



## Special Educational Needs and Disabilities (SEND) Information Report Updated October 2025

We believe that every child is individual and unique, made in God's image and likeness. We aim to ensure that self-confidence is encouraged and a positive self-image is nurtured throughout his/her time at Sacred Heart Primary School.

Sacred Heart is a fully inclusive school. Each child has access to a broad and balanced curriculum and we strive to ensure that all pupils are supported to reach their potential by tailoring our provision to meet the individual needs of each child.

We believe that every child should make the very best progress that they can across a curriculum that is rich and varied academically, creatively and through sports.

We encourage pupils to demonstrate outstanding behaviour and self-discipline, supported by parents and the wider community.

### SEND Information

This document is intended to give families general information about the ways we support our pupils with special educational needs and disabilities (SEND) to reach their potential. The strategies, resources and support used are continually developed and modified to meet the changing requirements of individual pupils

When children are identified as having SEND, they are placed on our SEND register and given specific targets and resources to help support their development, address areas of concern and aid progress. The SENCO (Special Educational Needs Coordinator) works closely with various professionals from a wide range of outside agencies. Class teachers, classroom assistants and the SEND Governor work closely together to help children to make the best progress possible.

Parents can also contact their local **Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)** for impartial information, advice and support in relation to their pupil's SEND and/or disability.

The Newcastle SENDIASS manager is Sarah Francis. She can be contacted on 0191 2116255 or by email: [sarah.francis@newcastle.gov.uk](mailto:sarah.francis@newcastle.gov.uk)

**Please see the Newcastle local offer for further information:**

<https://www.newcastlesupportdirectory.org.uk/>

The SEND Information Report should be read in consultation with the SEND policy, Accessibility Plan and Annual SEND Report. Together they include details of:

- The school's admission arrangements for pupils with SEND or disabilities
- The steps school have taken to prevent pupils with SEND or disabilities from being treated less favourably than other pupils
- The facilities provided to assist access to the school by pupils with SEND and disabilities.

(Children and Families Act 2014, Part 3)

Our SEND policy, Accessibility Plan and Annual SEND Report are available on the school website.

We have a range of ways in which we identify children who may need extra help with their learning or who may have additional needs. Children are continuously assessed and monitored both on a day-to-day basis and through more formal methods.

If you think your child is experiencing difficulties in school, whether this might be with their learning or problems with social skills or emotional difficulties, then please contact us. Your child's teacher is your first point of contact. We know that parental involvement and input is an essential element in a child's education.

When children are identified as having additional needs, we (family, school and, if necessary, other professionals) will work together to consider and provide effective support. We use individual support plans, identifying strategies and resources which help support their development, address areas of concern and speed up progress.

All pupils have access to a broad and balanced curriculum. All pupils receive inclusive quality first teaching that is accessible to meet individual need. The Newcastle Universally Available Provision guidance is embedded into classroom practice. Children who have additional needs access a wide range of interventions (often small group provision). A small number of children access highly personalised interventions.

We hold 3 meetings/reviews per year to discuss progress. At times these meetings may be held as part of Parent and Carer consultations. Professionals involved with your child will also be invited as appropriate. Key Stage 2 children will be invited to contribute to the meeting and share their views. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress.

We seek support and advice from a range of outside agencies to ensure any barriers to achievement are fully identified and responded to. School liaises with the following services: SEND Outreach Service (SEND OS), School effectiveness teams, Educational Psychology, Occupational Therapy (OT), Children and Young People's Service (CYPS) etc.) NHS Speech and Language, School Health, and, when appropriate, Social Services and Virtual School.

All staff receive ongoing training in relation to meeting the individual needs of children within school.

For all pupils at Sacred Heart RC Primary School who have SEND, we;

- Recognise that the families know their child best and endeavor to work closely with them.
- We deliver high quality teaching, an accessible curriculum and resources to meet the needs of individual pupils and to promote pupil progress.
- We use pupil-centred SEND support plans, which clearly state the pupil's area(s) of need, their targets and the provision and resources to be implemented to support them to meet the targets set for them.
- We involve the pupil, families and key staff members in the writing, implementing and reviewing of individual support plans.
- Formal review meetings for pupils with SEND are held termly, although our open-door policy means that meetings take place informally throughout the year.
- For children with an Education Health and Care Plan, progress is formally discussed with a Statutory Annual Review, with recommendations submitted to the Local Authority.
- We use Newcastle Universally Available Provision to support provision planning.
- We seek support and advice from outside agencies to identify and respond to any barriers to learning.
- We ensure that our school activities and trips are accessible to all of our pupils with SEND.
- We operate a graduated response based upon need: assess, plan, do review which is monitored by the SENCO.
- We have adopted a whole school Thrive approach and provide support from trained Thrive

practitioners to reduce anxiety and promote emotional well-being.

- Support staff are placed where they are needed throughout the school to ensure pupil progress and independence.
- Access arrangements are considered for internal and external assessments.
- Staff work with the SENCO to identify and help those with SEND continue to make at least expected progress.
- Progress of those with SEND is monitored termly as part of the assessment process.
- Staff have access to appropriate, on-going training in order to meet the needs of their pupils.
- Support is offered to families and they are signposted to services and organisations which may offer support or advice via the Newcastle Local Offer.
- We offer support for all pupils and families during all periods of transition.
- We liaise closely with other schools at transition times to ensure that SEND pupil information is clearly communicated so that the move to the next school is as smooth as possible.
- We have a fully qualified SENDCo who can provide advice and guidance to staff.

### Communication and Interaction Needs

This may include Autism, Speech Language and Communication Needs. Support and provision may include:

- Visual timetables to support pupils to understand what will happen and when
- Additional support during times of stress or anxiety
- We can provide a workstation within the classroom as an area of low distraction/stimulus
- Individual daily 'Box Time' session for children who this has been recommended for
- We offer social skills support and support on building self-esteem through small group work, social stories, Lego Therapy, Thrive sessions and through the ethos which pervades the school
- Use of technology where needed to reduce barriers to learning
- Use of strategies and programmes provided by outside specialists such as Speech and Language therapists to support language development
- Use of the WellComm screening tool which allows us to identify potential gaps in understanding and implement programmes to fill those gaps.
- Visual prompts and word banks to support pupils with speech and language difficulties
- We offer support or supervision at unstructured times of the day e.g. break time and lunchtime where appropriate, using the Thriving Minds for Learning approach.
- We use a range of resources and strategies to reduce anxiety and promote emotional wellbeing e.g. sensory resources, brain breaks, small group programmes.
- Opportunities to communicate in various ways, for example through communication boards and with Makaton
- Use of the Zones of Regulation across school to support pupils to identify and communicate how they are feeling
- Delivery of the Affirmative Autism programme, by staff who have received training from the Autism Education Trust
- Provision of a structured weekly check-in for some pupils, following advice from the SENDOS Communication and Interaction team
- Staff have received training on activities to support pupils in the early stages of development with shared attention and communication skills.
- Staff have also received training from the Speech and Language Therapists working within our Trust on Speech, Language and Communication Needs and some have received training on more specific areas such as Developmental Language Disorder and Selective Mutism.

## Cognition and Learning

This may include, Moderate Learning Difficulties (MLD), Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)

- We use strategies to promote and develop learning skills with increasing independence.
- Additional small group support in class from the class teacher and support staff
- Small group daily phonics teaching for pupils at their level of phonic acquisition
- Small group targeted intervention programmes to improve skills in a range of areas, including Literacy and Maths (Language for Thinking, NCETM Mastering Number, Read Write Inc).
- Readily available resources, visuals and manipulatives to promote independence.
- Opportunities for pre-teaching and revisiting key learning in each lesson.
- Additional processing/thinking time for responding to questions, completing tasks and sharing ideas.
- Use of technology to support and evidence learning in a variety of ways
- We seek support and advice from SENDOS and other outside agencies, including an Educational Psychologist, to ensure any barriers to success are fully identified and responded to.
- We assess pupils regularly and report progress to parents.
- Accessible and personalised homework where required.
- We assess pupils for access arrangements for SATs examinations.

## Social, Emotional and Mental Health

This may include social difficulties, mental health conditions, emotional difficulties.

- Sacred Heart RC Primary values all pupils.
- Behaviour management systems in school encourage pupils to make positive decisions about behaviour.
- The school's behavior policy identifies where reasonable adjustments or changes can be made to ensure the need for exclusion is kept to a minimum.
- We use the Zones of Regulation throughout school to support children to develop strategies for identifying, communicating and managing their feelings. Some children may receive additional small group or one-to-one support to help them to improve their social skills and emotional resilience
- We use risk assessments when necessary to take action to ensure the safety and inclusion of all pupils in all activities.
- The school provides effective pastoral care for all pupils.
- Breakout space is available for children who need time to regulate outside of the classroom
- Additional support can be provided from a Thrive practitioner where appropriate.
- Residential trips for all year groups, which help to develop social and emotional resilience and promote independence.
- We seek support from outside agencies such as the SEMH team, School Nurse, Children and Young Peoples Services (CYPS), SEND ASAP and the Educational Psychologist.

## Sensory and Physical Needs

This may include Hearing impairment, Visual Impairment, Multi-sensory Impairment, Physical Disabilities, Medical Needs. Provision may include:

- Physical aids or resources where necessary or where advised by specialists e.g. posture cushion, pencil grips, therapy putty.
- We seek and act on advice from outside agencies to support pupils with sensory and/or physical needs
- We work with the SENDOS Hearing Impairment and Visual Impairment Teams to ensure pupils' needs are met and our staff are trained to support the needs of pupils with hearing or visual impairment

- Our staff can use microphone systems supplied by the Sensory Service
- Support with personal and intimate care, if and when needed
- We make every effort to be as accessible as possible. For example, entrances allow wheelchair access and our school has a disabled toilet in both key stages (See Accessibility Plan).
- We work with Occupational Therapy to deliver therapeutic programmes.
- We can provide alternative ways of recording ideas
- We provide additional handwriting support through a targeted intervention programme
- Adjustments to physical environment and resources where appropriate
- Movement breaks for pupils with motor coordination difficulties as and when required
- Designated first aid trained staff are assigned to break, lunchtimes, trips or visits

If you have any concerns about your child's SEN progress or provision we would urge you to come into school to discuss matters further with your child's class teacher and the SENCO (Miss Burns). Miss Burns can be contacted through the school office or via ClassDojo, our school communication platform.

Reviewed October 2025.  
To be reviewed annually.