



## **SEN Information Report**

**Date: December 2018**

**Name of the Special Educational Needs/Disabilities Coordinator:**

Miss Kelly Hannah

**Contact details:**

The Blessed Sacrament Catholic Primary School  
Farringdon Lane  
Ribbleton  
Preston  
PR2 6LX

Telephone: 01772 792572

Email [head@blessedsacrament.lancs.sch.uk](mailto:head@blessedsacrament.lancs.sch.uk)

### **The kinds of SEND we provide for.**

The Blessed Sacrament Catholic Primary School is a mainstream school.

We make provision for children with the following special educational needs; cognition and learning, social, emotional and mental health difficulties, physical and sensory difficulties and communication and interaction needs.

In line with our Mission Statement we aim to:

- create an environment, which is warm, welcoming and open, where children see each other as unique and valued members of the school and wider community;
- enable all children to be aware of their own capabilities and to develop the confidence to achieve their personal potential;
- create an environment where children can develop the skills, self-esteem and motivation to become responsible for their own learning and behaviour as they move through the school;
- raise staff awareness of individual children's needs and provide them with the skills and knowledge necessary to fulfil their role in identifying and supporting the needs of individual children;
- recognise that all children may have special needs at particular times in their school career.
- cater for the individual learning needs of every child whilst also recognising the need for specialised provision.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

**How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?**

**How do you identify children/young people with special educational needs and disabilities (SEND)?**

Children with special educational needs and disabilities are identified through a graduated approach.

If the parent and/or other members of staff are concerned about a child's development, in any area, they should approach the class teacher for advice in the first instance. The Class Teacher will approach the SENDCO for advice and input as necessary and will complete an initial concern form if they suspect that the child requires extra help beyond the normal class differentiation and provision. The child may initially be placed in an intervention group to address the difficulty. If this occurs it will be recorded on the child's individual provision map. If the child's progress does not improve, or attainment deteriorates further, the child may require some Wave 2 1:1 support. If the child does not improve at this stage they may be identified as having Special Educational Needs and placed on the SEND Register.

The child may also be identified as needing extra help or as having special educational needs through an observation by the SENDCO or a member of the leadership team on a learning walk or undertaking a class observation.

Members of the medical profession will contact school by telephone or letter if they have identified or diagnosed a condition which means that the child has a special educational need and/or a disability. The SENDCO will then take action to address this need and record the information on the Medical and Disability Register.

Parents are involved at all stages of the process through regular meetings and updates with the class teacher and SENDCO.

**How do you decide when a child/young person is having difficulties in accessing learning? Give details of any tests, assessment tools, monitoring, tracking that you use to support identification of difficulties and so on, and how they are used. How is a child/young person's progress towards their targets and outcomes reviewed? What are the roles of the Class Teacher, Nursery Nurse, Room Manager, SENCO, Disability Manager, SEN team, Inclusion Teacher or Team, Family Support Worker, etc. in this?**

Class teachers use assessment for learning and summative assessment to track the children's progress and attainment. Progress towards targets and outcomes is reviewed formally on a termly basis but this is also an ongoing process in class. The SENDCO will observe a child and give advice in the classroom environment if this is necessary. Decisions whether a child is having difficulties accessing learning is taken collectively with the class teacher, SENDCO and parent.

Specialist assessment tools are used in class to look at specific difficulties. These include Speechlink, Lucid Rapid, COPS and LASS, WRAT and Naglieri. For SEMH difficulties observation questionnaires are used as is the Goodman's strengths and difficulties questionnaire and The

**Boxall Profile.**

The SENDCO keeps records of interventions accessed by individual children and continually monitors children who have been identified as having special educational needs as well as those who may have SEN. The Educational Psychologist also uses specialist cognitive assessments to identify a child's needs and barriers to learning. The SENDCO and Senior Management Team work closely with the schools' Family Support Worker to ensure a co-ordinated/holistic approach with a family or child. This approach identifies any additional welfare/support needs within school and at home with a specific focus on early intervention measures.

The Family Support Worker also holds regular pastoral and pupil attendance meetings with the SENDCO, and where appropriate, additional welfare staff including pupil mentors. When necessary the Family Support Worker will undertake direct work with the family such as pupil /parent sessions in school in relation to positive parenting, she will also advise on strategies specific to the individual child and family. This may involve supporting in housing issues and giving general welfare advice/support which enables the family to positively move forward.

**What additional support is offered to the family in relation to accessing education? What links with outside agencies and particularly how you use this support and works in partnership with other agencies?**

School has links with outside agencies such as the school nurse and health visitors, speech and language therapists, occupational therapists, specialist teachers and physiotherapists as well as liaising with the community paediatricians and CAMHS. The Family Support Worker also liaises with agencies who can support parents and children at home. She also holds professional meetings co-ordinated through CAF/TAF reviews, which includes the school nurse team, and any medical practitioners working with the child/family. In conjunction to this, the Family Support Worker works with the SENDCO to ensure that appropriate referrals are made to additional agencies such as CAHMS, Key family support and PDVS and works to facilitate their inclusion in professional/family meetings.

**If a child/young person or their parent/carer thinks they have a special educational need, who do they discuss this with in your establishment?**

The Class Teacher is always the first point of contact for the parent who thinks that their child may have special educational needs. Once a child has been identified as having special educational needs, the parent liaises directly with the SENDCO or through the class teacher. Regular reviews are held to discuss progress, attainment and next steps for the children who have, or may have SEND. The SENDCO is in regular contact with the SEN Team to discuss individual children. The Family Support Worker often attends SEND meetings when there is felt by school or by the parents that support is needed at home.

**What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?**

**How do you inform children and young people that you think they have a special educational need?**

Constructive feedback is given to the children on a daily basis about their progress and attainment along with sensitive questioning to establish how they feel they are doing in school and any worries they may have. This means that when a child is identified as having SEND they already know that they may need additional support in one or more area. The child then has input into their own Learning Plan.

**How are children and young people able to contribute their views, in relation to their aspirations & goals, the provision for them and how they can best be supported?**

In addition to having input into their learning plan the children also revisit their targets in each session with the class teacher or teaching assistant. A child has the opportunity to say if they think that the target is suitable or if they want to include another target. The children also complete one page profiles of themselves which they can add to during their time in school. Once a year the children on the SEND Register complete a questionnaire about their support and provision which informs the staff of areas that are successful and other areas that need to improve. Children complete a Pupil's Voice Questionnaire at the start and end of the year and are invited to contribute to their reviews with their opinions being valued and acted on. Children who need a very high level of SEN support complete a 'A One Page Profile' with school and their parents and this is added to the SEN Support Plan.

**How are children and young people informed of the progress you think they are making? And how do you gather their view of the progress they are making?**

Class teachers have 1:1 with children with SEND and disabilities at least once a half term to discuss their progress and views on their support and learning plan. Class teachers gather their view of the progress they are making through discussion with the child. The child's view of their progress is also elicited through the Children's Questionnaire.

**What are your expectations and view on engaging children and young people in both operational and strategic decision making? How do you make this happen?**

As a school we value the views of the children and collect and evaluate them as often as possible through discussion, questionnaires and the Children's Voice sheets that are completed at the start and end of the year. Children are also invited to contribute to reviews. Their opinions and views help to inform the day to day provision for SEND and strategic decision making for the future in the school.

**How are children and young people supported to ensure that their voice is heard?**

Children are supported to make their views heard in a variety of ways; they can have a scribe to record their views, use a different way of recording such as use of ICT or drawing a picture. They can tell a trusted member of staff or an older pupil or parent who will feed back to school. We will support children to ensure that their voice is heard in any way that is comfortable for them.

**What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?**

**How do you inform the parents and carers of children and young people that you think they have a special educational need?**

Under normal circumstances parents and carers are aware that their child may have a special educational need some time before this is established. This is through holding regular meetings with class teacher and SENDCO as part of the graduated approach. However, on occasion, the child's parent/s approaches school with a concern that their child has a special educational need or disability and a meeting is then arranged to discuss this or sometimes another professional will inform school that the child has a SEN. When this is the case the SENDCO will inform the parents directly and then send a confirmation letter home.

**How are the parents and carers of children and young people able to contribute their views, in relation to their aspirations & goals for their child/young person, the provision for them and how they can best be supported?**

Parents and carers are asked for their views during the year through the regular reviews that are held for their child and through a yearly questionnaire. Parents on the SEND Register are made aware that they can speak to the SENDCO at any time about the provision for their child. Parents can contribute to the 'One Page Profile' for children with significant SEND and this allows them to state their aspirations and goals for their child and how they feel their child can best be supported in the school.

**How are the parents and carers of children and young people informed of the progress you think they are making? And how do you gather their view of the progress they are making?**

The parents and carers are informed of the progress their child is making at the regular SEND Reviews for their child as well as the two parents' evenings held during the year. They also give their opinion of how they think their child is progressing at this time and through the parental questionnaire. Parents can ask for a review of their child's progress and attainment at any time through the year.

**What are your expectations and view on engaging with the parents and carers of children and young people in both operational and strategic decision making? How do you make this happen?**

The parents of children with SEND are regularly asked if they would like a SEND Review and during a SEND Review a new date is usually set for the next review. The SENDCO engages regularly with parents of children on the SEND Register and the decisions made for their child are made jointly between staff and parents/carers. The school expects the parents/carers of children on the SEND Register to engage fully in decisions about their child and to be in regular contact with the school.

**How are the parents and carers of children and young people supported to ensure that their voice is heard?**

The school operates an 'Open Door Policy' meaning that parents and carers can ask for an appointment with the class teacher to discuss their child's progress throughout the year. The teachers and support staff are also available at the start and end of the school day to discuss any minor matters with parents and to resolve any issues. In addition there are two parent's evenings held a year and new parents are invited in to look round the school and speak to staff. There are also taster lunches held for individual classes as well as 'Stay and Play Sessions' in the Foundation Stage.

If a new child to the school has SEND then the SENDCO will meet with the parents as soon as possible, preferably before the child is admitted to the school. The Family Support Worker will also meet with any parents who have concerns about their children and is available to see parents by appointment.

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

### **How does the school approach the identification of need and the matching of those needs to appropriate provision?**

Pupil progress meetings are held between Senior Management/Leadership and class teachers. During the meeting individual children are discussed and a plan for meeting their needs is decided. It may be agreed that they need further intervention or pastoral support. If it is thought from the meeting that the child may have SEND then an initial concern form will be completed for the SENDCO.

Children who have been identified as having SEN work on meeting outcomes through their learning plan. This is regularly updated and discussed with both the child and their parents.

Children whose special educational needs prohibit them from accessing some, or all parts of the curriculum use PIVATS, which is a small steps approach. They also work on learning objectives that are appropriate to their needs; these may be from different year groups. The Senior Leaders and SENDCO also scrutinise the progress and attainment of children with and without SEN on the tracking system Classroom Monitor and will flag up with teachers if there is a concern about a child.

### **What is your approach to differentiation and what are the skills that school staff should have to support this specifically around special educational needs?**

All staff should be able to have the confidence and the skill to differentiate for all children, however, it is vitally important that they are able to properly differentiate through support, questioning, outcome and task for children with special educational needs. Regular INSET is given to TAs as well as teachers to ensure that they have a high level of knowledge, skill and understanding of children with SEND, TA meetings are also held during which mini-training sessions are given. In addition, the SENDCO, specialist teacher or EP will work individually with different members of staff to meet the needs of individual pupils. Different members of staff attend courses relating to SEND and then cascade information and resources back to staff.

### **How does this help the child/young person with special educational needs to make progress? For example, how does an individual education plan, pupil passport/profile, a learning and observation journal impact the learning?**

The Learning Plan is specifically targeted to provide intensive intervention on a child's specific learning difficulty or difficulties. This states clearly how the child will receive this support and is a working document based on desired outcomes. Some needs will be met through the quality first teaching in the classroom but all SEN children will require some direct 1:1 support that is above and beyond what is normally provided. This learning is then expected to be generalised in the classroom and the learning objectives in the classroom will reflect those on the learning plan. The impact on the learning is considerable as a result of this.

### **Explain the different roles that your staff have in supporting children/young people with special educational needs.**

The class teacher has the main responsibility for children with SEN in their class and should be the first contact parents have with the school. The class teacher is responsible for writing the learning plan and making sure that it is delivered effectively with appropriate resources and time; and is

responsible for directing the work of any support class in the classroom. The class teacher has a vital role in identifying children with SEN and communicating this to the parents and the SENDCO. The SENDCO is responsible for supporting the staff; providing advice and resources; liaising with outside agencies; assessing children and referring for additional support, as well as keeping the SEND records up to date. Teaching Assistants are often Key workers to children with SEND. The teaching assistants in the Nurture Rooms and the Pupil Mentors work almost exclusively with children with additional needs or SEN.

### How accessible is the school environment?

**Include here general information about the school's accessibility. Are the buildings fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities? Does the school have disabled parking bays?**

The school has wheelchair access. It has a ramp at the entrance and all facilities are based on the ground floor.

There is one disabled parking space at the front of the building.

There are different coloured doors and door frames to help children and parents with visual impairments.

The class colour schemes are designed to take into account any child with a visual impairment.

There are accessible changing, showering and toilet facilities available

### **What reasonable adjustments can be made around the buildings limitations?**

All the rooms are accessible for children and adults with mobility problems except for two small intervention rooms above the Sycamore Room. There are ramps at two entrances and into Nursery. The corridors are wide enough to accommodate wheelchairs and children with mobility problems are met at a time when it is quiet and at the entrance which is easiest for them to negotiate.

**What equipment and facilities that are routinely provided? How will equipment and facilities be secured to support children/young people with special educational needs that are additional to and different from those already provided? Add information about the way that families are included and how the school works with other services to secure this provision and how advice is secured and applied.**

Symbols are used around the school to support children's access to resources.

Furniture for individual children is provided as needed, e.g. adaptable chairs, changing table

There is a collection of equipment that can be taken for individual equipment such as pencil grips, specialist scissors, sloping whiteboard

Parents and carers are always included in the decision of what equipment or facilities a child needs in regular meetings with SENDCO and class teacher

The school works with external agencies such as physiotherapy, occupational therapy, speech and language, school nurse to decide what equipment is necessary and will work with the individual service to secure this provision on a permanent or temporary basis.



**How are the school resources allocated and matched to children/young people's special educational needs and disabilities?**

**How is the decision made about the type and quantity of support my child/young person receives?**

**How are resources needed for children/young people with special educational needs allocated?**

The school has a resource bank of SEND resources and teachers and support staff are encouraged to borrow the books, equipment and games when necessary through a signing out system. Teachers can approach the SENDCO for resources for individual children. TA support is directed by the class teacher.

**How are decisions made about additional resources made?**

More specialised resources for children with SEND are made on a case by case basis through meetings with parents, class teacher, SENDCO and other agencies. Other agencies will also request that school provide individual resources through letters and reports that come into school. The SENDCO is responsible for making sure that the children with SEND have the additional resources they need. Each class is allocated a teaching assistant whose main role is to support the children with special educational needs and disabilities within the class. There are two Nurture Groups in school KS1 and 2 who also support children with SEND along with a counsellor and two pupil mentors KS1 and 2 who work with children with social, emotional and mental health difficulties in school.

**Who is involved and their role in the decision-making process?**

Decisions about the allocation of additional support are made by the class teacher with advice from the SENDCO and Senior Management. The parents are informed when a child receives additional support and are involved in the decision making process in reviews and ongoing conversations with the class teacher and SENDCO The Head teacher in consultation with the class teacher and SENDCO makes decisions on the resources and support regarding the access arrangements for pupil examinations. Parents are informed of the support that their child will receive.

**How is support for children/young people with special educational needs allocated?**

It is the responsibility of the class teacher with oversight from the SENDCO to ensure that the children with SEN in their class receive the appropriate support. A teaching assistant is allocated to each class and their work is directed by the class teacher.

**How are decisions made about additional support made?**

On some occasions decisions need to be made about additional support. These are made by the Head teacher, Deputy Head teacher and SENDCO. They involve directing the work of the Pupil Mentors, Nurture Leaders, counsellor and Family Support Worker. These decisions are usually made in pastoral meetings or TAFs and are recorded in the pupil file SEND Record.

**How will both you and I know how my child/young person is doing and how will you help me to support their learning?**

**How do you know how well children/young people with special educational needs are doing?**

We know how well the children/young people with special educational needs are doing by looking at their books to see how much progress they are making; talking to the children to see how they feel they are doing in the areas in which they need support, seeing how quickly they are meeting their learning plan targets and if they are using the skills they have learned in class or on the playground, through informal and formal assessment and through redoing assessments to see how much they have improved. The teacher's also have regular pupil progress meetings with senior management to discuss the progress and attainment of individual children and their progress and attainment in relation to their peers.

**How do you communicate this to the child/young person and their parents/carers?**

How an individual child is doing is communicated to them by the class teacher on a regular basis, this is often daily during and after lessons but also in one to one sessions where the teacher can talk to the child about their targets and find out how they feel about their learning. There are parent's evenings twice a year and an open door policy in the school so that parents can discuss how their child is doing as often as needed. Parents are also invited to regular SEN reviews to discuss their child's progress with the class teacher and SENDCO w do you communicate this to the child/young person and their parents/carers?

**How does the child/young person and their parents/carers know how much progress that their child/young person should be making?**

Expected progress with regard to targets is recorded on the Learning Plan which is discussed with parents before being started and when it is reviewed. Class teachers will also talk through PIVATS progress and their expectations for the child by the end of the term/year.

**What opportunities are there for regular contact with parents/carers about things that have happened at your organisation, such as a home-school book?**

Home/school books are made available for communication between home and school as needed. The Family Support Worker is available to support parents and children and to keep in regular contact with vulnerable families. The Head teacher has a Facebook page which is updated daily and a newsletter is sent out monthly. Parents are communicated with via text, letter and phone calls. When an incident of concern occurs or a safeguarding incident parents are informed as soon as possible.

**How do you explain how learning is planned and delivered and how parents/carers help to support this at home?**

When the class teacher meets with the parents they explain how the learning for their child will be delivered and talk through the learning plan with them. As this is done on an individual basis this will differ for each child. The planning of quality whole class teaching will state what

differentiation children with SEN will receive and who will deliver it in the lesson. Parents and carers are often given very specific advice on activities they can do with their child at home to support and engage them in their learning.

**What training have the staff supporting children/young people with SEND had or may they have?**

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

**Outline your approach to the training and development of staff to enable them to support children/young people with special educational needs.**

School INSET regularly incorporates whole school training on special educational needs, recent training has been on supporting children with social, emotional and mental health issues and speech, language and communication needs. Training is also given during staff meetings and TA meetings. The SENDCO also gives training to individual members of staff as necessary. The members of staff who need training are identified through class observations. Staff also request training on an individual basis. Feedback from learning walks and book scrutiny also aims to upskill staff who are working with children with SEND.

**Explain how you would prepare for a child/young person coming who had needs that they have not previously supported.**

If a child was due to arrive in school and be supported by a member of staff inexperienced in that area of SEN the SENDCO would meet with the staff member to train them in their role. They would also speak to the previous support worker to make sure that the systems and routines remained the same for the child. The newly appointed support worker would do a home visit with the child and visit the previous setting to gain more insight into what the role will entail and to be introduced to the child. The child would have some visits into school before attending full time so that he/she can become familiar with the setting and the staff. Any specialist training and specialist advice is bought into school on an individual basis.

**Say whether you have specialist staff working and what their qualifications are.**

The SENDCO is also a specialist SEN teacher with post-graduate qualifications in speech, language and communication, and behaviour management. School employs a senior Educational Psychologist and a counsellor on a regular basis. Other specialist SEN teachers are employed as needed for individual children or staff training.

**Explain what other services the school accesses, including health, therapy and social care services. Include any specialist organisations that provide support, such as those related to mental health. This should also include recent and future planned training and disability awareness relating to education and the well-being of the child or young person.**

The school has strong links with the County SEND team including the link Educational Psychologist. We also employ our own Educational Psychologist and a counsellor; we have regular meetings with the school nurse and the link Health Visitor. The SENDCO is in regular

contact with health professionals from Occupational Therapy and Physiotherapy and with the alternative provision team. The pastoral team access support from CAMHS and other support services such as domestic violence, children's social care and the police.

**Identify particular strengths in relation to your inclusion and overall statements.**

We have the following areas of support in place which we feel are particular strengths in relation to inclusion:

Two Nurture Rooms serving KS1 and KS2 respectively with a morning 'outreach' service.

Two pupil mentors, who focus on working with and supporting children with social, emotional and mental health issues (SEMH). A TA dedicated to working with individual children with high social, emotional and mental health needs.

The SENDCO is also a specialist teacher. Qualified in the areas of speech and language and social, emotional and mental health but also experienced in working with and assessing children across the whole spectrum of special educational needs.

A Family Support Worker

A counsellor

Bought in private Educational Psychologist Services.

**All the above combine to form a highly skilled pastoral team.**

**How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?**

**What are your arrangements for transition for children/young people with special educational needs and how do you work with other education settings to transfer information?**

When we know that a child with special educational needs is transferring to our school we arrange a meeting with the staff from the previous setting to discuss the needs of the child. If this is not possible then a telephone appointment would be made with the SENCO of the school. We also have a transitional meeting with parents of the child and this will involve the previous school if appropriate. When a child is leaving our school we would also expect to pass on information in the same way to the new school. The transfer of information is done securely.

**Who is responsible for providing support through this?**

The SENDCO, class teacher and Family Support Worker are usually the main members of staff involved when a child with SEND arrives at our school but the Head teacher and Deputy Head teacher will also be involved as appropriate.

When a child with Special Educational Needs is transferring to high school the SENDCO will meet

with the SEND Team from the high school to discuss their needs. If a child has an EHCP then a transitional review will be held to facilitate the transition. Additional visits to high school are usually arranged for children with SEND and they also prepare for transition in class and through their learning plan sessions.

### **What are the timescales involved?**

The timescales involved vary from child to child and support for transition is carefully tailored to each individual. Work on transition for Year 6 pupils usually starts immediately after SATS.

### **What support do you have for any tasters, transition days, work experience or out-of-school activities?**

Transitional reviews are held for children with EHCPs who are transferring to high school and taster days and transition days are organised for them so they can visit the school and meet the staff.

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

### **What extracurricular activities does the school run?**

The school runs a wide variety of extracurricular activities ranging from sports (football, netball) to cooking club, art club and Minecraft club. There are also a Breakfast Club and After School Club. The KS2 Nurture Room is open at lunchtime and members of the Pastoral Team are on duty at lunchtime to support vulnerable children. All children are invited to participate in these clubs including children with special educational needs and disabilities. If any child needs additional support when participating in extracurricular activities, these are arranged on an individual basis with the child, the class teacher, the parent and the group leader.

### **How are children/young people and their parents/carers involved in planning for any activities or trips, and about the support that is provided?**

The same arrangements apply for trips out of school. Parents are consulted at every stage of the planning and the child has the appropriate support for their needs. If it is thought appropriate parents occasionally accompany their child on the trip.

### **What support and arrangements do you have in place during lunchtimes and breaks and at the beginning and end of the school day?**

Children with SEND have individual support arrangements made for them during non-structured times. Children with social, emotional and mental health difficulties may need to be supported on a 1:1 basis at some stage during their progress through school, some may need to have their lunch on one of the Nurture Rooms. Other children may need monitoring by the lunchtime staff and the pastoral team. Each child has personalised support as needed. This is usually decided with parents. At the beginning of the school day staff greet children and parents at the doors and at

the end of the school day they hand over the children to their parents. Some children with SEND will go first to avoid the crowds and in some cases children with will be met at the school office by arrangement with parents/carers.

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

### **What is your pastoral, medical and social support available for children with special educational needs and disabilities?**

At The Blessed Sacrament Catholic Primary School we have a Pastoral Team to support all children but with particular emphasis on those with special educational needs and disabilities. They comprise of: The SENDCO, The Family Support Worker, the two Pupil Mentors KS1 and KS2, the specialist behaviour TA, counsellor and the Nurture Staff. These members of staff work with children in an informal way as their needs arise but also in a formal way through reviews and working on their learning plan targets.

### **How do you manage the administration of medicines and provision of personal care?**

All children with disabilities or who are taking regular medication are recorded on the Medical and Disability Register. Medication can only be taken in school if all the correct paperwork and permissions has been obtained from parents/carers. Medication is kept in a locked cupboard and records are kept to say when it has been taken. Training is given to staff as necessary to meet the needs of individual children eg if a child is diabetic. If a care plan is needed it is written with the support and advice of the School Nurses. The school has an Intimate Care policy, available on the website, which provides guidance on the provision of personal care.

### **How do you support behaviour, avoiding exclusions and increasing attendance?**

School staff follow the behaviour policy which promotes a positive approach to behaviour throughout school. There is a 'Behaviour Leader' who is responsible for training staff and monitoring behaviour throughout the school with the support of the Pastoral staff and class teachers. Staff hold regular meetings with parents and carers of children with challenging behaviour and a graduated approach is used. Rewards and appropriate sanctions are decided on an individual basis. Other strategies used are parent contracts and report cards. Behaviour logs and ABC sheets are used to check for patterns of behaviour. A restorative justice system is used and also detentions and internal exclusions for severe behaviour. Attendance is rigorously monitored and absences are followed up by the Attendance Team. Meetings are held with parents whose child is in danger of not meeting attendance thresholds and action plans and support are put in place to reduce absences. These include initial meetings being held with the Family Support Worker and parents where needs and strategies to raise attendance are discussed. Where attendance concerns persist there will be a referral to the school's attendance panel and then a referral to the Pupil Attendance Support Team (PAST) if necessary. School work very hard to monitor, increase and maintain attendance for children with SEN. The early intervention measures used include attendance agreements with parents; attendance charts linked to appropriate rewards and incentives and information sharing with families through the school newsletter. The SENDCO works closely with the Family Support Worker in this area.

### **How do you ensure the safety of the children/young people with special educational**

**needs? Do you specifically report on issues of bullying specifically against children/young people with special educational needs? How do you prevent bullying of children/young people with special educational needs?**

The safety of all children at the Blessed Sacrament is of paramount concern. Additional safety arrangements for children with SEN are made on an individual basis depending on their category and/or severity of SEN. Children with social, emotional and mental health issues may need a personal risk assessment or care plan. The safety of children with SEND is considered in school, particularly when moving around school and also when their class is going on an Educational Visit or swimming and the appropriate safeguards are put in place. This may involve 1:1 support from a member of staff; liaison with the establishment we are visiting to make sure that the correct support or equipment will be in place, and if needed, accompaniment by the parent. Children with SEND who are vulnerable or may be at risk of being a victim or perpetrator of bullying are in regular contact with the Pupil Mentors. They have 'check in sessions' each day in order to allow them to raise any concerns or worries they may have. They may attend additional group sessions on friendship skills, self-esteem, social skills and anger management as well as having individual targets related to their personal, social and health education. All reported cases of bullying are dealt with promptly and rigorously by Senior Management and Family Support Worker and parents of the children involved are informed as soon as possible. If there has been an incident of bullying the victim will be supported and receive counselling if necessary whilst the perpetrator will also be given help in changing their behaviour and attitude.

**How do children/young people with special educational needs contribute to all parts of your organisations life, including school councils, Class Reps, or roles of responsibility?**

Children with SEN and disability have the same opportunities to be on the School Council and to take on roles of responsibility in the school. In the year 2015 -16 the Chair of the School Council was on the SEND Register.

**How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?**

**What reports on the outcomes of children/young people with special educational needs do you create?**

A report to Governors is produced three times a year and an annual report is also produced. Reports on individual children are written when requested by Governors, Senior Management or outside agencies (with parental consent).

**Are the views of children/young people with special educational needs sought?**

The children with SEN are asked to complete a questionnaire about their support and provision on a yearly basis, however, they are also asked for their input in formal and informal reviews and on a daily basis. Their input is actively sought and valued and helps school to make sure that the correct support is put in place for them.

**Are the view of parent/carers of children/young people with special educational needs**

### **sought?**

Parents are asked for their views during formal and informal reviews. They are invited to attend reviews for their child at least three times a year. They are also asked to complete a SEN questionnaire once a year which also asked for their views and consequently informs the way SEN provision is organized and planned for in school.

### **Who are these various reports presented to? How is this information scrutinised? How are improvements identified and actioned?**

The reports concerning data are presented to the Governors. All information is scrutinised by the Head teacher, the SENDCO and the phase leaders and areas of future development are identified and actioned throughout the school through meetings with individual members of staff and INSET. Reports on individual children are written with parental consent and sent to medical professionals and outside agencies who are working to support a child on request or as part of a referral procedure.

### **How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?**

### **What other professionals and organisations provide support to children/young people with special educational needs at your organisation?**

A wide variety of external bodies are involved in meeting the needs of SEND children at our school and in supporting their families. These include the paediatrician, school nurses, health visitors, occupational therapists, physiotherapist, speech therapists, professionals from CAMHS and optician. They also include the SENDIASS (Special Educational Needs and Disability Information and Advisory Support Service), the SEND Team from county which includes the SEND Officer (SENDO) and the Educational Psychologist (EP) and Goldenhill Short Stay School. The school also maintains strong links with Children's social care and with Community Policing and the Domestic Violence Team via the Family Support Worker. The Family Support Worker is on hand to refer parents to voluntary organisations and to offer support on a wide range of areas such as benefits and housing.

### **How is this accessed? How often?**

There are regular meetings between school and the school nurse. The other organisations are contacted on an individual basis depending on the needs of a child or a family.

### **What services do you access around health, therapy and social core services?**

Regular meetings are held with the school nurse team and referrals are made to core services through the Wellbeing, Prevention and Early Help Service including; Preston Domestic Violence Service, Key Family Support, Police Community Early Intervention and in the case of Children Looked After a referral to SCAYT Plus (Children's Psychological Services for Looked After and Adopted Children). The above services are invited to attend TAF and multiagency meetings in



school.

Staff also attend Core Group meetings, Child Protection meetings, Children in Need Meetings and Child Looked After Reviews outside of school. Professionals come into school to treat children directly if they have an Episode of Care such as Speech Therapy. Regular update meetings are held with the School Nurses to ensure that all children are having their needs met appropriately.

**What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?**

**Outline who should be the first point of contact if a child/young person wishes to discuss something about their special educational need, and your general approach to resolving concerns. Explain how you communicate with children/young people and the measures employed to ensure that concerns are addressed.**

If a child wishes to discuss something about their special educational need they would first speak to their class teacher or possibly their teaching assistant. If the concern is not allayed at this stage the class teacher would approach the SENDCO for advice. If a child has social, emotional and mental health issues the child may also ask to speak to one of the pupil mentors, nurture leaders or the counsellor. The child is encouraged to speak to the member of staff in school that they feel most comfortable talking to, and the issue will continue to be a high priority until the child feels that they have been listened to and their concerns addressed.

**Outline who should be the first point of contact if a parent/carer wishes to discuss something about their child/young person, and your general approach to resolving concerns. Explain how you communicate with parents/carers and the measures employed to ensure that concerns are addressed.**

If a parent/carer has a complaint in relation to the provision made for their child with SEND they first speak to the Class Teacher. If the parents/carers still have concerns at this stage the SENDCO would become involved and act to resolve the issues. This also may involve the Phase Leader. If the issue is still not resolved the Head teacher would become involved and finally the parents/carers could complain to the SEND Governor and Chair of Governors who will investigate the complaint and feedback to school and parents. If there is a concern over a request for statutory assessment then there is an appeals procedure and the SENDIASS Team (Special Educational Needs and Disabilities Information Advice and Support Service) would support parents in this.

**Outline your formal complaints policy and where information about this can be found.**

Details of how complaints are handled can be found in the document 'Procedures for the Handling of Complaints'. This is available to view on the school website and available in hard copy from the

school office. It details how formal and informal complaints are made and dealt with and the further stages of the complaints procedure. It also states that the school will maintain written record of all formal complaints, how they were dealt with and the outcome in a complaints register.

**Where can I find the contact details of support services for the parents of children/young people with SEND?**

**Outline how you seek to signpost children/young people and their parents/carers with special education needs to organisations and services that can provide additional support.**

The details of the SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) team can be obtained from the SENDCO, school office or Family Support Worker or from the School SEND Policy. Children and parents are signposted to organisations and services that can provide additional support on an individual basis depending on their need by the SENDCO, Family Support Worker or Behaviour Lead.

**Where can I find information on where the local authority's local offer is published?**

This SEND Information Report comprises the Blessed Sacrament Catholic Primary School's Offer. To view Lancashire County Councils Local Offer – see <http://www.lancashire.gov.uk/send>