






Sacred Heart Catholic Primary School and Nursery SEND Information Report

Sep 2025 – Sep 2026

*Love of God,
Love of one another,
Love of our World,
Love of Learning.*

Key People		
	Mr Beazeley	Headteacher <ul style="list-style-type: none">• I set an inclusive ethos for the school.• My vision for the school is for all children to be at the heart of all that we do.
	Mr Smith	Inclusion Lead <ul style="list-style-type: none">• I lead and manage inclusion in school.• I am responsible for safeguarding.• You can speak to me if you have any concerns about your child's learning behaviours or welfare.
	Mrs. White	SEND Coordinator (SENDCO) <ul style="list-style-type: none">• I lead and manage SEND in school.• You can speak to me if you have any concerns about your child's learning or social/emotional wellbeing – kerriwhite@sacredheart.southend.sch.uk
How to Contact us:		Email: office@sacredheart.southend.sch.uk Telephone: 01702 414200

Welcome to Sacred Heart Catholic Primary
School and Nursery

Windermere Road, Southend on Sea, SS1 2RF

Ages 4 – 11

Our welcome booklet unites our SEND Information Report and SEND policy. This makes it easier for parents and staff to find SEND information more easily. Any questions or comments, please get in touch.

Our photos of children are chosen regardless of whether they have SEND or not.

This is inclusion.

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Sacred Heart Catholic Primary School and Nursery

Sacred Heart is a school for 4 to 11 year olds in Southend-on-Sea. We have 443 children in our 15 classes (including our Nursery class). We are part of the Assisi Catholic Trust.



What is SEND?

A child has SEND if they have a **learning difficulty** or **disability** that we need to make **special provision** for.

Some key terms explained:

- **Learning Difficulty:** when a child finds it harder to learn than most children do.
- **Disability (that we need to make special provision for):** something that hinders a child from using our school facilities.
- **Special provision:** is support that is extra or different to what is typically provided.

What are our Values?

Every child with SEND can thrive. We do all that we can to make sure that happens.

That means we:

- provide lessons that meet the needs of every child;
- make **reasonable adjustments** to lessons and our school environment;
- provide staff training to expand our SEND expertise.

What are our ambitions for children who have SEND?

We are ambitious for all children with SEND. We want them to make excellent progress. This means they will know more, remember more and be able to do more, despite their SEND.

We want to give them the knowledge and skills they need for adult life. We think about both long term and short term. In the long term, we want our children with SEND to:

- have excellent basic skills (especially in reading, writing and maths)
- have good friends and relationships
- live a healthy and independent life
- be successful in work
- be a part of our local and Catholic community

What are the types of SEND?



The four categories of SEND

Schools follow the guidelines from the government's SEND Code of Practice, where SEND is broken up into four categories:

1. Cognition and Learning (C&L), including:

- Learning difficulties;
- Dyslexia & dyscalculia;
- Focus, attention, or memory difficulties.

2. Communication and Interaction (C&I), including:

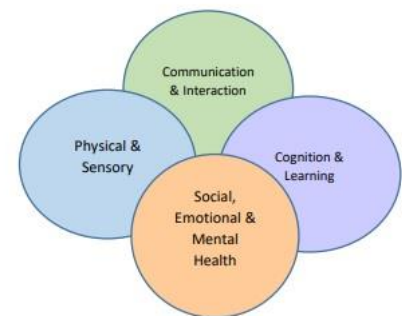
- Autism / ASD;
- Social communication difficulties (other than autism);
- Speech & language difficulties (e.g. receptive language difficulties, selective mutism, tongue tie).

3. Social, Emotional Mental Health (SEMH), including

- ADHD;
- Anxiety;
- Dysregulated behaviour.

4. Physical / Sensory needs, including:

- Physical needs (e.g. cerebral palsy, dyspraxia);
- Deafness or hearing difficulty;
- Blind or visually impaired.



Some children have more than one type of SEND.

We welcome children with all the above types of SEND who have applied for a place.

If a child has complex needs, we consider admissions on a case by case basis (through an Education Health and Care plan consultation). For more information on this, please contact our SENDCo.

Identification of SEND

How do we decide if a child has SEND?

Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion. This may take time, as the concerns parents are seeing at home are being 'masked' in school, however the school will continue to work closely with the family.

Whole school tracking of attainment outcomes indicates lack of expected levels of progress. A pupil may ask for help. Observations of the pupil indicates that they have additional needs in one or more of the four broad areas of need.

Some parents give us extra information to help us make decisions. For example, this could be an eye clinic report about sight loss, or an autism diagnosis letter. Sometimes assessment might be quick. Sometimes SEND only becomes clear when we assess a child over a longer period.

When we assess, we always look out for:

- A child making less progress than other children;
- A child making less progress than they did before;
- A child not closing the gap between them and their peers (despite any extra help that we have given).

Sometimes, we ask outside experts to assess children and give us advice.



Is it always SEND?

Slow progress does not always mean a child has SEND. When we are assessing whether a child has SEND, we also consider other factors such as:

- Attendance
- Matters in the child's life (e.g., bereavement, loss, trauma)
- Matters in school (e.g. friendships, self-esteem)

Often teachers address progress issues via adjustments to what is already on offer, without needing SEND provision.

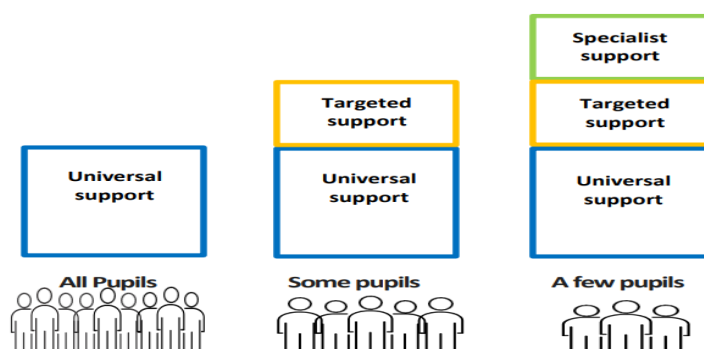
A child does not have SEND just because English is not their first language (although they could have SEND as well).

Also, a child doesn't have SEND just because they were born in summer term (and so have had less time in school than their September born peers).

How do we meet children's needs?

Overview

Children's SEND are varied. Not all children need the same level of support. Where need is higher, we usually take more actions. Where need is lower, we might only need two or three adjustments.



We match the level of support to the child's level of need. This matching is called our **graduated response**.

A '**Graduated Response**' is the way that schools support children and young people with SEND. This is set out in the SEND Code of Practice 2015 which can be found here [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/432464/SEND_Code_of_Practice_January_2015.pdf) (section 6.44).

In Southend the levels of support are called:

- **Universal:** Support and opportunities that every child gets.
- **Targeted:** Support and opportunities for children who need a little extra help.
- **Specialist:** SEND support for children to meet their very individual needs.

This information is written down in an **Individual Support Plan (ISP)**. Pupils may **make progress** and no longer need SEN Support. They may be monitored longer to make sure that the progress continues.

Does a child need a diagnosis, in order to have SEND?

No.

Some children do have a diagnosis (e.g., autism, ADHD), but we can address a child's SEND even if they don't have a diagnosis. We know that families often want diagnosis so that they can be sure what is going on for their child. But it's also important that we help the child as soon as we can – so we don't need to wait for a diagnosis to make adjustments for a child. We match the level of support to the child's level of need.

Quality Teaching – Universal Inclusive quality first teaching for all children.

To Develop Communication and Interaction Skills:

- Speak clearly, not too quickly and use short sentences.
- Use a peer with good language skills to support.
- Provide a speaking and listening areas in class.
- Use open questions and give time for response.
- Use visual cues to support written communication.
- Use sequencing and matching language activities.
- Use IT to encourage talk – video, audio recorders.
- Use common vocabulary, key words easily accessible.
- Develop listening skills by reading aloud and using commentary.
- Give the pupil simple messages to take to other members of staff.
- Pre-teach before a lesson to familiarise them with new vocabulary.

Supporting Cognition and Learning Skills:

- Allow pupils to work at their own pace – allowing extra time where needed.
- Break learning tasks down into smaller steps – give a break between each one.
- Give single instructions (step-by-step) this includes homework.
- Adults model what you want the pupil to do.
- Offer support structures for written tasks – mind-maps, writing frames, prompt cards, word lists etc.
- Check understanding by asking them to repeat what they have been asked to do.
- Allow pupils to present their work in a range of ways (not always written)
- Are aware of a pupil's reading ability when preparing work.
- Give pupils sufficient thinking time to process information.
- Enable pupils to work in pairs, small groups, independently and whole class.

Developing Social, emotional and mental health Skills:

- Consistently apply classroom/school rules for behaviour
- Give one instruction and one task at a time.
- Develop resilience; prepare for change in routines.
- Make teacher expectations very clear.
- Pair pupils with positive peer to model good behaviour for learning.
- Offer a quiet, distraction free area of the classroom.
- Incorporate turn taking cooperative learning activities in lessons.
- Use non-verbal cues to deal with the minor behaviour.
- Focus on strengths, talents and interests and use positive praise.
- Develop anger management strategies – count to 10, breathing.
- Zones of Regulation
- Defuse confrontation, change the subject, send pupil on a message or give classroom responsibilities.
- Use of fidget tools.

Supporting Sensory and/or physical needs:

- Ensure pupils are seated so they can see whiteboard.
- Use a visualiser, enlarged text or audio materials.
- Be aware of bright lights, flickering lights, and glare from windows.
- Provide extra time as required.
- Face pupils with hearing impairment when speaking.
- Use a hearing loop or lapel microphone.
- Ensure safe movement around classroom and from lesson to lesson.
- Ensure all learning resources are easily accessible and labelled well.
- Pair pupils to ensure they always have some support.
- Give breaks between learning activities.

Assess, Plan, Do, Review

All our SEND support fits into a four-part cycle called *Assess, Plan, Do, Review*.

Assess: We decide what the child's needs are.

Plan: We set targets. We decide how we support the child to meet these targets.

Do: Everyone follows the plans we've agreed.

Review: We look at how well the plans worked. We agree what to do next.

Each cycle takes one school term and there are three cycles per year, (Oct- Feb, Feb- July, July-Oct).

Sometimes this timescale is shorter (e.g., we are working on an important safety target or because the child is very young and is changing quickly).



Targets



SMART Targets

We set targets for children with SEND so that staff, parents, and children know what we are all working towards. These targets are part of a child's SEND ISP

We often call these **SMART** targets. SMART targets are:

- ✓ **Specific:** We say exactly what the next small step will be for the child.
- ✓ **Measurable:** We say how we will know if the child is meeting the target.
- ✓ **Achievable:** We will be ambitious for the child, but it still needs to be achievable.
- ✓ **Relevant:** We link it to the child's difficulties or what they need to achieve next.
- ✓ **Time bound:** Targets are normally set to for one term (10-14 weeks).

How are Targets Specific?

Specific targets say what the child **will be able to do**. We avoid words that are vague. Instead, we use action words to write targets (e.g. read, write, take turns).

Provision Map Edukey

Parents and families will receive a code to access their child's Individual Support Plan on 'Edukey'. They can find an online ISP documents, provisions their child is accessing and can leave messages. Class Teachers can provide a paper document during parent consultations and additional ISP meetings.

The school encourages families to go online to access their child's ISP and it's important to leave feedback to fully be part of the ISP process. The website link is:

<https://edukeyapp.com/parent/login>



Parental Involvement

For ease of reading, this booklet uses the term “parents” to mean anyone who acts in the role of parent. This can include carers, other family members and, for children who are “looked after”, the local council.



Teamwork with Parents and Families

Parents are a vital to the success of children with SEND:

- Their knowledge helps us to get a complete view of a child's SEND.
- They tell us what strategies work well at home (often good ideas from home can help the child in school).
- Parents attend termly SEND Reviews so we can review their child's progress as a team.
- Parents use ideas from school to help the child at home.
- Parents share useful information with us to help us meet the child's SEND (e.g. clinic reports).

When we think a child might have SEND, we discuss this with parents. This is so that we can:

- Find out more about the parent's views;
- Chat about what the next steps might be (this might include setting targets);
- Agree some long term goals (we might refer to these goals as outcomes).

Excellent teamwork between us and parents is very important to us.

Co-Production

The word *co-production* means parents being a key part of planning SEND support and what's provided for SEND.



Co-production is really important to us. Parents help by coming to SEND reviews and giving their input or by keeping us up to date on their child's life.

Just as importantly, parents help us to improve our SEND support through our yearly parent survey, giving views on our latest SEND documents (parents helped us to review this document) and giving ideas for our next parent workshops.

Support for Parents

SENDIASS Southend

SENDIASS is the **Independent Advice and Support Service** for parents.

The service is free.

They offer a range of help:

- Info on local groups and services
- Info on SEND laws
- Info on local council procedures for SEND
- Help to prepare for meetings (so you have your say and feel heard).



How can parents access SENDIAS?

Parents don't need anyone to refer them to SENDIAS. They can just get in touch:

- Tel: 01702 215 499
- Email: iass@southend.gov.uk
- Web: www.sendiasssouthend.co.uk/
- Facebook: www.facebook.com/sendiasssouthend



Apart from English, their key leaflets are available in the ten most spoken languages in Southend Schools:

- European: Albanian, Czech, Polish, Portuguese, Romanian
- Asian: Bengali, Chinese (simplified font), Malay, Tamil, Urdu

The Local Offer: <https://www.livewellsouthend.com/>



The Local Offer is a website that is written for parents and families. It helps them know 'what is out there' for youngsters with SEND in our local area. It includes:

- Support services, Health services (e.g. contacts for the NHS speech and language)
- Leisure activities (e.g. SEN sports clubs), contacts for SEN charities

Our staff, SENDIASS and the Local Offer can all help parents through the SEND maze.

The **SSIF** is **Southend's Parent Forum for SEND** parents/ carers. They will also provide an inherent part of the decision-making process across all relevant Southend services. To ensure we use all our available resources to gather a comprehensive and diverse cross section of views and experiences, so we can represent a wide range of SEND parents/carers in Southend with children from 0-25 years old.

[Home | Southend SEND Independent Forum](#) .

Our school delivers regularly family workshops, which support and offers advice for one another in our school community.

Please ask our school SENDCo (Kerri White) for more information.

<https://www.shs-southend.co.uk/our-community/parent-workshops>

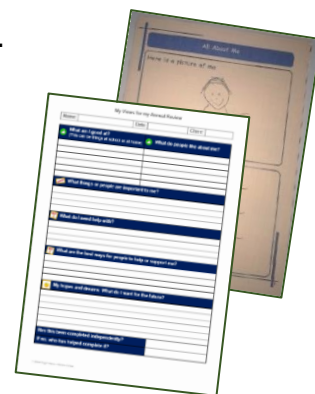
The Role of Children



The role of children is to **do their very best** so that they **learn more, remember more** and **can do more** for the rest of their lives!

It is also important that adults listen to the views of children with SEND. The child's input can help us unlock extra progress. Collecting child views may include:

- Asking or observing the child.
- The child completing a survey.
- The child self-assessing their behaviour targets.
- The child coming to their SEND review meeting.
- An annual survey of SEND children.



How we collect child views depends on the child's age and development.

Can a child with SEND join in day trips, residential trips, breakfast, and after school clubs?



Yes – we make adjustments so that children who have SEND can join in all of school life.

Staff may need to talk to parents to plan adjustments. Or, a parent can talk to their class teacher or a SENDCo about if they are worried that their child might need adjustments to be successful.

It is very rare that we must make the hard decision for a child to not attend – in the very small number of occasions this is due to safety, wellbeing, or both.

Our Team: Who's Who?



Meet our SENDCo: Mrs White

- ✓ I oversee and co-ordinate SEND provision for children with SEND.
- ✓ I support and guide staff and parents so that children with SEND have both high-quality teaching and ambitious support.
- ✓ I advise on the use of school's SEND budget and resources to meet children's SEND.
- ✓ I work with the head teacher to plan how we will enhance our SEND work.
- ✓ I identify training needs and make sure that SEND INSET enhances staff skills.
- ✓ I liaise with Early Years settings and other schools to help a smooth transition both in and out of our school.
- ✓ I am the key contact for external SEND support services.



Meet our Inclusion Lead: Mr Smith

- ✓ I set an inclusive ethos for the school.
- ✓ I am also the assistant Headteacher at the school.
- ✓ I lead and manage the Inclusion staff team.
- ✓ I check on the quality of education. This includes SEND provision.
- ✓ I am responsible for safeguarding, looked after children, pupil premium and attendance.

More about our Team



What do our teachers do for SEND?

- Teachers are responsible for the development of *every* child they teach.
- Teachers work closely with support staff to plan and review support.
- Teachers adjust lessons to make them accessible for every child.
- Teachers use assessments to plan inclusive lessons.
- Teachers follow advice from any support services.
- Teachers review each child’s progress and plan the next steps.

What do support staff, including teaching assistants, do?

Support staff are a key part of helping children reach for the stars. They support children during lessons and also lead both SEND groups and 1:1 work inside and outside of the classroom.

Our Governors

All our governors all must “think SEND” when making decisions so that we become even more inclusive. We have one governor who has extra responsibilities – this is our SEND governor.

Meet our SEND Governor: Mrs. O’Neill

- ✓ I overview long term plans for improving SEND in school.
- ✓ I monitor SEND in our school. This includes our legal duties.
- ✓ I meet with the SENDCO three times a year.

Staff Training

Our team have lots of SEND expertise. However, it is important we refresh and develop our learning and further develop our skills.

To train and develop our team, we use:

- Staff meeting and INSET day training
- Staff supporting each other
- Support from outside agencies such as the school nurse or an Educational Psychologist
- Online courses and webinars
- Online information



What training have we had?

Examples of training for our staff in the past 3 years includes:

Cognition and Learning

- Read, Write Inc
- Engagement Model
- Reading Intervention
- Numicon
- Number SENSE
- Mastering Number
- Power Math
- Purple Mash

Social, Emotional & Mental Health

- Bereavement
- Mental Health First Aid
- Online Safety
- Positive Handling
- Communication and Behaviour Management
- Zones of Regulation

Communication & Interaction

- Autism awareness
- NELI
- ELKLAN
- ELSA

Other

- Epilepsy
- Anaphylaxis
- Sickle Cell
- Pediatric First Aid
- SEND Code of Practice
- Local SEND Procedures
- IPS writing/moderation

If there's something that's not on this list, please ask. As this list does not cover every single training session, it's possible that we have staff trained in the area that you are interested in.

Can school access specialist help?

Yes. Some students have needs that are very specific or complex. Therefore, we work with support services to benefit from specialist advice. You may sometimes hear us refer to these support services as “external agencies”.

Support Services we work with include:

- Educational Psychology Service (EPS)
- CAMHS
- Outreach services from St. Christopher’s School and Kingsdown School
- Inclusions Outreach Support Service
- The School Nursing Team
- Deaf and HI Team / VI Team
- Education & Welfare
- Early Help



For most children, we meet their SEND without needing support services. This is because our staff have training and skills to **adapt classrooms and lessons** to meet their needs.

If we think we need extra advice from a SEND support service, we discuss this with the student’s parent. Parents normally understand the many benefits for their child, but they are welcome to chat with the class teacher or SENDCo. The parent makes the final decision.

Support services advise teachers and the SENDCo. Teachers make sure advice is followed and the SENDCo monitors this.

How will families know how their child is doing?

Progress towards the identified outcomes will be shared with parents termly through feedback meetings regarding SEND, through the school reporting and messaging system <https://edukeyapp.com/parent/login> and Parents’ Evenings.

How are the school’s resources allocated?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation.

When Children Join or Leave Us

(This is called transition)



How do we help children joining our school?

- We meet parents and any nursery, childminder or current school to find out about the child's needs.
- We provide a Welcome to Nursery/Reception booklet.
- The child visits school and gets to meet the adults in their new class.
- The child can have extra visits if needed.

How do we help children leaving our school?

- We link with the next school to share SEND information.
- We often support children having extra visits or talk to children about any worries about their new school.
- Transfer to secondary school is normally led by the secondary school. You can find more about how they manage this in their SEND Information Report.
- We invite the SENDCo of child's secondary school to the Y6 summer SEND review.

We take the same approach if a child with SEND leaves our school before the end of Y6 (e.g. because of a house move). If a child moves school quickly or further afield, we may tweak our support (for example, there is not a SEND Review before they move).

Transition between Year Groups

Before the end of the summer term, teachers pass on SEND information to the new teacher and the child gets to visit their new class.

If needed, extra visits to the new class or transition booklets are provided to help children with SEND have a smooth transition to their new class.

Our Buildings: Indoor and Outdoor



Our Early Years/infant building has:

- Step free access
- An accessible toilet
- An accessible shower

Our junior building has:

- Step free access to most classrooms
- Two classrooms which are accessed by stairs
- An accessible toilet

We have a large open playground, which is secured by our perimeter fence. The children also have access to our adventure playground. Both Nursery and Reception have their own secure play areas.

Extra Equipment for SEND

Some children need extra items to help them be successful at school. Most of these are not expensive and we buy these from our budget.

From time to time, equipment costs much more than this (e.g. hoists, hearing aid loops). If so, we might ask for extra funding from the local council's SEND funds. We do not ask parents to pay for SEN provision from their own money.



What is the process of receiving an EHCP (Education, Health and Care Plan)?

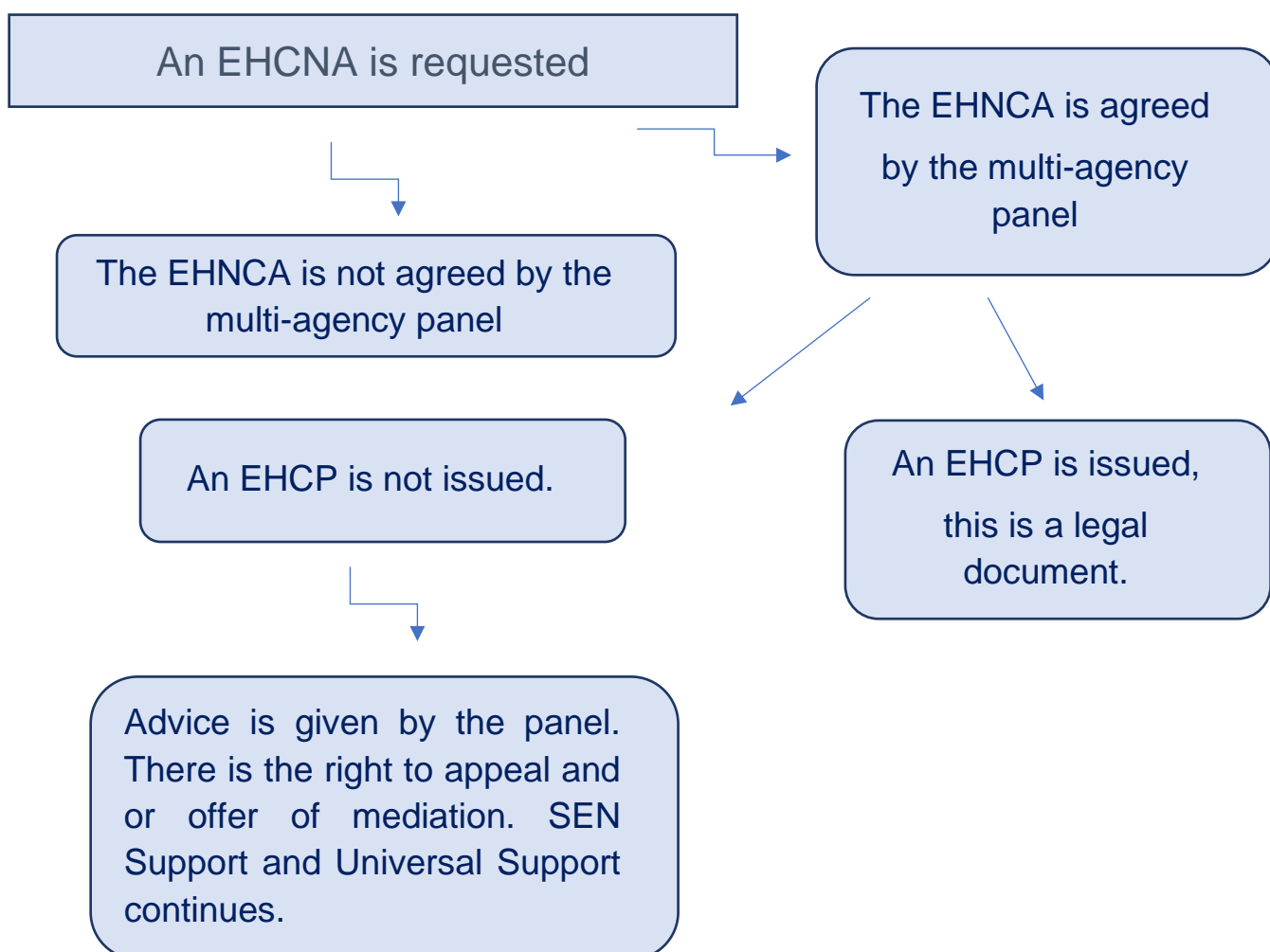
Please speak to the school SENDCo about this process.

Specialist Support

A few pupils need specialist support and may need an Education, Health and Care needs assessment (EHCNA) to find out if special educational provision is needed. An Education, Care and Health Needs Assessment (EHCNA) can be requested by:

- A person acting on behalf of a school or post-16 institution.
- A young person over the age of 16 but under the age of 25.
- Anyone else can bring a child or young person who has (or may have) SEN to the attention of the Local Authority, particularly where they think an EHCNA may be necessary.

A range of evidence is submitted to the Local Authority. In Southend this is through an online application using the 'Education, Health and Care Hub' (EHC Hub), wherever possible. This can be found here: [Education, Health and Care Hub \(southend.gov.uk\)](https://www.southend.gov.uk/education/ehc-hub)

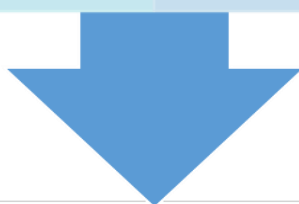


What happens next?

Once an EHCP application is submitted and the 20-week timeline begins

Applying for Needs Assessment (Weeks 1-6)

Setting, parent/carer or young person applies for a needs assessment (SENCo can submit request on behalf of parents or Young Person) An EHC Assessment Officer is assigned	Parents and school invited to contribute further information	Professionals are invited to share information from previous involvement with child or young person	EHC Assessment Officer collates all information gathered ready for panel consideration
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The Needs Assessment Process (Weeks 7-16)

Relevant professionals complete assessments. They, along with the setting are asked to submit formal advice.	Parents/Carers, child or young person also share views	Co-production meeting involving parents, professionals, child or young person discusses the reports received and agree desired outcomes	EHC Assessment Officer collates all information gathered and shares with EHC Multi Agency Panel
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Agreeing & Finalising the Plan (Weeks 17-20)

A proposed EHCP is drafted which is shared with all those involved with the assessment.	Parent/carer reviews and makes comments about the proposed EHCP and informs the LA of their preferred setting.	LA considers any requested amendments and consults with the preferred setting.	School place is agreed	Final EHCP issued
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More Questions Answered

1. Are emotional difficulties always SEND?

No. Some children have time when they are withdrawn or sad (e.g. because of a death of a family member or loved pet).

When a child is distressed, this is often short term. We have a range of emotional support we can offer, depending on a child's difficulties.

Some adverse experiences lead to longer term or more severe emotional issues. If so, the child's difficulties might be assessed as SEND.

2. What support is available for social and emotional needs?

We are proud to be a caring, nurturing and supportive school. We believe that children need to feel happy, secure and safe in order to meet their potential.

Every child is treated as an individual. If they exhibit challenging behaviour, we try to find the causes and then adapt so we can alleviate the behaviour.

Some of our support is available to all children:

- Class circle time
- School assemblies about emotions and feelings
- Posters tell children who they can talk to if worried (our safeguarding team)
- Clear systems for managing behaviour
- Play equipment for children to enjoy at playtime and lunch time
- Staff who offer pastoral support

Some children also have extra support, including:

- Access to social skills groups
- Behaviour Support Plans help some children regulate their emotions.
- Pastoral support
- Sessions with a trained counsellor



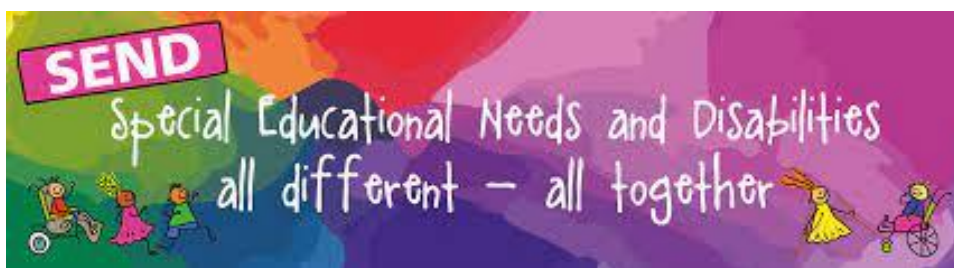
What are the steps taken by the school to prevent SEND children being treated less favourably?

The special educational needs and disability code of practice: 0 to 25 years: Statutory guidance identifies statutory duties placed on the school. Whenever we take decisions, we give consideration to what the code says. We have a duty to ensure that our pupils are not discriminated against, and we make reasonable adjustments, including the use of auxiliary aids and services to ensure that all children with SEND are not at a disadvantage compared with that of their peers. These could include the provision of services and the provision of education.

We make reasonable adjustments to meet all needs which could include specific interventions, the use of aids and personnel to support learning, using a different approach to meet the needs of individuals. For children with disabilities, our duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. We promote equality of opportunity for disabled children. Any outcomes are specific and measurable, we commission services to support the needs of individuals and arrangements in place to support all pupils with SEND to ensure that they get the support they need. All children with SEND engage in activities of school alongside children who do not have SEND.

The SENDCO is responsible for co-ordinating SEND provision. Our school's Admission policy ensures that all children are not refused admission due to their SEND or if they do not have an EHC plan. We regularly review and evaluate the breadth and impact of the support we offer or can access to ensure that we take an active role with all agencies and follow advice. We make the best endeavours to ensure that a child with SEND receives the support they need – this means doing everything we can to meet children and young people's SEND.

We regularly review and evaluate the breadth and impact of the support we offer or can access, and we promote training for individual staff members or whole staff to ensure that we can follow updated recommendations for pupils in our care.



Learning Knows No Bounds

SEND & Looked after Children

LAC stands for Looked After Children. Being looked after means that parents are unable to care for a child and the council or court takes on parenting decisions. This can be temporary or permanent. There are a few ways the child's new care might be provided. Two common ways are foster care or children's homes.

NSPCC has a good explanation of LAC: learning.nspcc.org.uk/children-and-families-at-risk/looked-after-children.

Who's Who?

Mr Mike Smith
Assistant Head & Inclusion Lead

I lead LAC support in school. The full name for my role is "*Designated Teacher for Looked After and Previously Looked After Children*".

Contact me:

- office@sacredheart.southend.sch.uk
- 01702 534546

For our pupils who are LAC and have SEND, we:

- Monitor progress through a termly Personal Education Plan (PEP).
- Work well with LAC support services (e.g. social workers, the Virtual School Headteacher).
- Make sure LAC pupils with SEND can join in extra activities, by making extra arrangements such as:
 - Permission from both a social worker and a pupil's carer to allow them to go on a residential trip
 - Liaising with carers and taxi drivers so that a pupil is collected early and gets to school in time for the day trip leaving at 8.00am.
- Use Pupil Premium plus money to get the best outcomes for the pupil.
- Give LAC children equal access to SEND provision that is no less than they would get if they were not LAC.
- Support staff to understand the effects of loss or separation from birth families.
- Know that SEND can make it even harder for some LAC children to trust adults, and how we might overcome this.
- Have big ambitions for our pupils who are LAC and SEND. National data shows that this group of pupils aren't achieving well enough. We'll make sure that no LAC & SEND child is failed by us.

Extra Funding (Pupil Premium Plus)

We get extra money for LAC pupils and those who were LAC but aren't anymore (e.g. pupils who've been adopted after time in foster care). This money is called Pupil Premium Plus. From time to time, you might also hear it being called LAC Pupil Premium.

Being LAC and having SEND does not mean that a pupil is behind in their learning. For example, a LAC pupil who is very able at maths and English but experiences social difficulties that are identified as a SEND.

Other Information

Exclusions

We reduce the risk of exclusions by making adjustments to help everyone fully access life in school.

However, you can find out more about exclusions in our **Behaviour Policy** on the policies page of our website.

Evaluating our SEND Information Report and Policy

We have five key ways to check how well our SEND policy is working:

1. Monitoring the progress children have made.
2. Monitoring how well children with SEND meet their SMART targets.
3. Regular reviews of interventions with teachers and support staff.
4. Our leadership team visit classrooms to observe and look through children's books.
5. Listening to the views of parents, families and children.

Our SENDCo and leadership team are in charge of evaluating our SEND policy.

Where to find more SEND Information?

Visit our website, <https://www.shs-southend.co.uk> to read other policies that link to SEND:

Accessibility plan

A three year plan to be a more inclusive school.

Behaviour Policy

Rewards, rules, sanctions and much more.

Exclusions Policy

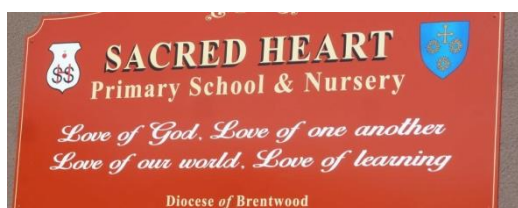
Information about how we manage exclusions

Anti-bullying

Information on our approach to tackling bullying

Medical Policy

Support for children with medical conditions and what we do about medicines.



Want to read more?

If you want to read more, these are the key SEND rules and laws:

SEND Code of Practice

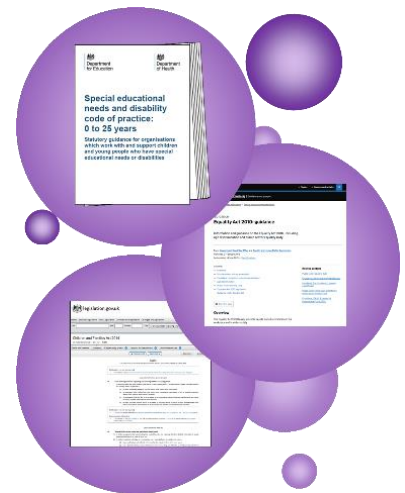
- This is the Government's SEND rulebook.
- Find out more [here](#).

Equality Act

- This 2010 law outlines our duties to make reasonable adjustments and not discriminate.
- Find out more [here](#).

The Children & Families Act

- This 2014 law outlines our duties for children with SEND.
- Find it [here](#) (p.21 onwards).



Status of our SEND Report

This Report is statutory. That means that the law says schools must have a SEND information report.

This report covers all of the information that is also included in our SEND policy. We have put it all in one place so it is easier for parents to access.

Evaluating our SEND Policy

The SENDCo and other school leaders have five key ways to check how well our SEND policy is working:

1. Monitoring how much progress children have made.
2. Monitoring how well children with SEND are meeting their SMART targets.
3. Regular reviews of interventions with teachers and support staff.
4. School leaders visit classrooms to observe, or looking through workbooks.
5. Asking parents and children about SEND in our school.

Reviewing this report

We review this report every 12 months. Our SENDCo is in charge of this review, then our governors discuss and approve it.

We hope you found this SEND document helpful. Thank you for reading.

We welcome questions and comments – please get in touch with our SENDCo.

