SEN Information Report

Sacred Heart RC Primary School 2026-27

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Mission Statement

At Sacred Heart Primary School, We serve our diverse community with open and honest hearts.
Through our thoughts, words and actions, we share God's love with all.
A place where everyone is loved and valued, we strive to always be the best that we can be.

What kinds of special educational needs do we provide for?

Our school is committed to providing for the full range of Special Educational Needs (SEN) as outlined in the SEND Code of Practice (2015). This includes children with needs in the following broad areas:

- Communication and Interaction – for example, speech, language and communication difficulties, and autism spectrum conditions.
- Cognition and Learning – such as specific learning difficulties (e.g. dyslexia, dyscalculia), moderate or severe learning difficulties.
- Social, Emotional and Mental Health Difficulties – including attention difficulties, anxiety, or other emotional needs.
- Sensory and/or Physical Needs – including hearing impairment, visual impairment, and physical disabilities.
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We make every effort to meet the needs of all pupils within these categories. However, we recognise that our school is housed in an older Victorian building, which presents some physical accessibility challenges.
There is wheelchair access to the ground floor, and a toilet suitable for disabled users (with a baby changing unit). However, the upper floor, which includes the hall (assemblies, PE, lunches) and classrooms for Years 4–6, can only be accessed via stairs. Due to the

building's layout and structure, it is not currently possible to provide lift access to these areas.

Parking is available on the surrounding streets, although there are no designated disabled parking spaces.

We continue to review our provision and make reasonable adjustments wherever possible to support pupils with physical disabilities. In cases where our physical environment may limit access, we work closely with parents, the Local Authority, and external agencies to explore all practical solutions and ensure that every child's educational needs can be met.

How do we identify a child with SEND and how do we assess their needs?

At our school, the early identification of special educational needs is a priority. We believe that the earlier a need is recognised and appropriate action is taken, the more effectively we can support the child's learning and development.

Identification and assessment take place over a period of time through close observation, ongoing assessment, and collaboration between teachers, parents, and specialist professionals.

We follow a graduated response to identifying and supporting pupils with SEND, as outlined in the SEND Code of Practice (2015). This means we make full use of all available classroom and school-based resources, including high-quality, differentiated teaching (Quality First Teaching), before seeking additional or external support.
Our identification process includes:

- Regular monitoring and assessment of progress using school tracking systems to identify when a child is not making expected progress.
- Use of a range of screening and diagnostic tests available in school to help identify specific areas of need.
- Completion of a 'Cause for Concern' form by staff or parents when a potential SEND need is identified. This ensures concerns are documented, discussed, and reviewed systematically.
- Regular meetings between class teachers, the SENCO, and parents to share observations, concerns, and next steps.

Specialist involvement:
Where appropriate, we seek advice and assessment from external professionals, including:

- Educational Psychologists (EPs)
- Speech and Language Therapists (SaLTs)
- Occupational Therapists (OTs)
- Specialist Teachers (for example, those supporting pupils with specific learning difficulties, autism spectrum conditions, hearing, or visual impairments)

These professionals work alongside school staff to assess pupils' needs and to provide guidance on effective strategies, resources, and interventions.
All assessments are used to create a clear picture of each child's strengths and areas of difficulty so that we can plan appropriate, person-centred support and ensure every pupil has the opportunity to make the best possible progress.

Who is the SENCO and how can we contact them?

The SENCO is Mrs Nuala Nixon (the headteacher, Mrs Lucy Scanlon is acting SENDCO whilst Mrs Nixon is on maternity leave). She can be contacted by telephone on (01772) 726937.

How do we involve parents and consult with them about their child's education?

Parents are introduced to staff at parental induction sessions.

Staff are available after school. They are on the playground at the and the end of the day. We operate an open-door policy, however, if there is a problem that is going to take a longer time to resolve, parents may be asked to return at a time when their concerns can be given more time.

If a parent has concerns about their child, they are encouraged to first discuss this with their class teacher. Should this not resolve the concern, parents are then asked to speak to the SENCO (Mrs Nixon) or Should this still not resolve the concern, parents should then ask to speak with the Head Teacher.

We hold parents evenings twice a year. A written report is given at the end of the summer term. Parents are asked to respond to the end of year report through a meeting with staff. If a member of staff has concerns at any time, they will invite parents to school to discuss.

In all classes, we invite parents in to school periodically to share in their children's learning. We do not offer Open Days as such. The head teacher prefers that parents come to visit school when it is working to enable them to get a true picture of how we work, our ethos and the behaviour of our children.

If, despite our graduated response to a child's needs, they do not make progress, we would ask parental consent for either an Educational Psychologist or specialist teacher to become involved.

If a child needs a Targeted Learning Plan (TLP), parents will be invited to school to discuss this with the class teacher and a copy given to take home. However, if a parent declines this invitation, a copy of the TLP is sent home for their information, to be signed and returned. A copy is sent home for their records, parents will also be invited in to discuss these.

We run regular drop in clinics with the SENCo for parents with any concerns or worries around their child's progress.

How do we involve and consult with children about their education?

Staff set targets for their children in discussion with the child where possible. The marking policy and verbal feedback ensure children know where they are in relation to their targets and the next steps if needed.

How do we assess and review the progress the children make and how do we involve then and their parents?

We carefully monitor and track the progress of all children throughout the school. Some pupils with SEND may have a Targeted Learning Plan (TLP), which outlines small, measurable steps that the teacher wants the child to achieve. These targets are monitored weekly by the class teacher following daily input, and they can be adapted or updated at any time in response to the child's progress.

Parents are invited into school to discuss their child's TLP and to review the targets together. If a parent is unable or chooses not to attend, a copy of the TLP will be sent

home along with an information leaflet. Parents are asked to read, sign, and return the signed TLP, and a copy is kept for their records.

For children with an Education, Health and Care Plan (EHCP), the plan is reviewed formally at least once each year in line with statutory requirements. This Annual Review includes contributions from the child, parents, school staff, and any relevant outside professionals, ensuring that the plan continues to meet the child's changing needs and supports their ongoing progress.

How do we support our pupils with SEND as they move on to high school or move to another school?

The school has a strong relationship with the local high schools that our pupils typically transfer to at the end of Year 6. As part of the transition process, high school staff visit our school to meet with pupils and discuss what to expect in their new setting. Pupils also attend the arranged transition days, which give them an opportunity to familiarise themselves with their new environment and staff.

For pupils with additional needs or particular anxieties, the SENCO works closely with the receiving high school to arrange extra transition visits or meetings where appropriate. These additional opportunities have proven to be highly effective in ensuring a smooth and confident move to secondary education.

What is our approach to teaching children with SEND?

At our school, we believe that high-quality, inclusive teaching (Quality First Teaching) is essential for all pupils. Teachers carefully differentiate learning activities to meet the individual needs of every child in their class, enabling all pupils to access the curriculum at an appropriate level and make progress.

In the Early Years and up to Year 3, we use a continuous provision approach to learning. This allows children to move freely between a range of well-planned, purposeful learning areas within the classroom. This approach promotes active, hands-on learning, supports independence, and helps children develop communication, social, and problem-solving skills. It also enables staff to observe, assess, and support children within a flexible and engaging environment.

We also provide a range of targeted interventions for children who may need additional support to help them catch up or make further progress. These small-group sessions are planned by the class teacher and may be delivered by a teacher or a trained teaching assistant.

If a child continues to experience difficulties despite these interventions, we may move to more individualised support with specific, measurable targets set for the pupil. This support is delivered daily by a teacher or teaching assistant, and progress is monitored closely.

If progress remains limited, the school may seek advice or assessment from an Educational Psychologist or another specialist professional. This always takes place with parental consent, and the findings are used to inform future teaching and support strategies.

How do we adapt the curriculum and the learning environment for children with SEND?

At our school, teachers are responsible for the learning and progress of all the children in their class, including those with special educational needs and/or disabilities. Within the classroom, teachers ensure that all pupils can access the resources they need and that learning is appropriately differentiated to meet individual needs and enable every child to experience success.

Through careful planning, teachers set challenging yet achievable goals that respond to the diverse needs of their pupils. Teaching assistant support is available in all classes and is used flexibly both to promote independent learning and to provide targeted intervention where required.

We recognise that the physical and sensory environment can have a significant impact on a child's ability to learn. For this reason, we have stripped back our classroom environments to reduce visual and auditory overstimulation, helping pupils to focus, feel calm, and engage more effectively in their learning.

In the Early Years and Year 1, we use a continuous provision approach to teaching and learning. This allows children to move between carefully designed learning areas, promoting active, hands-on experiences that encourage independence, collaboration, and curiosity. This flexible structure helps staff to observe, assess, and support pupils within a dynamic environment tailored to their developmental stage.
When pupils require more specialist support, we consult with external agencies such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, and specialist teachers. Their advice helps us adapt both the curriculum and the environment to meet specific needs effectively.

We also offer a Breakfast Club and After School Club, which are open to all pupils and provide inclusive opportunities for play, learning, and social interaction beyond the school day.

Our overall approach ensures that all children, regardless of their individual needs, can access a broad, balanced, and engaging curriculum in an environment that supports their wellbeing and progress.

How do we know if what we provide is effective?

We monitor and track the performance of all children through tracking system. Our SEN children may have a Targeted Learning Plan (TLP) which has small measureable steps the teacher wants the child to achieve. These are monitored weekly by the TA and teacher following daily input. Targets can be changed at any time.
TLPs are sent home to parents if parents do not take up the invitation to discuss them in school. They are asked to read sign and return to school. A copy is then sent home for their records.

How do we support children with emotional and behavioural difficulties?

Children are all individuals. Where a child is identified as having emotional and behavioural difficulties, the child, the class and the teacher are helped to find strategies that support them all and enable children to learn. We have a robust behaviour policy and our school ethos keeps the welfare of children, families and staff at the forefront.

School are also able to call:
Reach support - an outreach team that support individual children, whole classes, teachers, TAs and Learning Mentors or parents.

Hillside outreach- a specialist school for children with Autism Spectrum Condition
CAMHS (Child and Adolescent Mental Health Services)
Specialist Teacher
Community Paediatrician

The school is able to access the Children and Family Wellbeing Service (CFWS**)**, which provides early help and support for children and families. This service offers guidance and signposts families to relevant support services, ensuring children and young people receive appropriate assistance at the right time. The school works closely with CFWS and other agencies to coordinate support and promote the wellbeing of all pupils.

How do we deal with bullying and make sure children with SEN can tell us if they are having a problem?

At Sacred Heart, we are committed to providing a safe, caring, and inclusive environment where all children feel valued and respected. We have a zero-tolerance approach to bullying of any kind.

Any report or concern about bullying is taken very seriously and is dealt with immediately by the class teacher and a member of the Senior Leadership Team (SLT), in line with our Behaviour and Anti-Bullying Policy.

We recognise that some children with SEND may find it harder to express worries or report problems. To help with this, we:

- Build trusted relationships between pupils and staff so that children feel safe to talk about any concerns.
- Use regular check-ins, including pastoral time and pupil voice activities, to give every child the opportunity to share how they are feeling.
- Ensure that teaching assistants and lunchtime staff are alert to the signs of distress and know how to report concerns promptly.
- Work closely with parents to support children who may be vulnerable to bullying or friendship difficulties.

Through our inclusive ethos and proactive support systems, we make sure that every child including those with SEND knows they will be listened to, taken seriously, and supported.

How do we involve and work with other professionals such as the local authority support services and other organisations to meet the needs of our children?

The SENCO liaises with many outside agencies. School has contact with the Occupational Therapist, Speech and Language Therapists, Play therapists, Inclusion Support Teachers, Educational Psychologists, Community Paediatrician, SENDO, our LA caseworker and CAMHS.

These services are usually contacted initially by telephone or by the relevant form. Any contact with an outside agency is with the consent of the parents.
The school accesses the Children and Family Wellbeing Service (CFWS) and works with external charities to provide additional support. This includes counselling for pupils and assistance for families facing challenges such as domestic violence or difficulties with parenting skills. These services help ensure that children and families receive timely and appropriate support to promote wellbeing and positive outcomes.

What arrangements do we make for supporting children who have SEN and are in the care of the local authority?

All Children Looked After (CLA) are required to have a Personal Education Plan (PEP), which forms a key part of their overall care plan. The PEP outlines the child's educational needs, current progress, and the support required to help them achieve their full potential. It is initiated as part of the child's care plan and is reviewed regularly — at least every six months — to ensure it remains current and effective. (Further information can be found at www.lancashire.gov.uk)

For children who have both SEND and CLA status, the school works closely with carers, social workers, the Virtual School, and other involved professionals to ensure that all educational, emotional, and social needs are met. The SENDCO and the Designated Teacher for Looked After Children work together to coordinate provision, ensuring that the child's Targeted Learning Plan (TLP) and PEP are fully aligned and regularly reviewed. The school collaborates with the child's carers and social workers to complete PEP documentation, review progress, and identify any emerging barriers to learning. Meetings are arranged as needed to review the plan, and the school provides its facilities as a venue for multi-agency meetings with Children's Social Care and other professionals. The Designated Teacher takes the lead in coordinating the PEP process, ensuring that:

- The child's educational needs are clearly identified and met.
- Appropriate and timely support is provided.
- Communication between school, carers, and external professionals is strong and effective.

Our approach ensures that every looked after child with SEND receives the stability, understanding, and support they need to make sustained progress and thrive at school.

What should I do if I have a concern or complaint about the provision for my child?

If a parent or carer has a concern about the provision for their child, we encourage them to raise it as soon as possible so that it can be resolved quickly and effectively.
In the first instance, parents should speak to their child's class teacher, who will listen to their concerns and work with them to address any issues.

If the concern remains unresolved, parents should then contact the school's SENCO (Special Educational Needs Coordinator) or ask the class teacher to arrange a meeting. The SENCO is always happy to discuss provision and will work in consultation with the class teacher to agree on next steps.

If a parent still feels that their concern has not been fully addressed, they should then contact the Headteacher to discuss the matter further.
Should the issue remain unresolved after following these steps, parents may refer to the school's Complaints Policy, available on the school website or from the school office, for guidance on the formal complaints process.

Where can I find information on the authority's Local Offer?

Information about Lancashire County Council's Local Offer can be found on the website: www.lancashire.gov.uk

The Local Offer sits under the umbrella of Special Educational Needs and Disabilities (SEND) and provides detailed information about the services, support, and provision available for children and young people with SEND, as well as their families.
It is also possible to find the Local Offer by typing "Lancashire Local Offer" into a search engine such as Google.