



## Special Educational Needs Annual Report 2024-2025

This report should be read in consultation with the Sacred Heart Information Report, SEND and Inclusion Policy and Accessibility Plan

This report reflects how the school has used SEND funding to meet pupils' needs.

### Context

Sacred Heart caters for pupils aged 3-11 years

In the academic year 2024-25 there were 236 pupils on roll; of this number, there were 3 pupils with additional needs in Nursery and 25 were in Reception to Year 6.

11.8% (28 pupils) were on the SEND register and 1.3% of the total number of pupils (3 children) had Education Health and Care Plans (EHCP)

Nationally, 14.2% of school age pupils are identified as having SEND (January 2024 school census data), with 5.3% having EHCPs.

Locally, 15.3% of school age pupils are identified as having SEND (January 2024 data), with 5.6% of the total number of pupils having EHCPs.

### Primary needs of pupils in school:

	Communication and interaction	Cognition and learning	Social, emotional and mental health difficulties	Sensory and/or physical needs
Early Years SEND support	3	0	0	0
SEND support	14	3	5	0
EHCP	2	1	0	0
Total	19	4	5	0

### Data for pupils with SEND

#### Attainment at the end of KS1

KS1	Expected Standard + % All Pupils (30)	Greater Depth % Not SEND All Pupils	Expected Standard + % SEND (2)	SEND Greater Depth % SEND (2)
Reading	77	23	0	0
Writing	63	10	0	0
Maths	24	20	50	0
Combined RWM	18	7	0	0

## Attainment at the end of KS2

KS2	Expected Standard + % All Pupils (31)	Greater Depth % Not SEND All Pupils	Expected Standard + % SEND (5)	SEND Greater Depth % SEND (5)
Reading	80	39	60	20
Writing	80	35	20	0
Maths	83	45	40	20
Combined RWM	77	10	20	0

## SEND pupil attendance

Whole school attendance	SEND support pupil attendance	EHCP pupil attendance
97%	95.9%	96.2%

## Exclusions

One pupil with SEND was given two fixed term exclusions for behaviour that endangered other pupils and staff.

## Impact of intervention

The family of every child on the SEND register is offered a termly review with the class teacher and, for pupils with complex needs, the SENDCo. Interventions and strategies to support pupils are shared within these meetings and recorded on the child's learner plan.

## Staff training and expertise

Staff	Training
Miss Burns (SENDCo)	Trust Network meetings, including WellComm network meetings, Local Authority network meetings NAPA/NIPA phonological awareness assessment and intervention programmes Trust SENCO conference 'Understanding the Sensory Body'
Miss Burns (SENDCo) and Mrs Brown (HT)	Trust Peer to Peer group meetings, Maximising Impact of Teaching Assistants training
Miss Rutledge (DHT)	Selective Mutism training – LA Educational Psychologists
Mrs Morris (HLTA)	NAPA/NIPA phonological awareness assessment and intervention programmes
Mrs Davidson (TA)	Building Communication clinic, shadowing 3 sessions with NHS SALT
Mrs Powell and Miss Burns	Meetings with Beth Dunn, EYFS advisor about adapting the Early Years environment
Whole school CPD	SEMH team – Developmental Trauma and the PACE approach SENDOS Communication and Interaction Specialist Teacher – Supporting children in the early stages of development

**Next steps:**

Trust Speech and Language Therapy training focused on speech sounds.

WellComm network meetings for staff delivering intervention programme and screenings.

Further training for staff working within the SEND provision, delivered by SENDOS Specialist Teachers and Nursery Nurses.

**Working with other agencies:**

We continue to work with other professionals from SENDOS, SALT, Educational Psychology, CYPS and Occupational Therapy.

**Next steps:**

Investigate possibility of Trust occupational therapy provision to fill gap of NHS waiting times.

**Parent and carer views next steps:**

Complete parent view survey for pupils with SEND in Autumn term.

Relaunch parent/carers coffee mornings/afternoons, with parent ambassadors to offer support to families of children with SEND.

**Pupil views:**

Pupil views were collected by the SENDCo. They then looked at a range of situations/settings within school and were asked for their views on how they felt in each one and what they would change. Pupils could identify who to ask for support and said that they felt safe in school.

**Pupil views next steps:**

Collect individual pupil views in second half of the autumn term.

Continue to monitor the involvement of children with SEND in after school clubs.

Support pupils with SEND to recognise their progress and identify their goals/areas for improvement.

**Local offer**

Newcastle City Council has a 'local offer' of information and guidance for pupils with SEN or disabilities, their families and those who support them. This sets out the provision and links to what is available in Newcastle and the surrounding area. More information on the Local Offer can be found at:

[Newcastle Support Directory | Newcastle Support Directory](http://www.newcastlesupportdirectory.org.uk) (www.newcastlesupportdirectory.org.uk)