

## Sacred Heart Catholic Primary School SEN Report to Governors Academic year 2024-2025

<b>Special Educational Needs Co-Ordinator (SENCO)</b>	Mrs Rachel Sanders	<b>SEN Link Governor</b>	Mrs Lisa Glen
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### Number of children on the SEN register over time (by year group)

Academic year	R	1	2	3	4	5	6	TOTAL
2022-2023	0	3	4	0	4	2	4	17
2023-2024	1	0	2	4	0	6	2	15
2024-2025	1	2	0	1	5	1	6	16

Type of Support	Number of Pupils at Sacred Heart	National average (primary schools)
Special Educational Needs (SEN) Support (without an EHCP)	14%	14.2% (all schools)
Education, Health and Care (EHC) Plan	3%	5.3% (all schools) *Predicted 3% for <b>primary schools</b>

\*The official release does not separately break down the EHCP-only percentage for **primary pupils** in 2024. However, here's some helpful context:

- For **2023–24**, **3.0%** of primary pupils had an EHCP [explore-education-statistics.service.gov.uk](https://explore-education-statistics.service.gov.uk).
- Given that the *total EHCP rate* increased nationally to 5.3% in 2024–25 (from 4.8%), it's reasonable to infer a similar upward shift in primary rates—likely rising to **around 3.2% to 3.3%**.

Area of primary need analysis	% of pupils on the SEN register
Communication and Interaction	29
Cognition and Learning	43
Social, emotional and mental health	14
Sensory and/or physical	14

**Most common primary type of need for those with an EHCP**

Sacred Heart	Nationally
autistic spectrum disorder	autistic spectrum disorder

**Most common primary type of need for those on SEN Support**

Sacred Heart	Nationally
Communication & Interaction	Speech, language, and communication needs

**Identification of SEND**

At Sacred Heart we have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional

progress with wider development or social needs in order to make a successful transition

The first response to such progress is high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents wherever possible). The pupil's response to such support can help identify their particular needs.

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

Professionals are also alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on wellbeing and sometimes this can be severe. We ensure we make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties schools should consider whether the child might have SEN.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. We look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

When reviewing and managing special educational provision the broad areas of need and support outlined below may be helpful.

There are four broad areas which give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action we need to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need ensures that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual is based on a full understanding of their strengths and needs and seeks to address them all using well evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Please see the School's SEN policy for further information on the four broad areas of need.

## Effectiveness of Leadership and Management

*Leaders and staff support pupils with SEND well. Staff identify needs quickly. They plan appropriately so that pupils can access the curriculum. Staff support pupils' wider development so that pupils with SEND are fully included in school life (Ofsted Nov 2021)*

There is a culture of high expectations and aspirations set by leaders for pupils with SEN. There is a broad and coherent curriculum for pupils which is personalized where appropriate.

Progress is closely monitored with plans written to support those at risk of underachievement. The school has reviewed the assessment procedures and interventions in place for children with SEN.

<b>% SEN pupils making expected progress</b>	<b>2024-2025</b>	<b>2023-2024</b>	<b>2022-2023</b>
Reading	81%	79%	93%
Writing	75%	79%	87%
Maths	75%	89%	80%

The SEN link governor meets regularly with the SENCo offering support and challenge in the self-evaluation of the SEN provision at Sacred Heart.

## The Quality of Education

Lesson, observations, learning walks and pupil progress meetings all show teaching staff have consistently high expectations of what all pupils can achieve, and understand the implications of SEN on learning.

Teaching Assistants are deployed effectively supporting individual or small groups in the classroom and carrying out interventions where needed.

Assessment information is used to plan effective next steps as shown in our excellent progress rates. The quality of Learning for SEND pupils is supported through evidence of achievement of personal targets as outlined on Individual Education Plans or class provision maps. During this academic year, the school continued to judge progress of SEN children through the attainment of targets and for some children, the targeted and appropriate use of PIVATs is an appropriate assessment tool. The school also used the new 'Engagement Model' alongside the use of PIVATs and assessment of targets achieved, as a means of assessing progress for relevant pupils.

*The reading curriculum, including for children in the early years, is planned well. This enables pupils, including those with special educational needs and/or disabilities (SEND), to become confident readers. (Ofsted Nov 2021)*

## Behaviour & Attitudes

*The level of pastoral care provided to pupils is outstanding. There is an explicit and concrete commitment to ensuring that all pupils, as God's creations, are loved and cared for. As a result, the school is a community in which all pupils can thrive. This care has an inclusive approach; pupils with additional needs are well provided for with personalised support and are embraced by their peers. (Section 48 Inspection report Feb 2020)*

*Teachers' expectations of pupils are high. Pupils are attentive and follow teachers' instructions quickly and carefully. Pupils know that their teachers want them to achieve well, and they respond with positive attitudes to their learning. They get extra help when needed. Ofsted Nov 2021*

Adaptations and support for SEND students with known behavioral difficulties are in place. Strategies are in place to assist students that may need to learn in quieter less sensory busy areas, rest breaks and or movement breaks are offered to specific students. This is helpful for some students with neurodiverse conditions such as attention deficit hyperactivity disorder (ADHD), and Autism Spectrum Conditions (ASC). Specific students require adapted timetables to accommodate their emotional regulation and ability to attend, learn and make progress socially and academically in school.

The school is consistent in the strategies it uses to support children who may find the rigors of the school day more challenging. This includes the widespread use of visual timetables, now and next boards, bespoke timetables and positive reinforcement/personalised rewards.

## Personal Development

*Pupils enjoy the wide range of opportunities the school offers, for example being part of a choir and taking part in a range of clubs. They are also proud of the work they do in their community, supporting the food bank and playing board games with residents at local care homes. (Ofsted Nov 2021)*

During 2023-2024 SEN pupils accessed a range of extracurricular clubs and activities. These included choir, football and multi sports, Rocksteady, and art and craft.

SEN children took on leadership roles last academic year such as house captain, playground buddy and librarian.

This school works hard to include everyone equally. Pupils have a very well-developed awareness of the importance of equality. They treat everyone with respect. One parent described the impact of the school's approach to their child, who has anxiety and SEN, saying that their child is now happy and enjoys school after many negative experiences in other schools.

The school has carefully thought through its curriculum to ensure that there are plentiful opportunities to develop pupils' personal development, this includes learning musical instruments, artist in residence projects, charitable outreach programmes, residentials, trips and visitors, leadership roles, and sporting tournaments and competitions. These opportunities are offered to ALL pupils.

## Working with Parents/Guardians

We aim to have good and informative relationships with all our parents. If a pupil is experiencing difficulties, parents will be informed either at parents' meetings in the Autumn and Spring terms, or during informal meetings to discuss the pupil's progress. It should not come as a surprise to a parent to learn that their child is being identified as having a special educational need or disability.

Once a pupil has been identified as having a special educational need or disability, the Class Teacher will invite the parents to a meeting to:

- formally to discuss their child is being placed on the SEN register
- discuss assessments that have been completed
- agree a plan and provision for the next term

This is part of the graduated approach cycle of *Assess, Plan, Do, Review*, which is required in the Code of Practice. Depending on their age and interest, a pupil may be invited to attend all or part of the meeting. Thereafter, parents and pupils are invited to a meeting at least once a term to review progress made, set targets and agree provision for the next term. In the Summer Term, there is an annual review of the pupil's progress so that appropriate measures can be taken to prepare them for *transition* either between Year Groups in school or transfer to secondary school.

Every short term, class teachers review IEP's. Parents are involved in this review process and there is a section on each of the IEPs to record the parent's views.

## Working with External Agencies

If the support we provide fails to result in suitable progress for the SEND pupil, we will request observation and assessment from a range of professionals (after obtaining parental consent).

During the academic year 24-25, referrals have been made to:

- CAMHS
- Occupational Therapy (OT)
- Communication and Interaction Team
- Visual Impairment Team
- School Nursing Service
- Behaviour Inclusion Team

## Achievement of pupils with SEND

The progress of all pupils is tracked regularly with detailed analysis taking place on a termly basis.

The % of pupils on the SEN register can be found below (summer 2025)

Year 2024-2025 SEN support	READING	WRITING	MATHS
% MAKING EXPECTED PROGRESS	92%	92%	85%
% MAKING ACCELERATED PROGRESS	78%	36%	27%

Year 2024-2025 EHCP	READING	WRITING	MATHS
% MAKING EXPECTED PROGRESS	67%	67%	67%
% MAKING ACCELERATED PROGRESS	33%	33%	33%

### Attendance Data 2024-2025 (summer 2025)

Overall attendance whole school	Overall attendance for pupils on the SEN register	
	Those with EHCP	SEN Support
92.43%	96.37%	75.48%

### Exclusions over time

Year	Exclusions Non SEN	Exclusions SEN
2022-2023	1	0
2023-2024	0	0
2024-2025	0	0

### SEND Funding for 2024-25

SEN funding:

Top Up Funding £7,871.36

SEND Funding : £12,440.16

Total £20,311.52

The vast proportion of the funding received is spent on staffing to support pupils with SEN, either via in-class support (to ensure full inclusion) or in the form of 1:1 and small group interventions.

Of the pupils on the SEN register, 47% of pupils are also in receipt of Pupil Premium. Please see the Pupil Premium Strategy document on the school website for more information how this funding has been

allocated.

## Staff Training

Staff have received the following training during academic year 24-25 to help them to support SEND pupils;

- Social Communication, Emotional Regulation, and Transactional Support (SCERTS)
- Social Communication Through Play (May I join you)
- Pediatric Autism Communication Therapy (PACT)
- Pathological Demand Avoidance
- Overview of Dyslexia and Specific Learning Difficulties
- Introduction to Phonological Awareness and Phonics
- Learning Preferences and Multi-Sensory Teaching
- Reading Accuracy and Comprehension
- Spelling and Writing and Dyslexia
- Numeracy and Dyslexia

All training received has been implemented into practice and is positively impacting on pupil progress.

## SEN Policy

The SEND Policy and the SEN Information Report were updated in September 2023

The Accessibility Plan was updated in July 2025

## Challenge for All

We believe that all children, whatever their level of knowledge and skills, should be **stretched and challenged** in every lesson. At Sacred Heart we have developed our bespoke 'Three Hearts Challenge' system that runs throughout all of our lessons. Pupils are given the opportunity to select activities and tasks that increase the depth and breadth of their understanding. Pupils are encouraged to undertake the three heart challenge to really push themselves!

Our highly experienced team of staff means that we can work together to stretch and challenge every pupil. Pupils' strengths are recognised and teachers have **high expectations**, setting high levels of challenge in all lessons. We seek opportunities for our pupils to develop every aspect of themselves be it in gardening club, music recitals, sporting tournaments, maths, reading or writing competitions to name a few.

The following table shows the range of interventions which are available in school:

Interventions/Support	Focus	Group or 1:1	Frequency and length	Monitoring
<b>SEMH</b>				
Zones of regulation	Strategies for emotional and sensory self-management.	A consistent, metacognitive pathway to follow for regulation	Used consistently throughout the school but also may be used as an intervention where needed.	Self-assessment (Zones of regulation inventory)
Social Stories	SEMH Neurodiversity Behaviour difficulties	1:1 or small group	As needed	Improved behaviour Reduced anxiety
The Friendship Formula	Designed to help students age 8 years +develop their communication and relationship skills.	Group intervention	1x weekly for 6 weeks	
ELSA	Emotional support	1:1 or small groups	As needed	
School Counsellor	SEMH	1:1	1x weekly for 6 weeks initially	By school counsellor/HT
<b>Literacy</b>				
Nessy	Dyslexic traits Reading Spelling phonics	1:1	Daily	Assessed at end of each session through the programme
Precision teaching	Phonics / Reading / Spelling	1:1	10/15 minutes per session, 5 sessions per week	Reading / Spelling ages / NC levels
Match, Select Name	Reading/phonics	1:1	10 minutes daily	Teacher Assessment
Toe by Toe	Phonics, Reading or Spelling	1:1	5 / 10 minutes daily for a term	Reading / Spelling Age and termly assessments
Alpha to Omega	Reading delays and dyslexia	1:1	5 / 10 minutes daily for a term	Reading / Spelling Age and termly assessments
Sound Linkage	Reading delays and dyslexia	1:1	5 / 10 minutes daily for a term	Reading / Spelling Age and termly assessments
Launch into reading Success	Phonological Awareness	1:1	5 / 10 minutes daily for a term	Reading / Spelling Age and termly assessments Teacher Assessment
<a href="#">Literacy Assessment Pack (LAP Pack)</a>	Phonological Awareness	1:1	5 / 10 minutes daily for a term	Reading / Spelling Age and termly assessments Teacher Assessment
Colourful Semantics	Speech and Language Grammar for writing	1:1 or small group	As directed by speech and language therapist	Targets set and reviewed by S&L Therapist
Black Sheep Press (speech and language therapy)	English	Small group or 1:1	1 session of 30 minutes per week	Targets set and reviewed by S&L Therapist

			(or as recommended by S&L therapist).	
<a href="#">Reading Comprehension</a>	A resource package to support the development of reading comprehension.	1:1 or small groups		
<b>Maths</b>				
The Dyscalculia Toolkit	Early number work with numbers under 10  Basic calculations with numbers above 10  Place value Times tables, multiplication and division	1:1 or small groups	Daily	Teacher Assessed
Five Minutes Maths	Multi sensory toolkit for maths concepts	1:1 or small groups	Daily	Teacher Assessed
Precision Teaching	Discreet areas of maths ie times tables, number bonds, rapid recall, number recognition	1:1	10-15 minutes per session, 5 sessions per week	Maths ages / NC levels
Numicon: Firm Foundations, Breaking Barriers, number, pattern and calculations pack	develop deep understanding of numbers and number relationships, shape, space and measures.	1:1 or small group	daily	Teacher Assessed
Numberstacks	master the foundations of the number system	1:1	daily	Teacher Assessed
Power of 2	Mental maths	1:1	Daily	Maths ages / NC levels
<b>Other</b>				
Five Finger Typist	ICT Skills for individual pupils	1:1	3 sessions per week	Teacher Assessed
Speed Up Handwriting / Fine Motor Skills / Handwriting	Handwriting and fine motor skills	Small group	2 sessions per week	Teacher assessment