilities, Medical Needs.

- We provide support and aids to ensure access to the curriculum and develop independent learning.
- We seek and act on advice for pupils who have significant medical needs.
- We work with the Sensory Service to ensure pupils' needs are met.
- Our staff can use microphone systems supplied by the Sensory Service.
- Entrances allow wheel chair access.
- Our school has a disabled toilet in both key stages.
- We work with Occupational Therapy to deliver therapeutic programmes.

If you have any concerns about your child's SEN progress or provision we would urge you to come into school to discuss matters further with your child's class teacher and the SENCO (Mrs McKenna).

The Newcastle Special Educational Needs and Disabilities (SEND) Information, Advice and Support Services, offer impartial information and advice to parents in relation to their child's SEN and or Disability. Please telephone 0191 2116255 for more information.

Reviewed November 2021.

To be reviewed annually.