



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.

Sacred Heart is a fully inclusive school. Each child has access to a broad and balanced curriculum and we strive to ensure that all pupils are supported to reach their potential by tailoring our provision to meet the individual needs of each child.

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 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 our SEND register and given specific targets and resources to help support their development, address areas of concern and aid progress. The SENCO (Special Educational Needs Coordinator) works closely with various professionals from a wide range of outside agencies. Class teachers, classroom assistants and the SEND Governor work closely together to help children to make the best progress possible. Our SEND policy, Accessibility Plan and Annual SEND Report are 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 use pupil-centred SEND support plans, which clearly state the pupil's area(s) of need, their targets and the provision and resources to be implemented to support them to meet the targets set for them.
- We involve the pupil, families and key staff members in the writing, implementing and reviewing of individual support plans.
- We use Newcastle Universally Available Provision to support provision planning.
- We deliver high quality teaching, an accessible curriculum and resources to meet the needs of individual pupils and to promote pupil progress.
- We seek support and advice from outside agencies to identify and respond to any barriers to learning.
- Formal review meetings for pupils with SEND are held termly, although our open door policy means that meetings take place informally throughout the year.
- We operate a graduated response based upon need: assess, plan, do review which is monitored by the SENCO.
- We have adopted a whole school Thrive approach and provide support from trained Thrive practitioners to reduce anxiety and promote emotional well-being.
- Support staff are placed where they are needed throughout the school to ensure pupil progress and independence.
- Access arrangements are considered for internal and external assessments.
- Staff work with the SENCO to identify and help those with SEND 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, on-going training in order to meet the needs of their pupils.
- Support is offered to families and they are signposted to services and organisations which may offer support or advice via the Newcastle Local Offer.
- We offer support for all pupils and families during all periods of transition.
- We liaise closely with other schools at transition times to ensure that SEND pupil information is clearly communicated so that the move to the next school is as smooth as possible.

Communication and Interaction Needs

This may include Autism, Speech Language and Communication Needs. Support and provision may include:

- Visual timetables to support pupils to understand what will happen and when
- Additional support during times of stress or anxiety
- 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 small group support, social stories, Lego Therapy and through the ethos which pervades the school.
- Use of technology where needed to reduce barriers to learning
- Use of strategies and programmes provided by outside specialists such as Speech and Language therapists to support language development
- Use of the WellComm screening tool which allows us to identify potential gaps in understanding and implement programmes to fill those gaps.
- Visual prompts and word banks to support pupils with speech and language difficulties
- We offer support or supervision at unstructured times of the day e.g. break time and lunchtime where appropriate, using the Thriving Minds for Learning approach.
- We use a range of resources and strategies to reduce anxiety and promote emotional wellbeing e.g. sensory resources, brain breaks, small group programmes.
- Use of the Zones of Regulation across school to support pupils to identify and communicate how they are feeling
- Delivery of the Affirmative Autism programme, by staff who have received training from the Autism Education Trust

Cognition and Learning

This may include, Moderate Learning Difficulties (MLD), Specific Learning Difficulties (Dyslexia, dyscalculia, dyspraxia)

- We use strategies to promote and develop learning skills with increasing independence.
- Additional small group support in class from the class teacher and support staff
- Small group daily phonics teaching for pupils at their level of phonic acquisition
- Small group targeted intervention programmes to improve skills in a range of areas, including Literacy and Maths (Language for Thinking, NCETM Mastering Number, Read Write Inc).
- Readily available resources, visuals and manipulatives to promote independence.
- Opportunities for pre-teaching and revisiting key learning in each lesson.
- Additional processing/thinking time for responding to questions, completing tasks and sharing ideas.
- Use of technology to support and evidence learning in a variety of ways
- 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.
- Accessible and personalised homework where required.
- We assess pupils for access arrangements for SATs examinations.

Social, Emotional and Mental Health

This may include 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 behaviour.
- 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 the Zones of Regulation throughout school to support children to develop strategies for identifying, communicating and managing their feelings.
- 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.
- Additional support can be provided from a Thrive practitioner where appropriate.
- Residential trips for all year groups, which help to develop social, emotional and behavioural resilience and promote independence.
- We seek support from outside agencies such as the SEMH team, School Nurse, Children and Young Peoples Services (CYPS), SEND ASAP and the Educational Psychologist.

Sensory and Physical Needs

This may include Hearing impairment, Visual Impairment, Multi-sensory Impairment, Physical Disabilities, Medical Needs. Provision may include:

- Physical aids or resources where necessary or where advised by specialists e.g. posture cushion, pencil grips, therapy putty.
- We seek and act on advice from outside agencies to support pupils with sensory and/or physical needs.
- We work with the Sensory Service to ensure pupils' needs are met.
- Our staff can use microphone systems supplied by the Sensory Service.
- Support with personal and intimate care, if and when needed.
- We make every effort to be as accessible as possible. For example, entrances allow wheelchair access and our school has a disabled toilet in both key stages (See Accessibility Plan).
- We work with Occupational Therapy to deliver therapeutic programmes.
- We can provide alternative ways of recording ideas.
- Adjustments to physical environment and resources where appropriate.
- Movement breaks for pupils with motor coordination difficulties as and when required.

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 (Miss Burns).

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 October 2024.

To be reviewed annually.