



Local Offer

Sacred Heart School Wadhurst

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From the parent carer's point of view:

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

When you and your child visit our setting you will have time to talk to the key person who will be assigned to your child. At this time any concerns that you have (including your child's medical conditions/disabilities) may be shared and discussed. We will communicate with your child's previous settings/external services and visit/phone wherever possible.

Once your child begins at our school their progress is monitored and noted through regular observations. If we have any concerns we will share these with you. It is our responsibility to ensure that we identify and help those children with SEND, including the gifted and talented. Parents/carers should always contact the Nursery SENCO or key person in the first instance if they become concerned that their child may have SEND.

2. How will school staff support my child?

"We are a Catholic school, under the trusteeship of the Diocese of Arundel and Brighton. We admit children of all faiths, however we expect our families to support the Christian ethos and values of our school. We are non-selective and we aim through excellent staff/pupil ratios to support and challenge pupils, including those who are gifted and talented and those with learning difficulties or disabilities."

"....every child is encouraged to achieve their full potential, within an inclusive community..."
(Mission Statement)

Quality first teaching is our prime approach to meeting the needs of all learners. Through careful observations we identify children who do not make expected progress and by this stage we speak to parents and seek the advice of the SENCO.

The SENCO will assess your child and then work with their key person to devise a Setting Based Support Plan (SBSP). There will be an opportunity for you to discuss this plan with the SENCO and your child's key person. All the practitioners in the school will also be aware of your child's SBSP so the appropriate support can be given during activities. The SBSP will be reviewed every 6 – 8 weeks or earlier if required. If appropriate, the SENCO will also work with outside services and the East Sussex County Council Children's Services. Parents/carers are consulted at every stage and may be asked to contribute to the plan and its delivery. Through regular monitoring and review we assess whether to withdraw support, develop the plan further and set new targets, or seek specialist advice from outside services.

At Sacred Heart, the Nursery and Reception classes work closely together as a Foundation Stage in their own building. This means that you and your child will be familiar with the new classroom and teacher, prior to the start of the Reception year.

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

We have an experienced team of practitioners who work with the children. We are a small school where all children are observed regularly and practitioners are able to note children's particular interests and needs. This ensures that all children can be fully engaged in the activities offered. In addition, each child has individual next steps which are planned for. The practitioners are also able to differentiate activities according to ability through support and extension work.

The curriculum and activities offered are very much designed to meet the needs of individual learners. At this point your child's SBSP will be delivered and, where appropriate, individual support if required, e.g. speech and language intervention, physio, or OT therapy. It is also possible for external services to deliver specific intervention within the nursery setting.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

We have an open door policy whereby parents/carers have daily contact with their child's key person at drop off and pick up. Each child has a home/school book for information sharing. News of weekly themes and activities is shared at the entrance to each classroom. The weekly school newsletter highlights important dates for the following week and a summary of the previous weeks activities.

We are keen to involve parents in the children's learning experiences and activities with events such as Mother's Day Assembly the Dinosaur Museum or Space exhibition.

Parent consultations are held termly but we are happy to meet you at other times by appointment. This provides the opportunity to share your child's next steps and their Learning Journey, to which you are invited to contribute.

Each child has a tracker sheet which is completed at the end of each term to identify progress made. At the end of Nursery 2 you will receive a written report which is shared with you and the Reception Teacher. The Early Years Foundation Stage (EYFS) profile is completed at the end of the Reception year. In the Reception Class, written reports are issued to parents twice a year in Autumn and Summer. We offer a formal consultation at the end of each term in both classes. In addition you will have the opportunity to meet with your child's SENCO on a regular basis to discuss their SBSP.

Information evenings are held annually and offer parents the opportunity to experience at first-hand what and how children learn. Past workshops have included. Phonics, Maths, ICT and Science. We will advise you of other courses available at our local Children's Centre. We can also direct parents to other support services, e.g. Speech and Language therapy, and have good relationships with wrap around external agency support, such as Starjumpz.

5. What support will there be for my child's overall well-being?

At Sacred Heart we provide a safe and secure environment where pupils are given the opportunities to achieve their full potential. We listen to children and they are encouraged to share their feelings.

Within our school all practitioners are first aid trained and there is a fully qualified paediatric first aider on site at all times. If your child has an accident at school we make a written record, a copy of which is given to you and a copy retained at school. Parents are asked to sign to confirm receipt of notification. We can only administer prescription medicine at school on receipt of written authorisation by parents.

We have limited facilities for changing children during the school day. For children with special dietary needs/allergies/food intolerances we work with our school meals supplier to deliver appropriate meals.

The children in our Foundation Stage experience regular routines and learn that there have to be agreed rules of behaviour and conduct to ensure the school is a happy place for everyone. The daily routines are displayed with pictures on a timeline. We believe that playing and sharing with others encourages communication and fosters good relationships.

Resources are accessible to everyone and are labelled with colourful pictures. At regular intervals during the year we talk with the children to find out which activities they particularly enjoy and what that they feel they are really good at or what they find harder. Their comments are recorded in their Learning Journeys.

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

We have qualified SENCOs in the EYFS and in the main school. Staff work closely together. Initial observations are taken by the practitioners and when necessary, we refer children to specialised services with support from East Sussex County Council Children's Services, e.g. speech and language therapists, OT, physios. We communicate regularly with these external services and work with them to deliver services in school where appropriate. We have good working relationships with these agencies, and in particular a wraparound agency, Starjumpz, which provides OT, physio, and paediatric services at Starjumpz.

7. What training have the staff supporting children and young people with SEND had or are having?

The SENCOs attend regular training, and specific training on how to write SBSPs. In addition, there are termly inclusion support groups where knowledge and experiences can be shared in a confidential way. The SENCO cascades information down to all practitioners working in the school. Some staff have received Makaton training the majority of staff has had training in Behaviour Support.

The main school SENCO is highly experienced and available to offer further advice and support if called upon, having particular specialist training in auditory processing, sensory processing disorder and autistic spectrum disorders. Regular training is accessed in order to be able to deliver specific intervention for speech and language therapy, OT and physio. From time to time, in response to specific need, we may access whole staff training, e.g. Makaton. We refer to the Equal Opportunities policy and the SEND Accessibility Plan which is regularly reviewed and updated.

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

Our outdoor area is accessible to all children. The Foundation building is single storey with access to outside through the main door, through the cloakroom door and from the Nursery classroom. A path runs down to the end of the school boundary.

All children in the EYFS are encouraged to take part in the school trips which take place during the normal school day. All educational visits are planned to support and enrich the curriculum. The EYFS co-ordinator will visit the venue to assess its suitability and carry out a thorough risk assessment. To ensure that all trips are inclusive we may change teacher/pupil ratios to offer 1:1 support, or ask parents to accompany, depending on the particular needs of the individual child and the nature of the trip.

9. How accessible is the school environment?

In the EYFS we aim to make reasonable adjustments for any child with learning difficulties and disabilities. Wheel chair access is possible to the Foundation Stage and to the main school and to the outdoor environment. Disabled toilet facilities are provided in the Foundation Stage building, school hall and main school. However, we have limited provision for changing children. If specific equipment is required for one child parents may be asked to provide this, where necessary and within reason. We are able to work with children who require specific sensory environments/and/or low sensory stimulus.

For pupils with English as a second language (not currently bilingual) we would liaise carefully with parents to ensure that such a child was supported appropriately in school, e.g. using a visual timetable. We would endeavour to provide an interpreter for parent interviews and provide written materials in the parents' first language. Parents who have English as a second language are encouraged to visit the Local Children's Centre for further support.

10. 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?

During the two terms prior to joining, children new to our school are invited to attend the toddler mornings with their parent/carer. These sessions run on 1st and 3rd Friday of the month from 9.00am to 10.15am. New pupils are invited to visit by themselves for a short session prior to entry. If your child is joining us from another setting then, if possible, their key person would visit them at that setting. If your child already has an SBSP Education, Health & Care Plan, the SENCO would also try to visit to ensure the plan is transferred and in place prior to entry.

Our Foundation Stage building includes Nursery and Reception, so movement from Nursery is a gradual and seamless transition. The Reception teacher already knows the children well, having worked with them whilst they were in Nursery. The child's key person will also complete a transition to school form which will be shared with you and the Reception teacher.

11. How are the school's resources allocated and matched to children's special educational needs?

We allocate funding according to the needs of the child. We presently cater for all children with the resources and staffing we have. We have generous staff /pupil ratios. If your child's needs cannot be met by our present staffing structure, we would apply for an inclusion grant and/or Statement of Special Educational Needs where appropriate. If specific equipment is required for the benefit of only one child, and we are unable to obtain an inclusion grant, we will ask parents to cover the cost of such equipment.

12. How is the decision made about what type and how much support my child will receive?

Initially support is provided by the key person with the SENCO being informed. The SBSP is updated every 6-8 weeks and discussed with you. ACTION

If a child's difficulties are significant and despite support, he/she is not making adequate progress, we may seek independent assessments from outside services, such as physiotherapy, speech and language therapists and occupational therapists, in order to assist pupils in the best way possible. ACTION PLUS

If a child's needs cannot be met in Stage 2, we would consider the need for a statutory assessment, which may lead to an Education, Health and Care Plan (EHC), setting out the child's needs in detail and the special educational provision to be made for them.

Parents are consulted at every stage of the process.

13. How are parents involved in the school? How can I be involved?

Before your child begins in our school you have the opportunity to get to know us all by spending time with us during toddler sessions. Just prior to starting, you will receive a comprehensive pack of information and policies about the school and our daily routines, including a leaflet specific to the Nursery (or Reception Class).

During your child's time in the Foundation Stage, you are encouraged into the classroom every morning at drop off and you will have regular contact through the home/school books. In this book we will tell you what your child has been doing during the day, so you are able to reinforce some of these activities at home.

We encourage parent helpers to share their expertise during our topic work, on subjects such as 'People who Help Us', and 'Around the World' etc. Many parents offer their help with school trips. Parents who wish to volunteer on a regular basis will be required to obtain an enhanced DBS check.

You will also receive the weekly newsletter which captures the previous week's activities and highlights future events, and you are encouraged to visit the school website which is another useful information resource. Effective communication is one of our strengths; parents are respected and supported as we all work together in the best interests of the child.

14. Who can I contact for further information?

The main point of contact is through our school secretary, by phone (01892 783414) or email: admin@sacredheartschoolwadhurst.org.uk. to arrange a meeting with the Head and a tour of the school during which you will meet the Foundation Stage Co-ordinator and SENCO.

As a member of the school community regular liaison with your child's key person and SENCO continues through the home/school communication book or by making an appointment through the school office.

If you have any concerns at any time you may talk to your child's key person, the Foundation Stage Co-ordinator or the Head.

This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

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Feedback

This offer is intended to give you clear, accurate and accessible information.

If you would like to comment on the content of the offer or make suggestions to improve the information, please email admin@sacredheartwadhurst.org.uk

Find out more about support for children and young people with special needs and disabilities: www.eastsussex.gov.uk/localoffer