

# SACRED HEART HIGH SCHOOL



## SEN INFORMATION REPORT

DECEMBER 2024

*To be reviewed December 2025*

*This Policy should be read in conjunction with the Curriculum Access (SEND) Policy, the Accessibility Policy, the Admissions Policy and all other Sacred Heart High School Policies*

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## 1 AIMS

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our Curriculum Access (SEND) Policy. You can find it on our website here: [Policies and Reports](#)

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 2 CONTACT

To contact the SENCO about any questions or queries you have with regards Curriculum Access and SEND, please use this email address: [send@sacredh.lbhf.sch.uk](mailto:send@sacredh.lbhf.sch.uk)

## 3 SEN INFORMATION REPORT

Our Special Educational Needs (SEN) Information Report is part of the Hammersmith and Fulham Local Offer for learners with SEN. The Hammersmith and Fulham Local Offer website can be accessed here: [Hammersmith & Fulham Local Offer](#)

### 3.1 The types of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

All of the above needs can be met provided we have the required resources for the level of need and provided the procurement of necessary resources does not impact on the effective and efficient education of the other students in the school.

### 3.2 The Curriculum Access Team: *Which staff will support my child?*

- Our Special Educational Needs Co-ordinator, or SENCO:**  
Our SENCO and Head of Curriculum Access is Ms M Fraser. She has completed the statutory National Award in Special Educational Needs Co-ordination in November 2023 and is a qualified, still practicing RE teacher. Ms M Fraser is a full-time member of staff. Ms B Hazell is the Deputy SENCO. Ms B Hazell has worked at Sacred Heart previously as a Learning Mentor and has had many years of experience working with students with SEND.
- Class/ subject teachers:**  
All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN in class. Teachers also support in other classes or in 1-1 or small group interventions out of class where available. Training that staff have had in the academic year of 2023-24 alone is: individual student needs, and all four areas of need from specialists including visual impairment specialist, speech and language specialists, autism specialists, dyslexia specialists as well as training on the Education Endowment Fund's 5 Pillars of High-Quality Teaching and Learning.
- Our Behaviour & Inclusion Lead**  
Our behaviour & inclusion lead is Ms C Subban. She is an experienced Senior Leader having worked in various educational settings both in the UK and abroad. Ms Subban is also a former Designated Safeguarding Lead, Associate Inspector for Catholic schools and examiner for Edexcel. Recently completed HE Dip in Child Psychology.
- The Assistant Headteacher in charge of Curriculum and Inclusion**  
Our assistant headteacher with strategic Curriculum Access is Ms F Vitija who has extensive experience as a senior leader working both pastorally and academically. Ms F Vitija is now undertaking her National Professional Qualification for Headteacher.
- Our Learning Mentors (teaching assistants):**  
We have a team of teaching assistants who are trained to deliver interventions to students with a range of needs as specified above. Our team is:

Ms M Bastida  
Ms A Darby (ELSA)  
Mr O Jones  
Ms E Clarke  
Ms A Rose  
Ms E Da Rosa  
Mr J Goldberg  
Ms T Mirabel  
Ms A Neckles

In the past academic year, our Learning Mentors have been trained the same areas as teaching staff as well as more honed training for all four areas of need such as how to scaffold resources, good autism training and word aware courses.

### 3.3 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class / subject teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

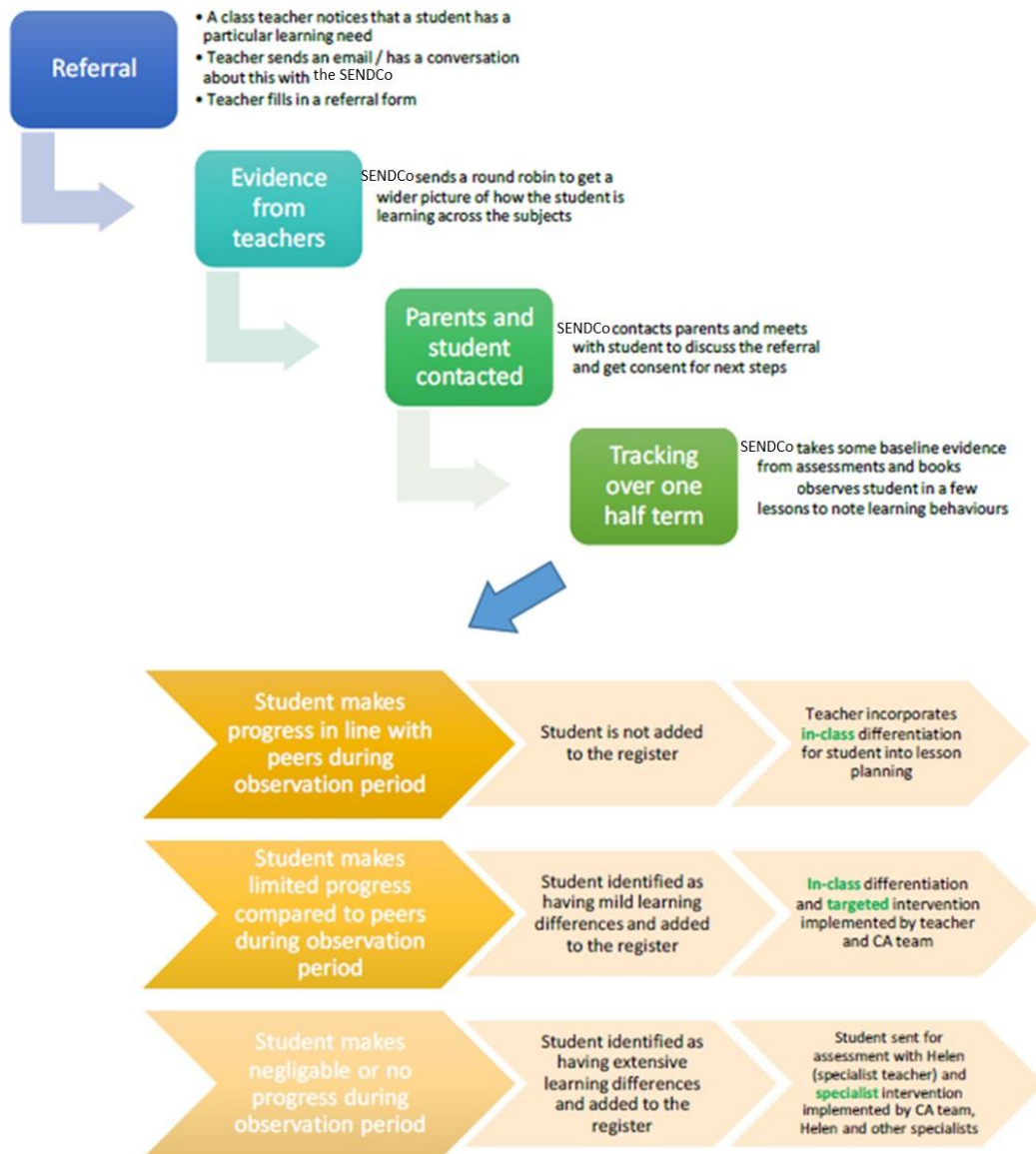
This may include progress in areas other than attainment, for example, social needs.

Slow progress and/or low performance will not automatically mean a pupil is recorded as having SEN.

A student can be referred to the Curriculum Access department, and added to the SEN register, by a form tutor, parent or the student themselves as well as by class teachers. The referral process for class teachers is shown overleaf.

1. Students with EHC plan
2. Students receiving support for their needs; inside, outside agencies including counselling
3. Students with acute medical needs

# Referrals



When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### 3.4 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

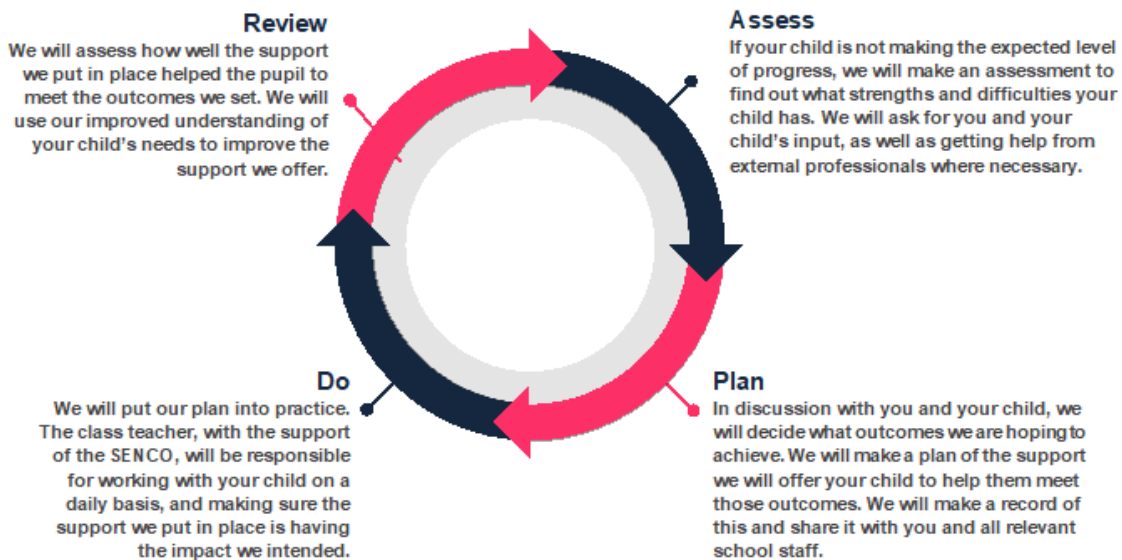
Notes of these early discussions will be added to the pupil's record and given to their parents.

The pupil's parents will be sent a formal letter notifying them if the student will receive SEN support and outlining all support and interventions available to the student.

The SENCO will maintain regular communication with students and parents, attend parents evenings and hold Annual Review meetings which follow the person-centred approach.

### 3.5 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.



The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- SENCo / learning mentors' observations of the student in class
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- Assessments conducted by external services, if relevant

The assessment will be reviewed formally every year and informally every week in the Curriculum Access team meeting where Learning Mentors who work with students feedback to the SENCo on students' progress and any concerns.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress through lesson observations and reviews of book work.

### 3.6 Supporting pupils moving between phases and preparing for adulthood

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#### ***Fair Admissions Process for Pupils with SEN or a Disability:***

In formulating this policy, the school has had regard to the principles and provisions of the Equality Act 2010. The school does not select its pupils on the basis of ability or aptitude. The school welcomes applications from children of all abilities, including from those with additional or special educational needs or disabilities. The school deliberately seeks to take pupils across a wide range of abilities and it does so with the use of a banding test referred to below. See more in our Admissions Policies here: [Admissions](#).

Please note that any student with an EHC plan who names the school will be admitted before allocating any other places for other students. Also, our oversubscription criteria avoids unfairly disadvantaging prospective students with a disability or special educational need.

In the summer term, the SENCo contacts all primary schools to ensure that all SEN information from primary school has been accurately communicated.

Sacred Heart holds Year 6 transition days and further ones for students with SEN/ EHCPs or Social, Emotional Mental Health Needs who might need further support on their transition.

The SENCO will also visit a small number of students (EHCP) before they come to Sacred Heart to support their relationship with her and to understand their needs to put in place interventions as soon as possible upon arrival.

The SENCo seeks to attend all annual reviews of Year 6 students with EHCPs who will be joining Sacred Heart High School.

In Year 7 students with EHCPs are offered additional 'Learning Skills' sessions in place of French to build their classroom skills, active listening, numeracy and literacy. If the student with an EHCP already has learning skills at the appropriate level they study French with the rest of the year group.

Students with EHCPs have check-ins with the SENCo every day in the first week of Year 7.

From Year 9 onwards, students with EHCPs review their short and long term aspirations and set goals with their parents, learning mentors and the SENCo towards preparing for adulthood.

From Year 9 onwards, all students access dedicated careers and further education advice from the school's careers adviser.

The SENCo meets with all students on the SEN register in the Spring Term of Year 11 to discuss revision strategies and transition to sixth form / college work.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

### 3.7 Our approach to teaching pupils with SEN

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- **High Quality Teaching (Universal)**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Teachers are provided with a wealth of recommendations to differentiate for a variety of needs.

- **Effective in-class support (Targeted)**

Teachers are also responsible for working effectively with learning mentors who support their classes. This involves: sharing subject content with learning mentors in advance, directing and advising learning mentors on effective ways to support and scaffold the



learning in that subject, giving feedback to learning mentors about what strategies have been successful.

Learning mentors are responsible for providing effective in-class support based on any specialist training they have undertaken, alongside guidance from the SENCo and subject teachers.

- **Interventions (Targeted)**

The support and interventions offered at Sacred Heart will be selected to meet the outcomes identified for each child, based on reliable evidence of effectiveness, and provided by learning mentors with the relevant skills and knowledge. When a new need arises, any related staff development needs will be identified and addressed.

We provide the following (targeted) interventions on a 1-1 or small group basis:

- Paired reading for Year 7s and 8s
  - Set text reading and discussion groups for Year 10s and Year 11s
  - Small group teaching for English Literature and Language provided by English learning mentor
  - After school maths for KS3 and KS4
  - After school science for KS3 and KS4
  - Vocabulary pre-teaching
  - Speech & Language sessions run by learning mentors
  - EAL club
  - Talking Buddies – social communication group
  - Emotional Literacy Support
  - Lunch time Social Club
  - Homework Club
  - Story writing club
  - KS4 study group
  - 1:1 maths and English sessions for identified pupils
  - Touch Typing Club
- **Specialist support available:**
    - Sessions with the specialist teacher for specific learning differences
    - Sessions with visual and hearing impairment specialists
    - Student and family support from an autism specialist in the borough
    - Speech and language therapy
    - Occupational therapy
    - Counselling
    - Cognitive Behavioural Therapy offered in partnership with MIND
    - Work with the school nurse

### 3.8 Adaptations to the curriculum and learning environment

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We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, scaffolding, differentiated outcomes.
- Adapting our staffing by using subject teachers to support SEN students in KS4 classes
- Using recommended aids, such as coloured overlays, sensory toys, task planners, laptops, larger font and readers and scribes.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary and visual support for verbal information.
- CPD with focus on Curriculum Access
- Centrally produced curriculum resources - ca handbook
- Early intervention
- Data analysis

E.g. Adaptions for students with physical difficulties (e.g., hearing impairment, visual impairment) – see more in our Accessibility Plan here: [Policies and Reports](#). Individual support plan, accessibility meeting, specialist equipment, working with specialists.

Adaptions for students with social, communication needs (Autism Spectrum Disorder, Developmental Language Delay). Training for all staff from speech and language specialist, therapists doing individual work for students. Non-verbal ways of communicating.

Adaptions for students with emotional, social and mental health needs. Assemblies and PSHE, Link to CAMHS, MIND, Counselling, Kairos Centre, Janet Stuart Inclusion Centre.

### 3.9 Additional support for learning

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Where the timetable allows, we use subject specialists to support SEN students in KS4 classes.

We have six learning mentors (one English specialist, one maths specialist and others are generalist) who are trained to deliver 1:1 cognition and learning, communication and interaction and social, emotional and mental health sessions. They also run small group interventions and provide **effective** support in class.

We work with the following agencies to provide support for pupils with SEN:

- Inclusion and specialist intervention service (InSpire) - Hammersmith and Fulham Children's Services
- Speech & Language Service, Central London Community Health Care
- Occupational Therapy Service, Hammersmith and Fulham Children's Services
- Child and Adolescent Mental Health Services
- Social Services

### 3.10 Expertise and training of staff

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All staff are trained in the requirements of the SEN code of practice, the Equality Act, Safeguarding – Child protection and Keeping Children Safe in School, School policies.

The SENCO – lead practitioner NASENCO award.

Our team of learning mentors have been trained in speech & language therapy, questioning in the classroom, reading and scribing for students.

The teaching staff have been trained in differentiation for high performance learning and Provision Map software.

### **3.11 Securing equipment and facilities**

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If the school does not currently have the equipment or facilities to meet the needs of children on roll.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that is the case, the SENCO will consult with external agencies and SENCOs in the borough to get recommendations on what will best help your child access their learning.

The school will cover up to 6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

### **3.12 Evaluating the effectiveness of SEN provision**

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We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals on a termly basis
- Reviewing the impact of interventions after one term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using Provision Map Software to measure progress
- Holding annual reviews for pupils with EHC plans
- Reviewing all pupils' progress and outlining any concerns in the weekly Curriculum Access team meeting and TACT meetings

### **3.13 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

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All of our extra-curricular activities and school visits are available to pupils with SEN, including our before-and-after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day, the Duke of Edinburgh Award, sponsored walks and school plays and adaptations are made so they can do so.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. We will make whatever reasonable adjustments are needed to make sure they are included.

### **3.14 Support for improving emotional and social development**

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We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- The Curriculum Access department and Erskine team (pastoral support managers) work closely together to offer wellbeing support for students with SEN

- Pupils with SEN are also encouraged to be part of Lunch Club which is a social club where we play games, have group discussions and practice social skills
- Pupils with SEN are encouraged to discuss their needs openly and celebrate their strengths

We have a zero-tolerance approach to bullying.

### **3.15 Support for Pupil's with Disabilities:**

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For full information on how we support students with disabilities, please see our accessibility plan ([LINK](#)).

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Within our accessibility plan, you will find information on how we:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide.
- Improve the accessibility of information to disabled pupils.

### **3.16 Looked-after and previously looked-after children with SEN:**

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Ms M Conran will work with Ms M Fraser, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

### **3.17 Complaints about SEN provision**

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Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **3.18 Contact details of support services for parents of pupils with SEN**

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If you have any questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority local offer. Sacred Heart's local authority is Hammersmith & Fulham, who publish information about the local offer on their website: <https://beta.lbhf.gov.uk/send-local-offer>

For other local offers see below:

Harrow: <https://harrowlocaloffer.co.uk>

Ealing: <http://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/home.page>

Wandsworth:

<https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page?familychannel=2>

Richmond: [https://kr.afcinfo.org.uk/local\\_offer](https://kr.afcinfo.org.uk/local_offer)

For any other Boroughs, just ask the SENCO.

For parents of students with autism: [adem.cetindamar@lbhf.gov.uk](mailto:adem.cetindamar@lbhf.gov.uk)

For parents who would like to apply for an Education, Health and Care Plan for their child:

Independent Supporters:

Independent Supporters work with families and young people going through the EHC Needs Assessment process and can support you in meetings. If you would like to speak to an Independent Supporter, you can contact them

on: [ISHammersmithFulham@barnardos.org.uk](mailto:ISHammersmithFulham@barnardos.org.uk) - 0808 800 0037

National charities that offer information and support to families of children with SEND are:

IPSEA - <https://www.ipsea.org.uk>

SEND Family Support - <https://sendfs.co.uk>

NSPCC - <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/supporting-children-special-educational-needs-disabilities/>

Family Action - <https://www.family-action.org.uk/what-we-do/children-families/send/>

Special Needs Jungle - <https://www.specialneedsjungle.com>

### **3.19 Contact details for raising concerns about your child's learning and possible SEN**

Marian Conran, Deputy Headteacher [mconran@sacredh.lbhf.sch.uk](mailto:mconran@sacredh.lbhf.sch.uk)

## **4 GLOSSARY**

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages

