



SEND Information Report

Sacred Heart Catholic Primary School

As part of the family of Bishop Hogarth Catholic Education Trust, our school has at its core, the virtues, and values of:

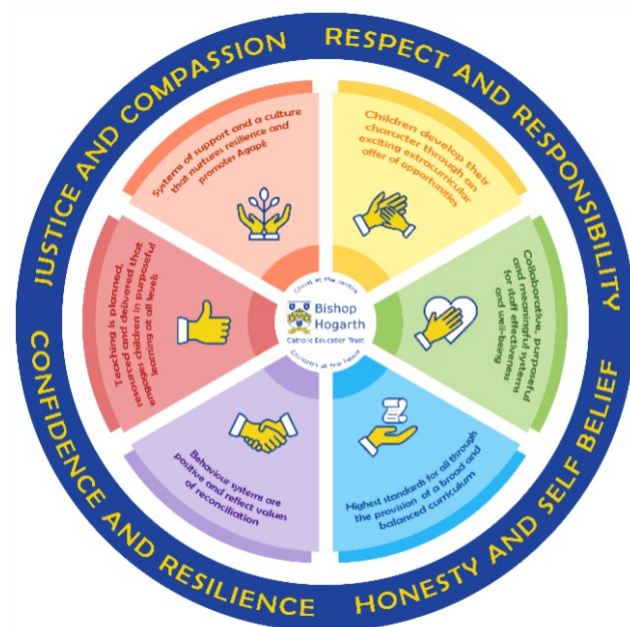
Respect for others and themselves, recognising that we are all created in the image of God and therefore must be **compassionate** towards others, especially the vulnerable.

Confidence in their own abilities, knowing that their talents are gifts from God and **resilience** to persevere when things become difficult.

Honesty in regard to the world around them and themselves and the ability to take **responsibility** for the times we may fall short of the mark.

Gratitude for all the amazing gifts from God and **willingness** to share their gifts both personal and material.

As an inclusive school, all teachers are teachers of pupils with Special Educational Needs & Disabilities. We deliver a curriculum and create an environment that meets the needs of every pupil within our school. We ensure that every pupil with Special Educational Needs and / or disabilities makes the best progress possible. We foster and promote effective working partnerships with parents / carers, pupils, and outside agencies. We consider the 'whole' child and strive to ensure that all our SEND pupils are prepared for adulthood.



Approved on	June/July 2026
Next Review	June/July 2027

Our school's approach to supporting pupils with SEND

At Sacred Heart, we are committed to ensuring every child is given the best possible opportunity to flourish. Staff work together to recognise and remove barriers to learning, creating a caring environment where all children are supported to achieve their potential and develop as independent learners.

"Love one another as I have loved you."

At Sacred Heart, we put our children at the centre, building strong relationships so that every child feels known, cared for and supported to grow. We aim to inspire a love of learning and live out our shared values of confidence, respect, honesty, justice, compassion, resilience, responsibility and self-belief. We believe every child deserves a rich, well-rounded education that allows them to succeed. Within our Sacred Heart family, relationships are at the heart of everything we do, enabling us to know, support and nurture each child as an individual.

At Sacred Heart, we are committed to continually improving what we offer through regular review of our practice, systems and curriculum. We take a responsive and flexible approach to support the needs of every child, ensuring provision is adapted to help all learners succeed. We pay close attention to each child's individual needs and work in partnership with parents and carers to support their development as a whole person.

We are committed to high expectations and strong outcomes for all children, providing a high-quality, personalised education that meets individual needs. Through collaborative planning, targeted support and ongoing review, we turn high aspirations into real success.

Where needed, we provide provision that is 'additional to and different from' the adapted curriculum, ensuring support is tailored to the four areas of need within the SEND Code of Practice (0–25 years).

How will the school staff support my child?

The [graduated response](#)-Identifying, planning for and supporting pupils with SEND

Where a pupil is identified as having a special educational need, School will follow a graduated approach which takes the form of cycles of 'Assess, Plan, Do, Review'.

- **Assess** a child's special educational need.
- **Plan** the provision to meet your child's aspirations and agreed outcomes.
- **Do** put the provision in place to meet those outcomes.
- **Review** the support and progress.



How does the school know if children need extra help and what do I do if I think my child has special educational needs?

1. Assess

The class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, specific assessment tasks and tests and the views of parents and pupils are used to identify needs. Advice may also come from external support services and input from specialists may be sought with your permission.

If our careful tracking and monitoring of your child's progress shows that they are not making expected progress, we will invite you to meet with their class teacher and the school's SENDCo. Where appropriate, your child will also be involved. During this meeting, we will explore any potential barriers to learning and work together to identify the best ways to support your child moving forward.

Where appropriate, pupils may be placed on the school's SEND Register for support. A personalised plan, developed by the class teacher, will set clear and achievable targets, which are reviewed and updated on a termly basis.

Education, Health and Care Plans (EHCPs) are implemented where a pupil's needs are complex and require coordinated input from a range of external agencies. This may include services such as Educational Psychology, and other specialist professionals. The EHCP clearly identifies the level of educational, social and health provision required to support the child effectively.

2. Plan

The first point of contact is the class teacher, who has overall responsibility for the welfare of your child. The class teacher will work alongside the SENDCO to plan additional provision and the most appropriate interventions. It is implemented by a skilled team of teachers and supported by experienced teaching assistants. Information gathered at the assess stage is used to develop interventions and adaptations to the environment and the curriculum.

At Sacred Heart, we provide a range of SEND resources and interventions tailored to pupils' needs, with progress closely monitored by staff to ensure effective outcomes. Class teacher, SENDCo, Interventions Manager and Subject Leaders monitor to ensure pupil progress and achievement.

The SENDCo will meet with class teachers on a termly basis to check that each child is making good progress in their work. Regular book scrutinies and lesson observations are carried out by members of the senior leadership team to ensure that the needs of all children are met.

For many children, targets will focus on learning and are often linked to literacy and numeracy. However, for some, targets may relate to areas such as social interaction, communication with peers and adults, or emotional wellbeing. The key priority is that targets and support are personalised to meet the individual needs of each child. Targets will be designed to accelerate learning and close any gaps. Progress against these targets will be reviewed regularly, evidence for judgement assessed and a future plan made.

Where provision does not result in adequate progress, as outlined in the SEND Code of Practice, the SENDCo will be consulted for advice.

3. Do

Our teachers are skilled at adapting teaching and learning to meet the diverse needs in each class. Daily planning considers individual children's needs and requirements and is annotated and adapted according to need. Explicit reference is made in the teacher's planning to the needs of those children identified with SEND. Adaptive teaching is approached in a range of ways to support access to the curriculum and ensure that all children can experience success and challenge in their learning. Grouping arrangements consider the different skills and abilities of each child. This ensures that learning is maximised.

Additional adults support groups and individual children with the long-term goal of developing independent learning skills. The class teacher monitors this support to avoid students becoming over reliant on this. We fully encourage parental support and offer opportunities for individual meetings with parents/carers to provide clarity and recommendations on how they can support their child at home.

4. Review

Your child's progress will be continually monitored by their class teacher and reviewed each term through pupil progress meetings. A range of assessment tools are used in school which show children's attainment in more detail.

Consultation sessions are held in the Autumn and Spring terms where you can meet your child's teacher to discuss and look at their work in different subject areas. A further opportunity is provided in the Summer term for you to discuss your child's end of year report.

Where progress continues to be limited despite targeted support, the graduated approach will be revisited to enhance or adjust provision, alongside ongoing monitoring and review. At this point, the school may also involve external agencies and specialist services to provide further expertise.

Parents that have children on the school's SEND Register, are also invited to termly reviews of their child's Individual Education Plan. Your child will be involved in reviewing their targets with the class teacher or teaching assistant, and during the setting of new targets on a termly basis. If, of course, you would like to meet the SENDCo or your child's class teacher at any point during the term, this can be arranged.

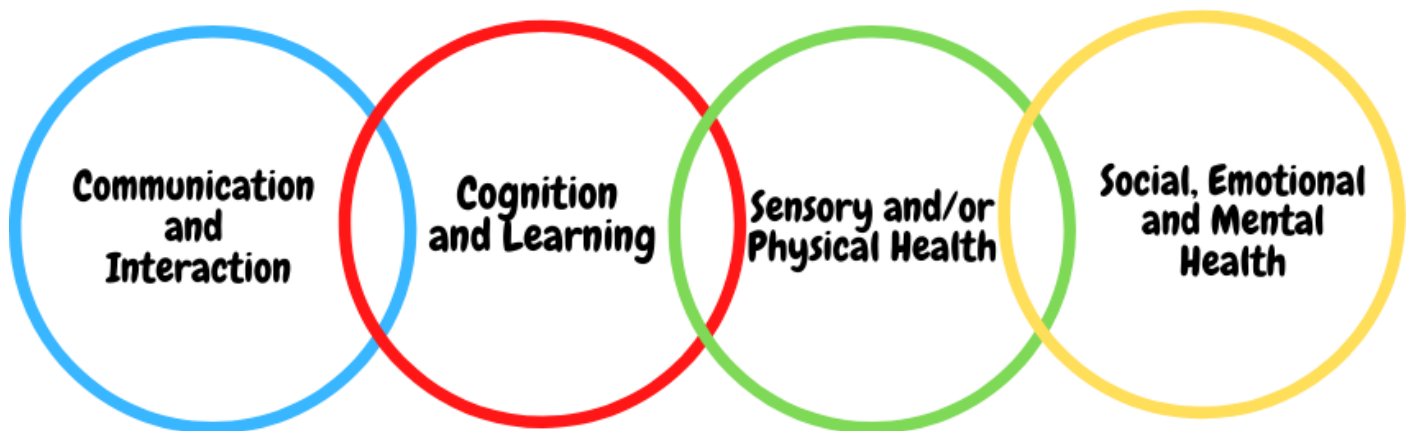
For every child who is in the care of the Local Authority, (a looked after child - LAC), a Personal Education Plan (PEP) will be devised. This Plan will establish clear targets and actions to respond effectively to each child's needs and provide a continuous record of their achievements.

If your child has an EHC plan, you will be invited to an annual review of this plan.

The progress of children with an Educational and Health Care Plan (EHCP) will be formally reassessed at the review with all adults involved in the child's education.

How will the curriculum at our school be matched to my child's needs?

The 4 Broad Areas of SEN



SEN needs are classified under four broad areas of need. Below are the strategies, in class support and interventions that school may put in place to support your child.

Communication and Interaction

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

How support will be provided:

- access to time out/individual work area;
- access to in-house listening mentors including mindfulness;
- access to counselling services, e.g. CAMHS, Alliance;
- bereavement support;
- when possible, increased access to additional adults in and out of the classroom;
- supported transition programme with chosen secondary school;
- applications made to Social, Emotional Mental Health Services (SEMH) when necessary.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

How support will be provided:

- high quality precision teaching techniques;
- regular, individual or small group focused interventions, e.g. reading RWI 1:1 tuition, Reading Plus, RWI Fast Track, working memory techniques, numicon, target reading;
- increased access to small group support in class;
- practical aids for learning, e.g. place value counters, number lines, pictures, photos, coloured overlays, accessible reading material suited to age and individualised success criteria;
- flexible groupings;
- access to technical aids e.g. spell checker, ICT software and/or hardware;

- adaptations to assessments to enable access e.g. readers, scribe, ICT;
- curriculum/delivery adaptations to meet the learning needs of individuals;
- frequent repetition and reinforcement.

Sensory/Physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

How support will be provided:

- occupational therapy support sought when necessary and suggestions followed;
- concrete apparatus available to support learning, e.g. Numicon materials (numeracy), overlays, reading guides, slopes, pencil grips, privacy screens, fidget aid;
- sensory resources available e.g., seat wedge, writing wedge, wobble board, ear defenders, resistance bands, weighted jackets, chewables;
- access to support for personal care, e.g. school nurse service;
- enlargement of resources and modified resources;
- adaptations made to the curriculum when needed to avoid sensory overload;
- adaptations to school and learning environment;
- access to gross motor, fine motor and visual perception resources
- multi-sensory learning approaches

Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

How support will be provided:

- access to time out/individual work area;
- access to in-house listening mentors including mindfulness;
- access to counselling services, e.g. CAMHS, Alliance; The Bungalow Project
- bereavement support;
- mentoring and wellbeing system;
- when possible, increased access to additional adults in and out of the classroom;
- supported transition programme with chosen secondary school;
- applications made to Social, Emotional Mental Health Services (SEMH) when necessary;
- offer of pupil responsibility to increase self-esteem and confidence: Head boy and girl, school council, house captains, eco-warrior, class monitors;
- high expectations of behaviour and promotion of emotional resilience;
- robust PSHE delivery;
- Regular student voice and school council meetings;
- Nurture groups.

What training is provided for staff supporting children with SEND?

Staff undertake a number of training opportunities over the course of the year. This year has included training with NASEN (National Association for Special Educational Needs), the EEF Five-a-day approach, which allows educators to embed a set of teaching habits that feel manageable in reality. And best of all, these approaches come out of an [evidence review](#) that looked specifically at the impact on academic progress for pupils with SEND in mainstream settings. All staff have received Metacognition training and Sunflower sensory training whilst our Early Years Lead has attended and implemented training to support children with SEND in the Early Years.

We have an established Well-Being Team and two members of the team have been ELSA trained (Emotional Literacy Support Assistant).

How do we support transition in our school?

Transition within classes/key stages:

Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher. Individual targets/requirements for all SEND children will be discussed with the new teacher and agreed by the SENDCO.

Flexible entry to Early Years Foundation Stage dependent on need.

Children who require additional support to ensure a smooth transition to their new class, will be included in a programme supported by the SENDCO and the class teacher.

If your child moves to a new school within or at the end of an academic year, the SENDCo will contact the new school's SENDCo to ensure they know about any special arrangements or support that needs to be made for your child. If necessary a meeting will be arranged with other professionals. They will also transfer all records held for your child to the new school as soon as possible.

Transition to Secondary settings:

We work closely with all secondary schools in the area. The majority of our children transfer to English Martyrs School and Sixth Form College.

The transition process will begin early, usually in Y5, for some of our more vulnerable children. Meetings are held for the transfer of essential information relating to EHCPs, Child and Family Services and pastoral matters.

Our staff, works closely with the SENDCO and other secondary staff to support children who require additional provision during their transition period. We can also support you in organising meetings with secondary school staff if you wish to speak to them personally.

We hold PCP and enhanced discussion meetings for those parents and children who require it.

When reviewing an EHCP for children in Y6, staff from the secondary school will always be invited to the review meetings.

During the last term, staff from English Martyrs come to meet our Y6 children and in addition to this, our Y6 children attend their chosen secondary school for a period of transition decided by the secondary school.

Where can I get further information about services for my child?

The Local Offer

SEND Local Offer

Information on local services and support available for children & young people with Special Educational Needs or Disabilities (SEND).

Welcome to Hartlepool Borough Council's Local Offer of Information, where we have brought together useful information for children, young people with special educational needs and disability (SEND) and their families. Here you can find information, advice and guidance about the type of services and support for you in your local area and further afield.

We have worked with our Parent Carer Forum (1Hart, 1Mind, 1Future) and other agencies to develop our offer.

For more information, telephone 01429 284284 or email childrenshub@hartlepool.gov.uk

https://www.hartlepoolnow.co.uk/local_offer

What key school documents refer to support and provision for pupils with SEND?

- SEND Policy
- Admissions Policy
- Supporting Pupils with Medical Needs Policy
- Accessibility Plan

Accessibility

With due regard to our Admission Policy, parental choice and accessibility of the school building all children with special educational needs who apply will be accepted by the school.

All of the ground floor is fully wheelchair accessible.

Disabled toilet facilities are located through the school entrance near the school office.

Communication with parents whose first language is not English is supported by advice from the local authorities EAL (English as an additional language) team.

When necessary, translators are booked for meetings and documents are translated.

Activities Outside of School

Sacred Heart is an inclusive school and we will put in place appropriate support, whenever possible, to enable your child to be educated alongside their peers. This may include extra staffing and/or equipment.

Staff who are arranging an offsite trip will discuss with parents and the SENDCO any requirements needed and the suitability of any trip which the school is taking part in.

We will not stop your child from going on a trip due to their special educational needs and/or disability if the trip is suitable for your child and their safety and the safety of others is not compromised.

The Headteacher oversees all trips to ensure children are safe and included where possible.

What to do if you have a complaint, a compliment, or a query.

The school details and relevant contacts

Mrs A Palmer – Headteacher/SENDCo

Mrs J Evans–SENDCo Support

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Website – www.sacredhearthartlepool.co.uk

Email – admin@sacredheart.bhcet.org.uk

Name of school SEND governor:

Mrs Alexia Emmerson

