Sacred Heart Catholic Primary School

Special Educational Needs/Disabilities (SEND) Information Report 2026-2027

Love of God
Love of one another
Love of our world
Love of learning

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.

Contents

3	What is SEND? Our Catholic Ethos
3	Types of SEND
4	Identification of SEND
6	How we meet Children's Needs
8	Attendance
10	Assess, Plan, Do, Review
12	Diagnosis Routes
13	Transitions Arrangements The Role of Parents Support for Parents
14	Staff Training Our Team:
15	External Agencies
15	Partnership with Parents
15	SEND and Safeguarding
16	Southend Local Offer
17	Southend PATT SENDIASS
19	Funding for SEND
20	Current Context and Future Reforms

Sacred Heart Catholic Primary School
SEND Information Report 2026-2027

At Sacred Heart Catholic Primary School, as part of the Assisi Catholic Trust (ACT) we believe that every child is uniquely created in the image and likeness of God and has the right to achieve their full potential within a nurturing, inclusive and aspirational community.

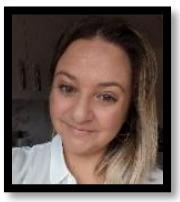
Our SEND provision is founded upon the principles of the Children and Families Act 2014, the SEND Code of Practice (2015), the Equality Act 2010 and Catholic Social Teaching. The school is committed to ensuring that all pupils, regardless of need or disability, are welcomed, valued and supported to participate fully in every aspect of school life.

This report sets out how SEND provision is delivered at our school and how children and young people with SEND are identified, supported, monitored and enabled to flourish academically, socially, emotionally and spiritually. It should be read alongside our SEND Policy, Accessibility Plan, Behaviour Policy and Admissions Policy.

Key Contacts



As a parent, your first point of contact should always be your child's class teacher, however, if you have specific SEND concerns or questions you can contact the SENCO, Headteacher or SEND Governor

Key People		
	**Mr Beazeley**	**Headteacher** • 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.
	**Mrs. White** BA Hons – in Education	**SEND Coordinator (SENDCO)** • 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
	**Mrs. Holman**	**Meet our Family and Safeguarding Welfare** • I lead on attendance initiatives and meet regularly with families to support and improve pupil attendance. • I work directly with families to provide support in a range of areas, parenting strategies, and home-based support for their child's learning and wellbeing. • I am a member of the safeguarding team.
How to Contact us:		**Email: office@sacredheart.southend.sch.uk** **Telephone: 01702 414200**

Our Catholic Ethos



As a Catholic school, we recognise the dignity and worth of every individual and seek to create an environment where all members of our community can encounter Christ through learning, worship and service to others. We celebrate the diversity of God's creation and understand inclusion as a fundamental expression of Gospel values.

We are committed to:

- Valuing each child as a unique gift from God and recognising individual strengths alongside areas of need.
- Ensuring all pupils feel welcomed, respected, safe and loved within our school community.
- Promoting social justice, equality of opportunity and inclusion for all.
- Supporting children to become confident, resilient and compassionate members of society.
- Working collaboratively with families, parishes, health professionals and external agencies to secure the best possible outcomes for children with SEND.

What is SEND?



A child or young person has Special Educational Needs (SEN) if:

- they have a learning difficulty or disability which calls for special educational provision to be made for them.
- a child or young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age or have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

This definition is set out in the Children and Families Act 2014 and underpins the SEND system in England.

Types of SEND



The school provides support for pupils within the four broad areas of need identified in the SEND Code of Practice:

Communication and Interaction



Speech, Language and Communication Needs (SLCN) may affect a child's ability to understand language, express themselves, produce speech sounds clearly, communicate socially with others, or speak fluently. These needs may include:

- ✓ **Speech difficulties** – difficulties producing speech sounds clearly, including speech sound disorders and phonological difficulties.

- ✓ **Language difficulties** – difficulties understanding language (receptive language) and/or using language to express thoughts, ideas and needs (expressive language).
- ✓ **Developmental Language Disorder (DLD)** – a persistent difficulty with understanding and/or using spoken language that is not associated with another known condition.
- ✓ **Social communication difficulties** – challenges understanding and using verbal and non-verbal communication appropriately in social situations.
- ✓ **Autism Spectrum Condition (ASC)** – where social communication and interaction differences are a key feature.
- ✓ **Stammering (fluency difficulties)** – disruptions in the flow of speech, such as repetitions, prolongations or blocks.
- ✓ **Selective Mutism** – an anxiety-based difficulty where a child is unable to speak in certain situations despite speaking confidently in others.
- ✓ **Voice difficulties** – problems with the quality, pitch or volume of the voice.
- ✓ **Complex communication needs** – children who may require alternative or augmentative communication methods, such as visual supports, signing systems or communication devices.

Cognition and Learning



Children with Cognition and Learning Needs may experience difficulties with learning at a slower pace than their peers and may need additional support to access the curriculum. Types of cognition and learning needs include:

- **Moderate Learning Difficulties (MLD)** – children find learning across the curriculum more challenging than most others of the same age.
- **Severe Learning Difficulties (SLD)** – children have significant intellectual or cognitive impairments and require substantial support with learning and daily living skills.
- **Specific Learning Difficulties (SpLD)** – difficulties affecting particular aspects of learning, including:
  - ✓ Dyslexia (literacy and reading difficulties)
  - ✓ Dyscalculia (mathematical difficulties)
  - ✓ Dyspraxia/Developmental Coordination Disorder (motor planning and coordination difficulties)
  - ✓ Dysgraphia (difficulties with handwriting and written expression)
  - ✓ Attention Deficit Hyperactivity Disorder (ADHD), where attention and executive functioning impact learning

Social, Emotional and Mental Health



Children with Social, Emotional and Mental Health (SEMH) needs may experience difficulties that affect their emotional wellbeing, relationships, behaviour and ability to engage with learning. Types of SEMH needs can include:

- ✓ Anxiety disorders
- ✓ Depression and low mood
- ✓ Attachment difficulties
- ✓ Trauma-related needs
- ✓ Attention Deficit Hyperactivity Disorder (ADHD)
- ✓ Oppositional Defiant Disorder (ODD)
- ✓ Conduct Disorder
- ✓ Obsessive Compulsive Disorder (OCD)
- ✓ Eating disorders
- ✓ Self-harm behaviours
- ✓ Difficulties with emotional regulation

- ✓ Social difficulties and low self-esteem
- ✓ School-based anxiety or emotionally based school avoidance (EBSA)

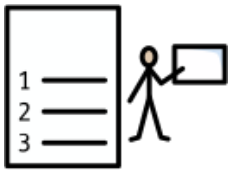
Sensory and/or Physical Needs



Children with Physical and Sensory Needs may experience difficulties that affect their movement, access to learning, hearing, vision or sensory processing. Types of physical and sensory needs include but are not limited to:

- ✓ **Physical Disabilities (PD)** – difficulties with mobility, coordination, fine motor skills or physical access.
- ✓ **Cerebral Palsy**
- ✓ **Muscular Dystrophy**
- ✓ **Spina Bifida**
- ✓ **Medical Conditions** e.g. epilepsy, diabetes etc that impact access to learning and school life.
- ✓ **Visual Impairment (VI)** – partial sight or blindness.
- ✓ **Hearing Impairment (HI)** – mild, moderate, severe or profound hearing loss.
- ✓ **Multi-Sensory Impairment (MSI)** – combined vision and hearing difficulties.
- ✓ **Sensory Processing Difficulties** – differences in how sensory information is received and processed, which may affect participation in daily activities and learning.

Universal Provision / Ordinarily Available

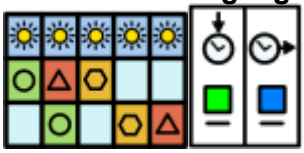


All teachers are responsible for the progress and attainment of all pupils in their class, including those with SEND. Our Universal/Ordinarily Available Offer is the support, teaching strategies and adaptations that are available to all children as part of everyday classroom practice. High-quality teaching, inclusive learning environments, reasonable adjustments and effective pastoral support enable most children to make good progress and have their needs met within this provision.

What this looks like in practice:

- ✓ Learning intentions are clearly explained and broken down into manageable steps. Teachers use modelling, worked examples and visual prompts to support understanding and enable pupils to access new learning with confidence.
- ✓ Success criteria are adapted where necessary so that pupils understand what they are expected to achieve. Staff provide appropriate scaffolding whilst ensuring that challenge and ambition remain high.
- ✓ Learning is presented in multiple ways including visual, verbal, practical and kinaesthetic approaches. This allows pupils with different learning styles and needs to access the curriculum effectively.
- ✓ Teachers regularly check understanding throughout lessons and adapt teaching in response to pupil feedback, misconceptions and emerging needs.
- ✓ Pupils are provided with opportunities to revisit and consolidate learning through repetition, retrieval practice and overlearning strategies where required.

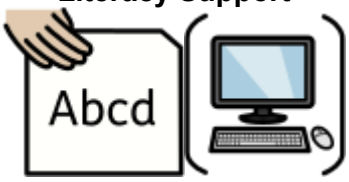
Communication and Language Support



The development of language and communication is embedded throughout the curriculum.
Universal/Ordinarily Available Offer strategies include:

- ✓ Speak clearly, not too quickly and use short sentences.
- ✓ Visual timetables displayed in classrooms and around the school. These help pupils understand routines, manage transitions and reduce anxiety about changes to the school day.
- ✓ Use of visual supports such as symbols, task boards, Now and Next boards, photographs and diagrams. These provide additional clarity and support comprehension.
- ✓ Key vocabulary is explicitly taught before, during and after lessons. Teachers pre-teach language and provide repeated opportunities for pupils to use and apply new vocabulary.
- ✓ Instructions are delivered clearly and concisely using simple language and appropriate processing time. Staff routinely check understanding before expecting pupils to begin tasks.
- ✓ Opportunities for structured talk are embedded within lessons to develop expressive language, reasoning and communication skills.

Literacy Support



Inclusive literacy practices are available to all children. This may include:

- ✓ Allow extra time for pupils to complete tasks when needed.
- ✓ Teach phonics using a clear, structured approach with regular revision.
- ✓ Provide reading books and materials that match pupils' needs and ability levels.
- ✓ Break written tasks into smaller, manageable steps.
- ✓ Use writing frames, sentence starters, word banks and visual prompts to support writing.
- ✓ Offer different ways for pupils to record their learning, such as speaking, using technology, drawing, taking photographs or practical activities.
- ✓ Clearly model and demonstrate tasks before pupils start.
- ✓ Provide support tools such as mind maps, writing frames, prompt cards and word lists.
- ✓ Check understanding by asking pupils to repeat instructions in their own words.
- ✓ Ensure learning activities are appropriate for pupils' reading abilities.
- ✓ Give opportunities for pupils to work independently, in pairs, small groups and as part of the whole class.

Mathematics Support



Teaching is designed to develop mathematical understanding through a Concrete-Pictorial-Abstract approach. Strategies include:

- ✓ Use of practical resources and manipulatives to support conceptual understanding.
- ✓ Visual representations such as bar models, number lines and diagrams to help pupils understand mathematical relationships.
- ✓ Opportunities to rehearse mathematical vocabulary and discuss reasoning aloud.
- ✓ Small-step progression to ensure understanding is secure before moving on to more complex concepts.

Social, Emotional and Mental Health Provision



The school recognises the strong relationship between wellbeing and learning. Universal Offer emotional

wellbeing support includes:

- ✓ A nurturing school ethos where every child has a trusted adult they can approach when worried or distressed.
- ✓ Prepare pupils for changes to routines.
- ✓ Keep expectations clear and simple.
- ✓ Pair pupils with positive role models.
- ✓ Provide a quiet space when needed.
- ✓ Include turn-taking activities.
- ✓ Emotion coaching approaches used by staff to help pupils recognise, understand and regulate feelings.
- ✓ Consistent behaviour expectations across the school which emphasise support, restoration and learning from mistakes rather than punishment.
- ✓ Opportunities for pupils to develop resilience, confidence and self-esteem through Personal, Social, Health and Economic (PSHE) education, Religious Education and collective worship.
- ✓ Access to calm spaces and regulation resources where appropriate.
- ✓ Whole-school strategies to support attendance, belonging and engagement.

Autism-Friendly Practice



Many autism-friendly approaches benefit all learners and are embedded within everyday practice. Examples include:

- ✓ Predictable classroom routines and consistent expectations across the school.
- ✓ Visual supports which reduce reliance on verbal information alone.
- ✓ Preparation for changes to routine through advanced notice and clear explanations.
- ✓ Consideration of sensory needs when organising classroom environments and learning activities.
- ✓ Structured opportunities for social interaction and relationship building.

Sensory and Physical Provision



The school aims to create an accessible learning environment for all. This includes:

- ✓ Consideration of seating positions to maximise attention, hearing and access to teacher input.
- ✓ Flexible seating arrangements where appropriate.
- ✓ Reduced visual clutter and purposeful classroom organisation.
- ✓ Movement breaks incorporated into the school day for pupils who benefit from them.
- ✓ Adapted equipment such as pencil grips, writing slopes, enlarged resources and specialist seating where required.
- ✓ Reasonable adjustments made to ensure pupils can access educational visits, clubs, sporting activities and wider school experiences.

Attendance Support



The school recognises that some pupils with SEND may face additional barriers to attendance. Universal Offer support includes:

- ✓ Early identification of attendance concerns and proactive engagement with families.
- ✓ Collaborative planning with parents to understand and address barriers.
- ✓ Flexible and supportive approaches during periods of medical need, anxiety or transition.
- ✓ Close partnership working with attendance services and external professionals when required.

Inclusion Beyond the Classroom



All pupils are encouraged to participate fully in the wider life of the school. This includes:

- ✓ Educational visits adapted so that pupils with SEND can participate safely and meaningfully alongside their peers.
- ✓ Access to extra-curricular clubs, sporting events, performances and leadership opportunities.
- ✓ Participation in liturgies, assemblies, sacramental preparation and Catholic life activities.
- ✓ Representation in pupil voice groups where children can contribute to school improvement and decision-making.

Monitoring the Effectiveness of Universal/Ordinarily Available Offer

Universal/Ordinarily Available Offer is monitored continuously by teachers, leaders and the SENDCo. This is achieved through:

- ✓ Learning walks and classroom observations focused on inclusive practice.
- ✓ Book scrutiny and curriculum monitoring activities.
- ✓ Analysis of pupil progress, attainment, attendance and behaviour data.
- ✓ Pupil voice and parent feedback.
- ✓ Ongoing professional development and coaching for staff.
- ✓ Review against the Southend Provision Guidance to ensure provision remains responsive to local expectations and emerging needs.

Expected Impact of Universal/Ordinarily Available Offer

Through effective Universal/Ordinarily Available Offer, pupils should:

- ✓ Feel safe, valued and included within the school community.
- ✓ Access learning alongside their peers.
- ✓ Make progress from their individual starting points.
- ✓ Develop increasing independence and resilience.
- ✓ Build positive relationships and emotional wellbeing.
- ✓ Participate fully in the academic, social and spiritual life of the school.

Where a pupil continues to experience significant barriers despite high-quality universal provision, the school will consider whether additional SEN Support is required through the Assess, Plan, Do, Review process in partnership with parents and, where appropriate, external professionals

Having a diagnosis does not automatically mean that a child requires specialist or additional SEND support. Many children with identified needs or diagnoses are able to thrive through the Universal Offer alone, while others may require further targeted or specialist support depending on their individual needs.

Assess, Plan, Do, Review (APDR) Cycle



The school uses a graduated approach to SEND support as outlined within the SEND Code of Practice.

Stage 1: Assess

- ✓ Teachers identify concerns through ongoing assessment, progress monitoring and observations.
- ✓ Parents and pupils are included from the earliest stage of discussion.
- ✓ Additional assessments may be completed by the SENDCo and external specialists where appropriate.

Stage 2: Plan

- ✓ Outcomes are agreed collaboratively with parents, staff and pupils where appropriate.
- ✓ Specific support strategies and interventions are identified.
- ✓ Provision Maps and SEND Support Plans clearly outline targets, responsibilities and review dates.

Stage 3: Do

- ✓ Planned support is delivered through high-quality teaching, targeted intervention or specialist provision.
- ✓ The class teacher remains responsible for the educational progress of the child, even where interventions are delivered by support staff.

Stage 4: Review

- ✓ Progress towards outcomes is reviewed at least three times per year.
- ✓ Parents are invited to discuss outcomes achieved, next steps and any necessary amendments to support arrangements.

Individual Support Plans



In line with the SEND Code of Practice, pupils identified as requiring SEND Support will have an Individual Support Plan. This document outlines a pupil's strengths, areas of need, agreed outcomes, and the support and strategies that will be put in place to help them make progress.

The plan is developed in partnership with parents/carers, staff and, wherever possible, the pupil. Pupil Support Plans follow the Assess, Plan, Do, Review cycle and are reviewed at least three times a year, or more frequently if needed, to ensure that support remains appropriate and effective.

Parents and families will receive a code to access their child's Individual Support Plan on 'Provision Mao'. They can find 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

Education, Health and Care Needs Assessment (EHCNA) Process



Most children and young people with SEND have their needs met through high-quality teaching and SEN Support in school. However, if a child continues to experience significant difficulties despite appropriate support and interventions, an Education, Health and Care Needs Assessment (EHCNA) may be requested.

When can an EHC Needs Assessment be requested?
Under Section 36 of the Children and Families Act 2014, a Local Authority must consider carrying out an assessment where:

- ✓ The child or young person has or may have Special Educational Needs (SEN); and
- ✓ It may be necessary for special educational provision to be made through an Education, Health and Care Plan (EHCP).

This is sometimes called the legal test for assessment. The threshold is whether an EHCP may be necessary, not whether it is certain that one will be issued.

EHC Needs Assessment Timeline
Step 1: Graduated Approach and Evidence Gathering
Before requesting an assessment, the school will usually have completed a number of Assess, Plan, Do, Review (APDR) cycles. Evidence will be gathered showing:

- ✓ The child's strengths and needs.
- ✓ The support and interventions already provided.
- ✓ The impact of that support over time.
- ✓ The views of parents, carers and the child or young person.
- ✓ Advice from relevant professionals where appropriate.

Step 2: Request for Assessment (Week 0)
A request for an EHC Needs Assessment can be made by:

- Parents or carers.
- A young person aged 16-25.
- The school or educational setting.

The request is submitted to Southend Local Authority together with supporting evidence.

Step 3: Local Authority Decision (By Week 6)
The Local Authority must decide within 6 weeks whether to carry out an EHC Needs Assessment. If the request is refused, parents will be informed of their right to mediation and appeal.

Step 4: EHC Needs Assessment (Weeks 6-16)
If the assessment is agreed, the Local Authority gathers advice and information from a range of professionals, including:

- ✓ Parents/carers and the child or young person.
- ✓ The school or setting.
- ✓ Educational Psychology.
- ✓ Health professionals.
- ✓ Social Care professionals where relevant.

The assessment considers the child's educational, health and social care needs and the provision required to meet those needs.

Step 5: Decision on an EHCP (By Week 16)
Following the assessment, the Local Authority decides whether an EHCP is necessary. Parents will be notified of the decision and the reasons for it.

Step 6: Draft EHCP Issued (Around Week 16)
If an EHCP is to be issued:

- ✓ A draft plan is prepared.
- ✓ Parents/carers receive a copy of the draft plan.
- ✓ Families have 15 days to review the document, request amendments and express a preference for a school placement.

Step 7: Final EHCP Issued (By Week 20)
The entire process, from the initial request to the issue of a final EHCP, should normally take no longer than 20 weeks. The final EHCP sets out:

- ✓ The child's needs.
- ✓ The outcomes being worked towards.
- ✓ The provision required to support them.
- ✓ The educational placement.

Annual Reviews
Once an EHCP is in place, it must be reviewed at least annually to ensure the provision and outcomes continue to meet the child's needs and support their progress. This review involves the child or young person, their family, school staff and any relevant professionals.

We are committed to working closely with families throughout the EHCNA process and ensuring that parents, carers and young people are fully involved in decisions about support and provision at every stage.

Diagnosis Routes



If you have concerns about your child's development, communication, attention, learning, social interactions or behaviour, you can discuss these with school, your GP, health visitor or other professionals. In Southend referrals for assessments such as Autism (ASD) or ADHD are often made through the My Care Bridge system, which helps professionals gather information and make referrals to the most appropriate services.

To support a referral, parents may be asked to provide evidence that helps build a picture of their child's strengths, needs and experiences across different environments. Useful evidence may include:

- ✓ A record of your child's developmental history, including early milestones.
- ✓ Examples of behaviours or difficulties observed at home.
- ✓ Information about friendships, social interactions and communication.
- ✓ Details of any sensory sensitivities or emotional regulation difficulties.
- ✓ Attendance records or information about anxiety related to school.
- ✓ Reports from school, nursery or childcare settings.
- ✓ Medical reports or information from health professionals already involved.
- ✓ A diary or log of concerns, including when difficulties occur and how they affect daily life.
- ✓ Examples of support strategies that have been tried and their impact.

Providing clear and detailed information helps professionals understand your child's needs and ensures that any assessment is based on a full picture of their strengths and challenges. Parents will be kept informed throughout the process and can seek advice from their child's school or healthcare professionals if they need support completing referral information.

We recognise that some families seek private assessments for conditions such as Autism Spectrum Condition, ADHD or Dyslexia.

- ✓ Private reports are welcomed and carefully considered as part of the wider assessment process. These reports can provide useful information regarding a child's strengths and needs.
- ✓ However, schools and Local Authorities must consider evidence from multiple sources. A private diagnosis does not automatically result in SEND registration, additional funding or an EHCP.
- ✓ Recommendations will be reviewed alongside information gathered within school, medical advice and educational evidence.
- ✓ Some private assessments may not have been completed using NHS pathways or Local Authority commissioned processes and therefore may require additional verification or supporting evidence before decisions are made. Parents will always be fully involved in discussions regarding this process.

Transition Arrangements



We recognise that successful transitions are important for all children and young people, particularly those with Special Educational Needs and Disabilities (SEND). We work closely with pupils, parents/carers, staff and other professionals to ensure that transitions are carefully planned, personalised and supportive.

Starting School (Nursery to Reception)

- ✓ We liaise with nurseries, pre-schools and other early years settings to gather information about each child's strengths, interests and support needs before they start school.
- ✓ Where appropriate, additional transition arrangements may include visits to the school, meetings with parents/carers, information sharing with professionals involved with the child, photographs of key staff and environments, and personalised transition plans to help children feel confident and prepared for the move to Reception.

Moving Through School (Year Group Transitions)

- ✓ Transition support is provided whenever pupils move between classes and year groups.
- ✓ Information about pupils' strengths, needs, successful strategies and provision is shared between staff to ensure continuity of support.
- ✓ Additional transition arrangements may include extra visits to new classrooms, opportunities to meet new adults, transition booklets or social stories, and enhanced planning where a pupil may find change challenging.
- ✓ We aim to ensure that all pupils feel safe, supported and ready for the next stage of their learning.

Transition to Secondary School

- ✓ We work closely with local secondary schools to support pupils with SEND as they prepare for the next stage of their education.
- ✓ This may include transition meetings, visits to the new school, enhanced transition programmes, sharing of SEND records and support plans, and opportunities for pupils to discuss any worries or questions.
- ✓ Additional visits can be arranged where needed to help pupils become familiar with their new environment and routines.

Transition to Specialist Provision

- ✓ Where it has been agreed that a specialist setting is the most appropriate provision for a pupil, we work in partnership with parents/carers, the Local Authority and the receiving setting to ensure a smooth transition.
- ✓ Information is shared carefully and transition arrangements are tailored to meet the individual needs of the pupil.
- ✓ This may include additional visits, transition resources, meetings with key staff and collaborative planning to support a positive start in the new setting.

Our aim is to ensure that every transition is planned sensitively, reducing anxiety and enabling pupils with SEND to move confidently into their next phase of education.

Staff Training



General SEND Training

- All staff receive regular SEND updates through whole-school training and professional development.
- Staff are expected to maintain current knowledge of inclusive classroom practice and relevant educational developments.
- Training is linked directly to the identified needs of pupils within the school community.

Staff Training Record 2025-27 Cognition and Learning

Sept 2026 ongoing refresher courses	Read Write Inc (RWI)	Staff deliver a consistent phonics programme, improving pupils' early reading, spelling and decoding skills.
Sept 2025	Numicon	Staff use practical resources to develop pupils' understanding of number and mathematical concepts.
Spring 2026	Engagement Model	Staff assess and support engagement for pupils with complex needs, ensuring learning is accessible and meaningful.
Spring 2026	Equals Curriculum	Staff provide a personalised curriculum that supports communication, independence and functional skills.
Sept 2026	Mastering Number	Staff strengthen pupils' number sense and mathematical fluency.
Jan 2026	Power Maths	Staff use a mastery approach to develop reasoning and problem-solving skills.

Communication and Interaction

Sept 2026	Makaton	Staff develop strategies to support speech, language and communication needs.
Sept 2025-26	ELSA	Staff support pupils' emotional wellbeing, social skills and emotional regulation.

Social, Emotional and Mental Health

Sept 2026	Good Morning Club	Staff support pupils with attendance anxiety and transitions into school.
Sept 2026	Safeguard – SEND focus	Staff promote safe and responsible online behaviour.
Spring 2026	Positive Handling	Staff use safe and appropriate strategies during periods of crisis.
Sept 2026	Communication and Behaviour Management	Sensory circuits
Sept 2026	Zones of Regulation	Staff support pupils to recognise and regulate their emotions

Other

Sept 2026	Epilepsy Awareness	Staff understand how to support pupils with anaphylaxis, epilepsy and respond appropriately to seizures. Responding quickly in an emergency
Sept 2026	Sickle Cell Awareness	Staff understand the needs of pupils with sickle cell disease and provide appropriate support.
March 2026	Paediatric First Aid	Staff respond effectively to medical emergencies and injuries.
Oct 2026	IPS Writing Moderation	Staff produce high-quality SEND documentation with clear outcomes and provision.

External Agencies



We work in partnership with a range of specialist services to ensure children and young people with SEND receive the support they need to thrive. Depending on an individual child's needs, we may seek advice or support from professionals including:

- ✓ Educational Psychologists
- ✓ Speech and Language Therapists
- ✓ Occupational Therapists and Physiotherapists
- ✓ Southend SEND Team Specialist Teachers – ASD/ Leanring and Speech and Language
- ✓ Social Care teams
- ✓ CAMHS (Child and Adolescent Mental Health Services) and Mental Health Support Teams
- ✓ Brentwood Catholic Children's Society (BCCS)

These professionals may provide assessments, recommendations, direct support, staff training, or specialist advice to help us better understand and meet a child's needs. We work closely with families throughout this process and ensure parents and carers are involved in planning and reviewing support.

Partnership with Parents



Teamwork with Parents and Families

Excellent teamwork between us and parents is very important to us.We believe parents are experts on their children and are essential partners in securing positive outcomes.

- ✓ Parents are invited to regular review meetings and are encouraged to share their views regarding progress, wellbeing and future aspirations.
- ✓ Information is provided through consultations, SEND reviews, annual reviews and informal communication opportunities.
- ✓ Families are supported to understand available services, referral pathways and statutory processes.

We are committed to working in partnership with parents and carers to achieve the best outcomes for children and young people with SEND. If you have concerns about the support your child is receiving, we encourage you to discuss these with the relevant member of staff in the first instance so that we can work together to find a positive resolution.

We ask that all communication is conducted respectfully and courteously, recognising that effective collaboration is built on mutual trust, understanding and respect. Information about our formal complaints procedure is available on the school website or from the school office upon request.

SEND and Safeguarding



At our school, safeguarding is everyone's responsibility, and we recognise that children and young people with SEND can be particularly vulnerable to abuse, neglect, exploitation and bullying. We ensure that staff receive regular safeguarding training and understand the additional barriers that some pupils with SEND may face when recognising, communicating or reporting concerns.

In line with *Keeping Children Safe in Education (KCSIE) 2026*, we maintain a strong culture of vigilance,

early identification and information sharing, working closely with families and external agencies to promote the safety, wellbeing and welfare of all pupils. We are committed to ensuring that every child feels safe, supported, listened to and included in all aspects of school life.

Southend Local Offer

The school follows the guidance and expectations outlined within the Southend SEND Local Offer. These resources provide information regarding support available locally and help ensure consistency across educational settings.

Parents can access the Southend Local Offer for information relating to:

- SEND services and support.
- EHCP processes.
- Therapy services.
- Preparing for adulthood.
- Family support and wellbeing services.
- Educational provision across Essex/Southend. https://www.livewellsouthend.com/send-local-offer

Southend PATT SENDIASS

Parents and carers can access independent advice through PATT SENDIASS (Parent Advisory Team Southend Special Educational Needs and Disabilities Information Advice and Support Service. This service provides free, impartial and confidential information, advice and support regarding SEND matters.

Southend PATT/Essex SENDIASS can support with:

- ✓ Understanding SEND processes.
- ✓ EHCP assessments and reviews.
- ✓ Resolving disagreements.
- ✓ School exclusions.
- ✓ Appeals and complaints procedures.
- ✓ Helping families understand their rights and options. https://www.patt.org.uk/

Funding for SEND



Schools receive funding within their overall budget to support pupils with Special Educational Needs and Disabilities (SEND). This includes a notional SEND budget, which is used to provide additional support, interventions, resources, reasonable adjustments and staff training. The notional SEND budget is not a separate fund for individual pupils and does not mean that £6,000 is allocated to every child with SEND. Instead, £6,000 is a national funding threshold which indicates the level of additional SEND support that schools are generally expected to provide from their own resources before seeking further funding from the Local Authority.

Schools use their SEND funding flexibly to meet the needs of all pupils with SEND, with some pupils requiring less support and others requiring more. Parents cannot request or access the £6,000 directly, as it is not a personal budget. Decisions about how SEND funding is used are made by the school based on

an individual pupil's identified needs and the provision required to support their progress. Where a pupil's needs require support beyond the resources normally available to the school, the school may work with the Local Authority to explore additional funding and support options.

Current Context and Future Reforms



The Children and Families Act 2014
This strengthened the rights of children and young people with Special Educational Needs and Disabilities (SEND) and placed a duty on schools to ensure they are included and supported to achieve the best possible outcomes. Schools must use their best endeavours to meet the needs of pupils with SEND, work in partnership with parents and carers, and involve children and young people in decisions about their support.

Children with SEND have the right to be considered fairly for admission to a mainstream school, and schools must not refuse admission because a child has SEND or does not have an Education, Health and Care (EHC) Plan. We are committed to working closely with families, consulting with parents throughout their child's education, and ensuring that support is planned, reviewed and adapted in partnership with those who know the child best.

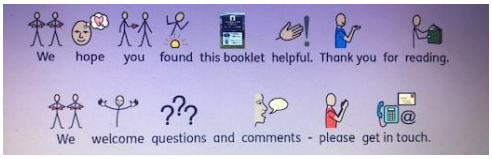
Future SEND Reforms
The Government is proposing changes to the SEND system, but at present there are no changes to the legal duties placed on schools or the support that children and young people with SEND are entitled to receive. Any national reforms will be introduced gradually over the coming years, and existing SEND provision, Education, Health and Care (EHC) Plans, and statutory rights will remain in place unless and until new legislation is implemented. We will continue to provide support in line with current SEND legislation and guidance, and we will keep parents informed of any significant changes that may affect their child or the support available.

Our school is committed to providing an inclusive environment where all pupils can achieve their full potential. The new Inclusion Mainstream Fund (IMF) provides additional support for children and young people with high levels of special educational needs and disabilities (SEND) who require provision that is additional to or different from that ordinarily available within the school's resources.

Through our new inclusion strategy, we identify needs early, work collaboratively with parents, pupils and external professionals, and implement targeted interventions and reasonable adjustments to remove barriers to learning. The use of IMF funding enables us to provide personalised support, specialist resources, and enhanced staff expertise to ensure that pupils with SEND can access a broad, balanced and ambitious curriculum alongside their peers and fully participate in school life.

For further information about our approach to supporting pupils with SEND, please refer to the school's SEND Policy on our website, and our Inclusion Strategy that will be available on our website from 31st December 2026.

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



The website also contains additional information about SEND provision, key contacts and other policies that may be helpful to parents and carers. We encourage families to contact the school if they have any questions or would like to discuss their child's needs further.

Website: https://www.shcps.co.uk/page/?title=SEND&pid=51
Reviewed: September 2026 / **Next Review:** September 2027