

Sacred Heart Catholic Primary and Nursery School



Local offer response and SEND Information Report

Date: April 2026

Date for review: April 2027

The SEND information report is to inform parents about the SEND provision provided by a school. It shows what a school has to offer for children with additional needs, how children are identified and sign posts them to other services and support. The Special Educational Needs Code of Practice (2015) is focused on helping children reach their full potential and that is also our aim at Sacred Heart school. This report outlines how we intend to do this.

At Sacred Heart we are a fully inclusive school where each child is a valued member of our community. We make sure all children achieve their full potential in all aspects of school life.

If you have any concerns about your child's progress and development, please speak to the class teacher. The SENcos (special educational needs coordinators) is Sarah Hammond. You can contact her via the school office.

Types of SEND provided for at Sacred Heart.

We help children who have one or a range of needs in the following areas:

Communication and Interaction

Learning and cognition

Social, Emotional and Mental Health difficulties

Sensory and / or Physical impairment

Sacred Heart Policy for identifying a child with SEND and assessing their needs

Progress of all children is closely monitored throughout the year by the class teacher, subject leader and also through whole school monitoring.

If a pupil is not making the expected progress in a particular area of learning the school can quickly identify the need for additional support. This is discussed with the parent and child concerned. Parents and carers are actively encouraged to come in to school and discuss any concerns they may have. When a pupil transfers to Sacred Heart there is close discussion with parents and carers and careful liaison with the previous school.

After the teacher has tried different strategies and interventions they then request for the SENCO to become involved. At this point some observations and assessments may be arranged. This may lead to further strategies being identified or arrangements for specialist assessment and advice from external professionals and agencies.

Once your child is identified as having a SEND need they are given an IPP (individual pupil plan) and are placed on the school's SEND register at the appropriate level:

SEND support level 1 – school is providing your child with extra support that is more than or different to other children in their class.

SEND support level 2 - school is providing your child with extra support that is more than or different to other children in their class. School is working with outside agencies and professionals to help support your child.

SEND support level 3 – your child has an EHCP (education health care plan)

We use an online management system called Provision maps to write and review the Individual pupil plans on a weekly basis.

Involving and consulting with parents about their child's education.

Class teachers work closely with parents and carers throughout their child's education. Parents are encouraged to contact their child's teacher to discuss issues regarding their child. At all stages of the SEND process we kept parent and carers fully involved and informed. This will take place at termly parents meetings for those children on school support level 1, however extra meetings can be held to discuss a child's needs further.

Those children at school support level 2 or 3 may also have an Early Help Plan and 6 weekly meeting.

Children with an EHCP will also have an annual review meeting where specialists may be available to talk directly to parents and carers. Observations are also posted on an online journal on tapestry. Each observation is linked to the Cherry Tree objectives and are available for parents to view. Parents can also post observations for school to see.

Every child on the SEND register will have an IPP which will be reviewed at least termly. When writing and reviewing these we listen to the wishes, feelings and knowledge of the parents and carers. Parents are asked to read, agree and sign their child's IPP and a copy is provided.

Sacred Heart can provide information about the SEND information, advice and support service (IASS). This is an independent organisation which can support parents and carers in all areas of SEND, such as the EHCP process.

Involving and consulting with your child about their education

We feel it is important to listen to the views and hopes of every child. This may involve talking to your child and asking them to draw or write what is important to them. If appropriate your child may be involved in meetings which affect them such as reviews of EHCPs.

Supporting our pupils with SEND moving on to high school, a move to another school and between phases of education in our school.

For a child moving school a transition programme will be put in place depending on their individual needs.

We work closely with our local secondary schools to make sure that they have a good understanding of the needs of our SEND children. It may be that a child requires extra transition visits so that they are more familiar with the new school.

When a child moves on to another school records are passed on promptly. The class teacher and the SENcos will be available to speak to staff at the new school about the child.

We also access support provided by outside agencies and professionals to ensure a smooth transition for our SEND children.

Within school there is yearly transition programmes in place to help the children settle well into their new class such as spending time in their new class before the summer holidays. We cater this programme depending on the individual needs of the child.

Adapting the curriculum and learning environment for children with SEND

Adaptations to the curriculum and environment are made according to the needs of the child. Some examples are:

Re-arranging the classroom to create an personal workstation for a child

Providing a quiet space and sensory breaks

Equipment to aid attention such as a wobble seat and fidget toys

Staff training to support children with SEND

Sarah Hammond is a qualified teachers (BA Hons) and has achieved the National Award of SEN Coordination (NASC – post graduate qualification).

They closely monitor the quality of SEN provision in the school. Teacher and teaching assistants participate in performance management and as part of this they are encouraged not only to develop their own specialist areas but to liaise with colleagues to share their expertise.

The staff liaise directly with professionals to develop the skills they need to support individuals. We also have regular in-house SEND CPD, use online guidance and access training from outside providers.

Evaluating the effectiveness of provision for children with SEND

The quality of teaching of all pupils is reviewed termly and includes regular observations by the senior leadership team, local authority employees, school governors and peer to peer partners.

For all children with SEND their provision is evaluated using an assess-plan-do-review cycle. When reviewing a child's IPP consideration is given to the child's progress. Changes are made to provision if what was offered was not appropriate. For example, small group support may need to become 1:1 support.

Ensuring children with SEND are able to take part in all the activities available in school

For all subjects other than some literacy and numeracy pupils work in a mixed ability setting. At times in the classroom children with SEND may need more adult support to access some of the activities and this is provided.

Opportunities to participate in activities in school, take on responsibilities and extracurricular activities are available to all children without discrimination.

We use buddy systems to support our children at social times such as lunch time to offer guidance and role models.

Supporting emotional and social development, listening to the views of children with SEND and measure to prevent bullying

All children receive input to support their emotional and social development such as PSHE, kidsafe and assemblies. Additional provision is made available to those children with SEND such as SERIS. Staff are always available to listen to the children and encourage them to discuss their views and concerns. Some of the children at Sacred Heart with SEND have a timetable check in slot in the morning. We also have a worry box which staff check regularly.

We recognise that some children have particular needs which result in behaviour that their peers may find unusual and in this situation the class teacher will take the opportunity to explain the child's needs to the class in a way they can understand. Pupils will then appreciate why a child responds in a certain way and recognise ways they can help the situation. At Sacred Heart our pupils have always been very sensitive to each other's needs and helpful in looking after anyone who needs a little extra care.

Information regarding pupils is shared between staff for some children. For example, mid-day supervisors so they are able to more closely monitor those who need it or who are vulnerable.

Involving and working with other professionals and organisations to meet the needs of our children

If we have implemented two cycles of assess-plan-do-review and a child's progress seems limited then the SENcos may suggest that the child's needs cannot be met by school alone. In this case the SEND Early Help process is initiated. This allows schools to involve specialist agencies and allows information to be shared.

These agencies and specialists include:

Educational psychologists, specialist advisory teachers (hearing, early years, language, Physical/medical), speech therapists, occupational therapists, health visitors, action for children, Barnardos, Bluebell trust, CAMHs.

The SENcos can also draw on a network of contacts and colleagues with expertise via Furness Inclusion Group SENcos (FIGS).

Facilities to ensure access to school by children with disabilities

Disabled toilet facilities are available. A lift is also available to the first floor of the building can be accessed without requiring use of the stairs.

Arrangements for handling complaints from parents of children with SEN about the provision made at Sacred Heart.

A printed copy of the complaints procedure policy can be requested from the office.

Local Offer

‘Love one another as I have loved you’

Sacred Heart Catholic Primary and Nursery School: Special Educational Needs: Local Offer

School Name and Address	Sacred Heart Catholic Primary and Nursery School Lumley Street Barrow in Furness	Telephone Number	01229260367
		Website Address	Sacred Heart Catholic Primary School - Home
Age Range	2-11 years		
Name and contact details of your school's SENDCO	Sarah Hammond – SENDCO sarah.hammond@sacredheart.cumbria.sch.uk 01229260367		

Sacred Heart School values all children's unique talents and gifts. We are fully inclusive and believe all children develop differently with some requiring support to help them grow.

All our staff work alongside the Head teacher and SENCO to support the children so that they reach their full potential. Identification of needs takes place throughout the school.

We cater for a diverse range of needs in our school enabling our children to be the best they can be.

The Governing body of Sacred Heart School monitor and evaluate the work in school. The head reports to the Governors on the progress of all children. The Governors work to ensure that the school is accessible to all.

How do we ensure our school is inclusive and accessible?

- Sacred Heart Catholic Primary and Nursery School is a one form entry school, across three buildings on the same site. The school is full accessible. All main entrances are accessible by slopes. The main school building is two stories but there is lift access to the first floor.
- Parking is usually available on the road for disabled visitors, and parking can be arranged in the church car park if necessary.
- The school has a disabled toilet next to the entrance.
- All displays in the school are clear and bright. We take great pride in our children's learning environment and ensure displays are in line with the learning needs of our children.
- All classes display a visual timetable so that the agenda for the day is clearly shared with the children.
- All classes have an agreed set of non-negotiables to ensure consistency and inclusion across the school.
- Most classes have a teaching assistant and all work is differentiated for the needs of the class and specialist equipment is sourced on a needs basis.

- The school has a range of resources to improve accessibility such as writing slopes, IDL, NELI, fidget cushions, smart moves and beam.

How do we meet the needs of children with SEND?

Early identification of special educational needs is vital. Our in-school procedures allow teachers to be alerted to any particular difficulties experienced by children. This is an ongoing process.

Parents play a vital role in this process and we work together in partnership with them throughout their child's time in our school.

We also value the importance of ensuring the children's voices are listened to and valued.

Children are identified with SEND through criteria agreed by the school, and from the school's assessment procedures. The needs of children identified are then assessed and provision is mapped according to the resources and staff available in school. All children's SEND needs are mapped out by staff termly.

Children with SEND, depending on their needs, may be supported through IPP's with SMART targets, which are reviewed with parents and children termly. All children with an identified SEND have their provision carefully planned and reviewed once a term.

How do we review and evaluate outcomes with children with SEND?

- All provisions are evaluated before and at the end of the intervention to evaluate the impact of the provision. In addition to the provision map evaluations, IPPs are monitored and formally evaluated each term.
- When a child may be making progress at a slower rate due to their Special Educational Need, Cherry Garden may be used as a form of assessment and to guide the next steps for development of the child. Cherry Garden progress is reported termly for these children.
- Children with an EHCP plan have an annual review where all agencies involved with the child and family are invited. New targets are agreed at the end of each Key Stage.

How do we keep the children safe?

At Sacred Heart School the safety of our children is of paramount importance to us. The school is located close to a busy main road.

All visitors must report to the school office at the main entrance to be signed in, where they receive a visitor's lanyard and are briefed about safety procedures and expectations within school. All visitors sign out when exiting the building. The school office has a clear record of all visitors to the school.

Playtimes

First Aid kits are out on the playground at all times. If a child bumps their head, either parents/carers are called or/and a bumped head letter is sent home.

Trips

Risk assessments are completed for all trips in line with Cumbria guidelines. Sacred Heart uses the EVERY website to record risk assessments and the EVC checks all risk assessments. There is a health and safety governor who has regular meetings with the EVC to assess the safety of the school.

Lessons

Risk assessments are also completed for all classrooms.

Individual risk assessments may be completed for children who are at risk of harming themselves or others. These are carried out in conjunction with all parties concerned.

School have regular fire drills as a whole school and fire procedures are displayed in each class. There is an emergency evacuation procedure in place and this is practised and reviewed regularly.

For safeguarding procedures, see our Safeguarding Policy.

How do we ensure all our children's health needs are met?

- All medication is clearly labelled with the child's name, prescription and the expiry date of the medication. It is administered by certain, named staff with written consent from the parent/carers.
- Inhalers are kept in each classroom out of the reach of the children.
- In case of a medical emergency staff will call 999 and the office will inform parents. School have a quick medical emergency form to hand in to Accident and Emergency with written details of the child/ needs and the incident.
- First Aid training is provided to ensure all staff's first aid training is up to date. In case of an injury, a trained first aider will assess the child and administer treatment. They may seek advice from the Senior Management Team. There is a first aid pack in every classroom and at key points around the school.

How do we communicate with parents?

- All teaching staff aim to be available to talk face to face at the end of every school day.
- Appointment with teachers can be made via the school office.
- All teachers have class dojo and will answer to messages in a timely manner within their working hours.
- Parents are kept informed by: termly written reports, termly parent meetings, class dojo and a full progress report is sent home to parents in the summer term.

Teaching

Teaching and resources are matched to the individual needs of each child. Work is differentiated to enable them to fully access and enjoy the curriculum. We want all children to feel proud of their achievements.

Parents of children with SEN have regular discussions with parents. Staff are available to speak to parents who have any questions or need support. The Head and Deputy provide extra emotional

support where needed. We have appointed key workers in school with area of specialism and nominated staff members for the distribution of medicine.