St Francis of Assisi
CATHOLIC ACADEMY TRUST

Sacred Heart Catholic Primary School

Special Educational Needs

Information Report 2026-2027

When does my child require additional help?

There are a variety of ways in which staff may identify a child as needing extra help:

- Before joining Sacred Heart, staff will liaise with you and your child's previous setting to ensure a smooth transition and the continuation of any required additional support. This applies to all children whether starting Reception or mid-year.

- An outside agency such as the Speech and Language Therapy Service, School Nurse or Early Years Transition Worker may inform us about your child's additional needs.

- Once children join Sacred Heart, teachers continually track and monitor their progress through regular assessments. Termly pupil progress meetings are held between teachers and senior leaders to discuss each pupil.

- If at any time the class teacher is concerned about your child's progress or behaviour, they will discuss their concerns with you and, if necessary, consider if your child would benefit from any extra support.
  The Special Educational Needs Co-ordinator (SENCo) may become involved at this point.

- We use pupil voice, where appropriate, to seek the views of the children about how they are doing and how they like to be supported in school.

What should I do if I think my child may have Special Educational Needs?

- Talk to the class teacher to discuss your concerns in the first instance. This may be at a parent consultation evening, by telephone or email or by appointment.
- You can also arrange to see the SENCo via the school office.

How will the school staff support my child?

- The class teacher is responsible for all the children in their class including those with Special Educational Needs.
- Lessons are adapted to suit the needs of the children in the class and may include general support by the teacher or teaching assistant in class.
- In addition to Ordinarily Available Provision, it may be necessary for your child to receive extra support in small groups or occasionally on a one-to-one basis. The length of time of any intervention will vary according to need. All those involved to ascertain the effectiveness of the provision and to inform future planning regularly review interventions.
- We may also provide additional equipment and resources, such as a writing slope or pen/pencil grips, to support your child's needs.
- Occasionally a child may need more specialist support from an outside agency such as the Children's Speech and Language Therapy Service, CAMHs or Educational Psychologist, etc. Referral forms are completed with parents/ carers and the child, if appropriate, before being forwarded to the appropriate agency.

How will I know how my child is doing in school?

There are several ways in which you can find out how your child is doing:

- During parent consultation evenings
- Communication with the class teacher further to parent consultation evenings (to make an additional appointment to see your child's class teacher, please see them at the end of the day or leave a message in the school office).
- Appointments can be made via the school office to speak to the SENCo.
- In the Spring Term, every child receives a school report, outlining their progress achievements and targets, with a follow up meeting in the Summer Term.
- Home/ schoolbooks may be set up for individual children upon agreement.
- Comments from staff in reading record books.
- Meetings with and reports from external professionals e.g., speech and language therapist.
- If your child has a special educational need with a personalised support plan in place, there are termly meetings between staff and parents/carers to discuss your child's progress against these targets.
- Finally, do not forget you can ask your child how they think they are doing at school!

How will the learning provision be matched to my child's needs?

- Each child's education will be planned by the class teacher and will be adapted to suit the child's individual needs and enable the curriculum to be accessed more easily.
- If appropriate, a member of staff may be allocated to work with a child on a 1:1 or within a small group. This will enable more specific needs to be targeted.

- Additional specialist equipment will be provided where required.
- Regular assessments are carried out to ensure that the needs of all children are met.
- If your child has a special educational need with a personalised support plan, there are termly meetings between staff and parents/carers to discuss your child's learning provision.

What support will there be for my child's overall wellbeing?

- Every member of staff is committed to ensuring the wellbeing of all children.
- We aim to demonstrate positive relationships between ourselves, parents/carers, children and visitors to our school.
- Daily worship takes place and help to support the wellbeing of children child.
- PSHCE (Personal, Social, Health and Citizenship Education) lessons take place in every class.
- We hold an annual 'Wellbeing Week' and a weekly 'Wellbeing Wednesday' that focuses on being healthy inside and out.
- A range of extra-curricular activities takes place during and after school, which contribute to a child's overall wellbeing.
- We also seek to gain the children's views through pupil voice.
- There are school policies that help to ensure the overall wellbeing of your child in school. These include the school Behaviour Policy and Child Protection Policy.

- **The Designated Persons for Safeguarding are Mrs Keating, Mr McIntyre, Mrs Dowd, Mrs Lewis and Mrs Cooper.**

The school offers a wide variety of pastoral support for children who are encountering emotional difficulties. These include:

- Members of staff being readily available for children who wish to discuss issues and concerns. If necessary, a key adult may be identified for a child to go to.
- Specific interventions, such as social skills groups, Drawing and Talking and Rainbows run throughout the school when needed.
- When required, referrals will be made to specialist outside agencies such as MHST (Mental Health Support Team) CAMHS, School Nurse or the Educational Psychology team.
- To ensure a smooth transition to and from school, we liaise with your child's previous and future settings. Transition programmes may also be put in place for individuals and groups of children to enable a positive move from one school to another.
- If a child has significant medical needs, then parents / carers and school, staff may compile a detailed care plan. Where appropriate this process will be supported by an external healthcare professional. This will then be shared with staff and reviewed regularly.
- First aid training, including paediatric first aid, is regularly updated.
- Specific health care training such as epipen training is delivered annually (or as required) by a healthcare professional.
- Prescribed medicines may be administered in school, where signed consent is in place, in agreement with parents/ carers and school staff. Furthermore, the school health team is contactable via the school.

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

- Specialist involvement is sought where a child's needs are felt to be significant, and they have not responded to the interventions put in place by the school. When children's needs are identified, support and action is put in place as quickly as possible.
- In addition to the expertise of staff within the school, we may access the following outside agencies:
    - Educational Psychologist (EP)

- Herts Integrated Services for Learning (ISL) – specialist teachers including Autism and Communication Needs; Visual Impairment; Specific Learning Difficulties (Dyslexia, Dyspraxia, Dyscalculia).
  Hearing Impairment; Physical and Neurological Impairment)
- Speech and Language Therapy (SALT)
- Child and Adolescent Mental Health Service (CAMHS)
- Mental Health Support Team
- Rivers Behaviour support service
- Amwell View Outreach service

This list is not exhaustive, and some services require a referral through a GP.

What training have the staff supporting the children with SEND had or are having?

- Staff receive regular training and updates regarding supporting children with SEND. This can take the form of off-site training courses, staff meetings and whole school INSET.

- Staff also receive targets advice, strategies and training from the various outside professionals who support children in the school.

- The SENCo, Lynsey Lewis, holds the National Award for SEN Coordination since September 2022 and can signpost staff towards additional sources of training and support.

How will you help me to support my child's learning?

- Looking at books and reading together is an excellent way to support your child's learning. All children are encouraged to read at home every day.

- Parents/carers will be advised of the expectations for homework in particular year groups at the beginning of the school year. Let the class teacher know as soon as possible if homework is causing distress so that we can provide some help.

- Class teachers may suggest ways of supporting your child's learning through parent workshops, parent consultation meetings and other requested meetings. Where

appropriate a home/school contact book may be set up in which messages can be exchanged between home and school.

- Where he class teacher or SENCo, have carried out a specific assessment or specialist agency, parents/ carers may be contacted to discuss the results and suggested ways forward.

- The SENCo is happy to meet with parents/ carers to discuss strategies.
  that can be used to support specific individual needs.

- If outside agencies such as an Education Psychologist have been involved, strategies and suggestions are often provided which can be implemented at home as well as at school.

How will I be involved in my child's education?

- All parents/carers are encouraged to contribute to their child's education through:
  - Parent consultation evenings in the Autumn and Summer terms.
  - Discussions with the class teacher.
  - Discussions with the SENCo or outside professionals

- If a specific need has been identified and advice sought from an outside professional, additional meeting may sometimes be arranged with these professionals in school.

- If your child has a special educational need with an Individual Learning Plan (ILP) in place, there are termly meetings between staff and parents/carers to discuss your child's progress, targets and provision.

How will my child be included in activities outside the classroom including school trips?

- Activities and school trips are available to all children.

- Risk assessments are carried out and procedures are put in place to enable all children to participate. Adjustments and additional arrangements will be made dependent on your child's individual needs.

- If a health and safety risk assessment suggest that an intensive level of 1:1 support is required, a parent/carer may be asked to accompany their child during the activity/trip in addition to the usual school staff.

How accessible is the school environment?

- All Hertfordshire schools comply with the Equality Act 2010 and make reasonable adjustments as required.
- The school accessibility plan is regularly reviewed and updated.
- As a school we are happy to discuss individual access requirements.

Who can I contact for further information?

- If you wish to discuss your child's educational needs, please contact your child's class teacher in the first instance.
- You can also contact Mrs Lewis (SENCo) who will be happy to provide information or signpost you in the direction of additional sources of information. Both are contactable via the school office.
- Should you feel that you are unhappy and wish to make a complaint, please follow the process set out in the school's complaints policy, available on the website. If your complaint is about the way the school has been delivering the provision set out in Section F of your child's Education, Health and Care Plan (EHCP), you may complain further to the Local Authority that maintains your child's EHCP. If the EHCP is maintained by Hertfordshire County Council, you may complain further by setting out the detail of your complaint and sending it to:

Customer Service Team – Complaints
Postal Point: CHO118
Resources Department
County Hall
Hertford
SG13 8DF Email: cs.complaints@hertfordshire.gov.uk

- Should you feel that you need further help or advice from an independent organisation, you can contact SENDIASS either by phone on 01992 555847 or email at info@hertssendiass.org.uk
- Hertfordshire SENDIASS provides information advice and support which is accurate and confidential in ways that is accessible for young people and parents.

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

We understand that joining and moving schools can be a stressful time. Therefore, many strategies are in place to enable your child's transition to be as positive as possible.

To ensure a smooth transition to and from the school, we liaise with your child's previous and future settings prior to them joining/ leaving. This may occur in several different ways:

- Reception staff visit pre-schools and Nurseries.
- For children joining mid-year, the SENCo will phone the previous setting to discuss the child's needs.
- Paperwork from previous settings is passed onto the school. Equally, we pass required paperwork to new schools.
- In some cases, there will be meetings held for parents and staff prior to the child joining the school. Other outside professionals as required may attend these.
- When children leave Sacred Heart and move to secondary school, the Year 6 teachers meet or phone a member of secondary school staff to discuss each child. The SENCo meets or phones the secondary school SENCo to discuss the children with SEND.
- For transitions within school, meetings between staff are held to ensure a positive handover from one-year group to the next. Children can meet with their new teacher and visit their new classroom as part of the whole school transition programme.

- Personalised transition programmes may also be put in place for individuals and groups of children to enable a positive move from one school to another or from one-year group to another. These may include additional visits to a setting and a photo/transition book that the child is given prior to the start of the summer holidays about their new class.

How are the school's resources allocated and matched to the children's special education needs?

- Resources are allocated to pupils depending on their needs, within budgetary constraints. Where possible, this is provided through the resources we already have in school. However, we will sometimes need to ask other services for support.

- As part of the EHC assessment process, the local authority will level a new or amended EHCP to identify funding to be allocated. This funding is referred to as High Needs Funding (HNF).

- In addition to the High Needs Funding allocation as part of the EHCP process, Hertfordshire Local Authority operate Local High Needs Funding (LHNF) that schools can apply for under set criteria. A DSPL panel determines allocation of LHNF. They may decide that further professional input may be more appropriate than a funding allocation.

How is the decision made about how much support my child will receive?

- Before joining Sacred Heart, we will liaise with you and your child's previous setting to ensure a smooth transition and the continuation of any required additional support.

- Teachers continually track and monitor children's progress through regular assessments. When progress is slow, or attainment is significantly below age related expectations further assessment may be necessary.

- Children are discussed at termly pupil progress meetings between teachers and senior leaders.

- Support is allocated according to the individual needs of a child. Where there are concerns regarding a child's progress or attainment, interventions will be put in place to support the child. Specialist outside agencies may also make recommendations for support.
- Regular discussions will take place between parents/carers, children and staff regarding any special educational needs. These meetings allow all those involved to review progress, discuss support and set targets.

- For children with SEN who have an ILP support is discussed at the termly meetings about these between parents/carers and staff.

How can I find out information about the Local Authority's Local Offer of services and provision for children and young people special educational needs and disability?

Information regarding the Hertfordshire Local authority offer can be found at:

https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx

This SEND information report is reviewed on a yearly basis.

September 2026