

The Sacred Heart Language College



Our Special Educational Needs and Disability (SEND) Offer

Across our local authority all Harrow schools will have a similar approach to meeting the needs of students with Special Educational Needs and/or Disabilities to ensure that they make the best possible progress in school. This document is designed to provide an overview of the offer at The Sacred Heart in liaison with the local authority team.

**“Confident in God’s love for us,
we commit ourselves to His service”**

**2017 – 2018
Updated February 2019**

All Schools must:

- Identify children with SEND and ensure provision is made in accordance with the SEN and Disability Codes of Practice
- Appoint a SENCO
- Invest in whole school and targeted training for staff.
- Ensure inclusive teaching and support practice is embedded throughout the school and that all teachers understand that they are 'Teachers of SEN'
- Provide information on school arrangements for SEN to parents and governors
- Consider pre-emptive(appropriate in advance) arrangements for students present and future with a disability
- Publish on a school website the school SEN policy and a description of the arrangements and specialist provisions made for children with SEN- including the accessibility plan.

Our commitment and aspirations

The Sacred Heart Language College is a fully inclusive school which aims to ensure that all students achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their ethnicity, social background, physical ability or educational needs). At the heart of our mission statement is the firm belief that each individual is created in Christ's image. It is therefore our shared responsibility to ensure that all are enabled to fulfil their God given potential.

This document is intended to give you information regarding the ways in which we ensure we support all of our students including those with SEN and disabilities, in order that they can reach their full potential. It may not list every skill resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Students are identified as having SEND when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement, because of the nature of their additional needs. Once this occurs, we have specific needs-based plans and student profiles which help support their development and accelerate progress.

We aim to ensure that students with SEND at The Sacred Heart Language College make outstanding progress and achieve in line with other schools nationally. We ensure effective communication with parents and carers in order to work collaboratively and secure the best possible outcomes for all our students. Students' views are also critical in ensuring the right provision to meet their needs. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning. We have good relationships with outside agencies (including Educational Psychology Service), who assess children and advise parents and schools.

If you would like further information about what we offer here at The Sacred Heart Language College then please do not hesitate to contact us directly.

Who are the best people at school to talk to about my child's SEN?

Subject teacher: responsible for planning the curriculum, differentiation and assessing your child's progress.

Form tutor: responsible for personal social development and health education (PSHE).

Head of Year: responsible for overseeing the progress of all students in their year group.

Head of Inclusion: responsible for co-ordinating all the support in the school, keeping parents informed, holding the SEND reviews and liaising with all agencies involved in your child.

Head teacher: responsible for the day to day aspects of the school and all the arrangements for children with SEND. The Head teacher has to report to the Governing Body on all aspects of SEND in the school.

SEND Governor: responsible for making sure the necessary support is made for every child with SEN, who attends the school.

Leadership of SEND Provision

Our Head of Inclusion (Mrs L.McCarthy) co-ordinates support across the school and from outside agencies. The Head of Inclusion will ensure that provision is made in accordance with the SEN and Disability Code of Practice. lmccarthy@tshlc.harrow.sch.uk

The Code sets out the following expectations:

- High quality teaching, differentiated for individual students should be available to the whole class.
- Class teachers being responsible for planning the curriculum and assessing your child's progress, even if they have additional needs.
- High quality teaching, which includes effective assessment and target setting, will identify students making less than expected progress.
- Where progress continues to be less than expected the class or subject teacher, working with The Head of Inclusion, will assess whether the child has SEN
- Where a Special Educational Need is established, the school, in partnership with parents/carers and student, will work through a four step graduated response: **assess, plan, do, review**, which is cyclical – termly reviews leading to revisions in plans and interventions.
- Where a student with SEN is reaching a point of transition (from primary to secondary school, or secondary to Further Education) the school will work with the parents, student, primary school or college and careers service to ensure a smooth and successful transition.
- Where there is sufficient evidence that a student's needs are still not being met through the graduated response and school's own resources (including funding), a decision may be reached to request a Local Authority assessment for an Education and Health Care Plan (EHC).
- EHC plans are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), from 0 – 25. An EHC will specify and coordinate additional funding and provision. The plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living
- The school will annually monitor and evaluate the effectiveness of its provision for students, including looked-after children, with SEN.

How will I know how well my child with SEND is doing at school?

In our school we have:

- An open door policy with parents welcome to make an appointment at any time
- Partnership between parents and teachers - we will communicate regularly via telephone, email, letters and meetings
- Home school link book to ensure that comments can be responded to
- Progress reports every term and a full End of Year Report
- Regular review meetings are held with parents of students with SEND
- Annual parents' evenings with an opportunity to meet with your child's subject teachers and the Head of Inclusion
- If your child has an Education and Healthcare EHC plan there will be formal annual meetings where progress is reported on and a report written and available

What happens if my child with SEND makes very little progress at school?

- Parents are encouraged to make an appointment with the Head of Inclusion if they have concerns about attainment, progress or wellbeing in school.
- Where a child with SEND continues to make little progress despite the support provided by the school's SEND provisions, including external support and advice, and there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to school, we will ask the Local Authority to undertake a statutory assessment of the child's SEND either as set out in the SEN Code of Practice or through a request for an Education Health and Care Plan.
- Governor Involvement: all schools have a designated SEN Governor responsible for making sure the necessary support is available for every child who attends the school.

What are the different types of support that may be available for students at this school?

Area of needs	Whole school ethos and practice	Possible focussed support for some children's additional needs	Possible support and intervention for a small number of children who may or may not have an EHC
Social, mental and emotional health needs	<ul style="list-style-type: none"> ● Consistent application of the school's behaviour policy ● A positive, supportive and nurturing Catholic environment ● Circle time/PSHE curriculum 	<ul style="list-style-type: none"> ● Identification and assessment in school ● Additional advice and support from outside agencies ● Adaptations to the curriculum to secure engagement ● Support to build relationships and engage ● Mentoring to overcome barriers to progress ● Lunchtime club for vulnerable students. ● Peer support-buddying / Heart to Heart 	<ul style="list-style-type: none"> ● Interventions are implemented, reviewed and revised ● Work with parents to refer to CAMHS ● Targeted intervention to promote social skills and emotional resilience ● Adaptations to physical environment eg time out ● Monitoring and support in unstructured time eg breaks/ lunch ● Behaviour Management Plan/Pastoral Support Plan ● Counselling to address individual needs ● Personalised, reduced curriculum
Speech, language, communication and interaction	<ul style="list-style-type: none"> ● Training for staff to meet the diversity of communication language skills ● Strong emphasis on speaking and listening and literacy teaching ● Communication-friendly learning environment 	<ul style="list-style-type: none"> ● Personalised support within the class ● Language & Literacy monitoring systems upon entry ● SALT interventions delivered by the school inclusion team 	<ul style="list-style-type: none"> ● Access to small teaching and learning groups ● Additional in class LSA support ● Access to personal ICT equipment ● Speech & Language Therapy planned and delivered by a qualified therapist ● Advice and support via Autism specialist teacher or outreach team
Autistic spectrum	<ul style="list-style-type: none"> ● Structured day ● Positive behaviour management ● Learning style understood. ● Differentiation within lessons ● Time –out / Quiet time 	<ul style="list-style-type: none"> ● Curriculum modified to take account of learning styles ● Individual coaching and support from the Head of Inclusion and LSAs ● Use of appropriate resources e.g. visual timetables, social stories, work stations. ● Peer support-Circle of Friends 	<ul style="list-style-type: none"> ● Key worker ● 1:1 or small group targeted intervention to address needs ● ICT used to reduce barriers ● Advice and intervention from Harrow/Brent Autism Service ● Personalised, reduced curriculum

Cognitive and Learning/Moderate Learning Difficulties	<ul style="list-style-type: none"> ● Differentiation of the curriculum and teaching ● Teaching resources are accessible and appropriate ● Multi sensory approach to learning ● Interactive environment 	<ul style="list-style-type: none"> ● Curriculum is adapted to meet the needs of students ● Targeted intervention programmes ● Specific goals- short steps ● Differentiated resources are provided as appropriate ● 1:1 Literacy/Numeracy/curriculum support programmes ● Access to personal ICT equipment /alternative methods of recording 	<ul style="list-style-type: none"> ● Access to 1:1 or small teaching and learning groups ● Additional in class LSA support ● Additional specialist teaching support ● Educational Psychology assessment / support ● Access to personal ICT/ adapted ICT equipment / adapted resources ● Personalised, reduced curriculum
Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory, physical and medical needs	<ul style="list-style-type: none"> ● Referrals to Harrow Hearing Impaired Service or Visual Impaired Service ● Provision of specialised equipment. ● Curriculum is adapted ● Seating position within class prioritised. 	<ul style="list-style-type: none"> ● Modified learning environment. ● Learning support via our Inclusion team. ● Occupational Therapy and Physiotherapy from experienced LSAs & inclusion team working from Therapy plans ● Mobility and care plan management ● Liaison with a range of medical professionals as needed, assistance via School Nursing Team 	<ul style="list-style-type: none"> ● Individual protocols and plans for children with significant physical and or medical needs. ● Additional modifications to the school environment ● Additional resources to reduce individual barriers to learning ● Occupational Therapy and Physiotherapy from qualified therapists and therapy assistants ● Access to external advice and assessment. ● Advice and outreach from Sensory Team ● Personalised, reduced curriculum

If you are unhappy with any aspect of the SEN provision that we offer:

Initially all concerns should be raised with:

- Mrs McCarthy, Head of Inclusion
- Mr Dann, Assistant Headteacher, who liaises on our SEN provision
- Miss Higgins, Headteacher

Parents have the following rights of redress should the school, Governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there discriminatory practice:

- The school complaints procedure in line with Diocesan guidance
- An appeal to the SEN and Disciplinary Tribunal (LA decision)
- A claim against the responsible body (Chair of Governors or LA) for disability
- To the SEN and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LAs)

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