

Sacred Heart Catholic Primary School

SEND Information Report



September 2026

A clear, family-friendly guide to how Sacred Heart Catholic Primary School identifies, supports and reviews provision for pupils with Special Educational Needs and Disabilities (SEND).

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Executive Principal	Mrs Natalie Brodie
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This report is reviewed annually and should be read alongside the school's SEND and related policies.

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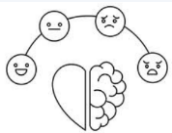
Our approach to SEND

Sacred Heart Catholic Primary School follows the statutory guidance in the Special Educational Needs (SEN) and Disability Code of Practice: 0 to 25 years. We aim to identify needs early, build on pupils' strengths, work in partnership with families and provide support that enables pupils to access a broad and balanced curriculum.

High-quality teaching is our first response to SEND. Support is personalised: there is no one-size-fits-all approach. Where additional provision is needed, the SENCO, teachers, support staff, families, pupils and relevant external professionals work together to agree appropriate outcomes and next steps.

1. What kinds of SEND might pupils at Sacred Heart have?

Typically, pupils with SEND at Sacred Heart have needs that fall within one or more of the four broad areas of need.

Area of need	Examples
 Communication and Interaction	Autism spectrum disorder Speech and language difficulties
 Cognition and Learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia Moderate learning difficulties Severe learning difficulties
 Social, Emotional and Mental Health	Attention deficit hyperactivity disorder (ADHD) Attention deficit disorder (ADD)
 Sensory and/or Physical	Hearing impairments Visual impairments Physical impairments

2. Who will support my child?

Key staff

SENCO: Mrs Leanne Flint
enquiry@sacredheart-sch.net

The SENCO oversees support and progress for pupils requiring additional support. Class teachers remain responsible for planning, teaching and assessing pupils in their classes. Teaching assistants (TA's) may provide individual or small-group support where this is considered appropriate.

All teachers receive regular SEND training and are supported by the SENCO to meet the needs of pupils with SEND.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families where need is identified. These may include:

- Speech and language therapists
- Communication and Autism Team (CAT)
- Language, Learning and Strategic Support (LLSS)
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Forward Thinking Birmingham (formally known as CAMHS)
- Social services and other LA-provided support services
- Voluntary sector organisations

3. How are children with Special Educational Needs identified?

Identification is a collaborative process and may draw on:

- Liaison with the previous educational setting
- Learner progress and assessment data
- Concerns raised by parents/carers
- Concerns raised by school staff
- Concerns raised by the pupil
- Liaison with external agencies
- Health diagnosis

Families can contact Mrs Flint, the school SENCo, if they have concerns about a need that has not previously been identified.

4. Who do I contact if I have a concern?

If you think your child may have a special educational need that has not previously been identified, please contact Mrs Flint or speak to your child's class teacher. We will listen to your concerns and work with you, your child and relevant teachers to understand strengths and difficulties, agree desired outcomes and identify next steps.

SENCO	Mrs Leanne Flint
Telephone	0121 356 4721
Email	enquiry@sacredheart-sch.net

5. How will the school evaluate whether support is helping?

We evaluate the effectiveness of provision through a range of evidence, including:

- Pupil voice and feedback
- Feedback from class teachers across subjects
- SENCO monitoring, including lesson observations where appropriate
- Parent/carers feedback
- Review meetings involving pupils and families where appropriate
- Annual reviews for pupils with an Education, Health and Care (EHC) plan

Where external agencies are involved, the SENCO liaises with parents/carers, provides information and seeks consent before contacting the relevant professional. Reports or information received from external professionals are shared with parents/carers.

6. How will I track my child's progress?

- Half termly target setting so parents can see their child's next steps in learning
- Parents' evenings
- Parents' meetings with SENCo
- Parent's meetings with class teacher to discuss targets and provision
- The 'My Child at School' app to track behavioural progress
- Yearly review meetings for children with an SSPP or EHCP
- Parent coffee mornings
- End of year reports

Parents and carers are an important part of the review process. The SENCO is available by appointment to discuss individual pupils privately and confidentially.

7. How will the school adapt teaching for my child?

Teachers are responsible and accountable for the progress and development of all pupils in their classes. High-quality teaching is the first step in responding to SEND. We provide access to a broad and balanced curriculum and adapt teaching according to the pupil's needs.

Examples of reasonable adaptations and support may include:

- Adapting teaching style, content or task structure
- Additional processing time
- Pre-teaching key vocabulary
- Reading instructions aloud
- Recommended aids such as laptops, coloured overlays, visual timetables or larger fonts
- 1-to-1 or small-group work where appropriate

Additional provision may include:

- Small-group support sessions
- Research-based interventions to support speech and language, social and emotional development, reading, writing and maths skills
- Sensory circuit and brain break

We aim for pupils with SEND to participate fully in school life, including clubs, activities and trips. Support can be planned with families and may include LPA support for trips.

8. How will the school support mental health and emotional and social development?

- Encouraging pupils with SEND to participate in the wider school community, including school council, faith ambassador, eco team, clubs and sports teams
- Access to pastoral support
- Regular check-ins from pastoral support lead
- A zero-tolerance approach to bullying
- My Happy Mind programme
- One to one counselling sessions
- Sensory circuit and brain break

9. How will my child contribute their views?

We value pupils' views about their education and school life.

Pupils are actively encouraged to share their views with class teachers, support staff and the SENCo.

During the provision review process the SENCo will meet with the pupils to review their provision and discuss what is working, what could be improved and what support they feel they need.

10. How are complaints about SEND provision dealt with?

There is a clear stepped approach for complaints.

As a school, we will do everything we can to resolve any issues. Please contact your child's class teacher or Mrs Flint (SENCo) in the first instance. If you feel your concern has not been resolved, please see Mr Marshall (Assistant Head) or Mrs Cooper (Head of School).

The school and governing body take complaints seriously and will act upon these on an individual basis

After following the above procedure, and you are still not satisfied, you can make a formal complaint about the school. Parents/carers should follow the school's Complaints Policy, available on the school website.

11. What specialist services and expertise are available?

The SENCO works with external agencies where this is relevant to an individual pupil's needs. Services accessed by the school may include:

Agency or service	Who do they work with?
Communication and Autism Team (CAT)	Children or young people who are being assessed for or already have a diagnosis of Autism or communication difficulties. They will also provide support for families of children or young people with these difficulties A communication and Autism teacher will also work with staff in schools offering support, advice and training.
Educational psychology service (EPS)	Children or young people with complex needs. An Educational Psychologist will always be involved with a child or young person who is referred for an Education, Health and Care Plan.
Physical Disability Service (PDS)	Children or young person with physical difficulties which impact on their access in the school setting.
Visual Impairment Team (VI)	Children or young person with difficulties that impact their sight.
Language, Learning and Strategic Support (LLSS)	Children or young people who are working below the levels expected for their age. A Language, Learning and Strategic Support teacher will also work with staff in schools offering support, advice and training.
Speech and Language Therapy Service	Children or young people with a high level speech and language difficulties.

(SALT)	
Occupational Therapy (OT)	Children or young people with fine and gross motor skills, handwriting, sensory processing, self-care and self-regulation.
School Nurse	Children or young people with medical needs particularly where medication is needed.

12. Where can families find support outside school?

The previous report identified the following sources of support. Families should check each organisation's current website/contact details before using a service.

Organisation	What it offers	Website
Birmingham Local Offer	Local SEND support and services	https://www.localofferbirmingham.co.uk/
Birmingham SENDIASS	Impartial information, advice and support for children and young people with SEND	https://www.birminghamsendiass.co.uk/ 0121 303 5005 (available 8:45 - 5:00)
IPSEA	SEND information and advice	https://www.ipsea.org.uk/
SEND Family Support	Family support	https://sendfs.co.uk/
NSPCC	Support and safeguarding information	https://www.nspcc.org.uk/
Family Action	Family support	https://www.family-action.org.uk/
Pause / Forward Thinking Birmingham	Mental health and emotional wellbeing support	https://forwardthinkingbirmingham.nhs.uk/pause/
Kooth	Online support for young people aged 10-25	https://www.kooth.com/
Hub of Hope	Directory of mental health support in local areas	https://hubofhope.co.uk/

13. How will the school prepare pupils for transition?

We aim to make times of transition as easy as possible for the children and young people in our school.

Nursery to Reception transition

All children:

- Offer stay and play sessions for parents and children to attend in the Summer Term prior to the children starting school
- Transition meeting for parents to meet the staff and share important information about the school
- The reception staff complete home visits to meet the children and parent's in a familiar environment.
- Transition booklet with photographs of the school, classroom and key adults

Children with SEND:

- SENCo and class teacher will visit the child at their nursery setting and talk to staff about the provision in place
- Read reports from people who have worked with the child or young person
- Meet with the child or young person and their parents to discuss their needs and answer any questions about our school

Moving to another year group

- Introduce the child or young person to their new teacher individually
- Provide the children with the opportunity to spend the day in their new class, with their new teacher (hand over day) at the end of the Summer Term.
- We write social stories with children if transition is potentially going to be difficult.
- Depending on the individual needs, we provide the child or young person with an updated transition booklet that has photographs of the key staff and areas around school to look at during the school holidays.
- Talk to the child or young person and their family so we can answer any questions they may have about the new year group.
- SENCo meets with class teachers and supporting staff to discuss provision and to provide a copy of any relevant paperwork, such as pupil profiles, EHCP documents and outside agency reports, describing the things that help to support them in school.

Moving to secondary school

- Hold a Pupil Profile transition review and invite key staff from the new school.
- Talk to key staff at the new school about things that help the child or young person to learn well and be happy in school
- Arrange extra visits to the new school with a member of staff from our school if that is what the child or young person wants.
- Talk to the child or young person and their family so we can answer any questions they may have about the new school.
- Transfer relevant documents to the new school.

14. Glossary

Term	Meaning
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
SEN	Special Educational Needs
SEND Code of Practice	Statutory guidance that schools must follow to support children and young people with SEND
SEN Information Report	A report schools publish explaining how they support pupils with SEN
Intervention	A short-term, targeted approach to teaching a pupil with a specific outcome in mind
Transition	A move between years, phases, schools, institutions or life stages
EHC plan	Education, Health and Care plan for a child or young person with additional needs requiring coordinated provision
SSP plan	School Support and Provision Plan for a child or young person with additional needs requiring additional provision either short term or whilst awaiting an EHCP. This plan is only available in Birmingham.

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