



Special Educational Needs Annual Report 2023-2024

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 2023-24 there were 236 pupils on roll; of this number, there were 2 pupils with additional needs in Nursery and 27 were in Reception to Year 6.

12.3% (29 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, 13.6% of school age pupils are identified as having SEND (January 2024 school census data), with 4.8% having EHCPs.

Locally, 13.8% of school age pupils are identified as having SEND (January 2024 data), with 5% 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	2		1	0
SEND support	14	5	4	0
EHCP	2	1	0	0
Total	18	6	5	0

Data for pupils with SEND

Attainment at the end of KS1

KS1	Expected Standard + % All Pupils	Greater Depth % Not SEND All Pupils	Expected Standard + % SEND (6)	SEND Greater Depth % SEND (6)
Reading	83	27	50	17
Writing	63	13	33	0
Maths	87	20	67	17
Combined RWM	63	13	33	0

Progress and attainment at the end of KS2

Pupil groups	Pupils	Reading SS	Reading VA	Writing SS	Writing VA	Maths SS	Maths VA	GPS SS	GPS VA	Attendance
All pupils	30	108.4	+1.1	101.9	-0.9	107.6	+1.3	107.2	-0.3	98% ●
EHCP	2	99.0	-7.2 ●	103.0	-0.6	96.0	-9.4 ●	100.0	-8.1 ●	94% ●
Support	2	110.0	+1.0	108.0	+3.3 ●	110.0	+0.5	105.0	-4.9 ●	97% ●
Not SEN	26	108.6	+1.7	101.4	-1.2	107.9	+2.1	107.7	+0.7	98% ●

SEND pupil attendance

Whole school attendance	SEND support pupil attendance	EHCP pupil attendance
96.7%	94.9%	92.8%

Exclusions

One pupil with SEND was given a fixed term exclusion 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)	New SENDCo training via LA SEND Effectiveness team, Trust Network meetings, Developing Independent Learners conference, Deaf Awareness, Supporting Speech, Language and Communication Needs (Trust), SLCN – visual support in Early Years training, visits to Thomas Bewick and Hadrian Specialist Schools, HEADS Attachment and Autism conference
Miss Burns (SENDCo) and Mrs Brown (HT)	Trust Peer to Peer group meetings, Emotionally Based School Non-Attendance training
Mrs Bureau (HLTA)	Supporting learners with SEMH needs training
Mrs Morris (HLTA)	Lego Therapy, TA network focused on SLCN
Early Years team	Experts and Mentor training programme via Lianne Dixon, pre-Phonics training (linked to Launchpad for Literacy), Nursery Autism training via Autism Education Trust
Teaching Assistants	Trust Teaching Assistants training, hosted TA network meeting (SEMH team).
Whole school CPD	Speech, Language and Communication Needs (SLCN) training and follow-up workshop De-escalation and positive handling SEND support plans – writing SMART targets – training and follow up drop-in session with LA SEND Effectiveness team Shrec model – Communication strategies

Next steps:

Whole staff Descriptors of Need training

WellComm network meetings for staff delivering intervention programme and screenings.

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 and the SEND Link Governor. They were first asked to complete a survey, using a range of statements. 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:

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)