

Annual SEND Report – Updated September 2023

Evaluating the Effectiveness of Sacred Heart Catholic High School’s Provision for Pupils with SEND

The Annual SEND Report should be read in consultation with the SEND Information Report, the SEND Policy and the Accessibility Plan.

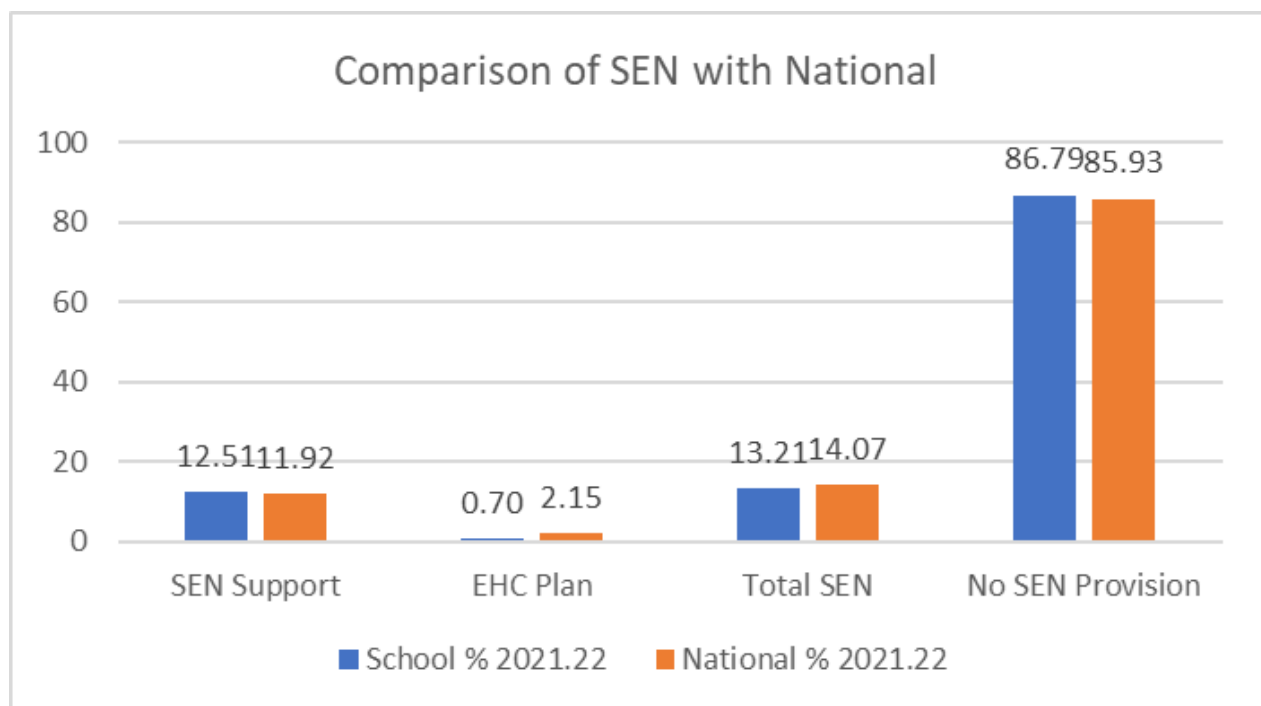
This report reflects how school has used SEND funding to meet pupils’ needs.

Context: This information was accurate at the time the report was written.

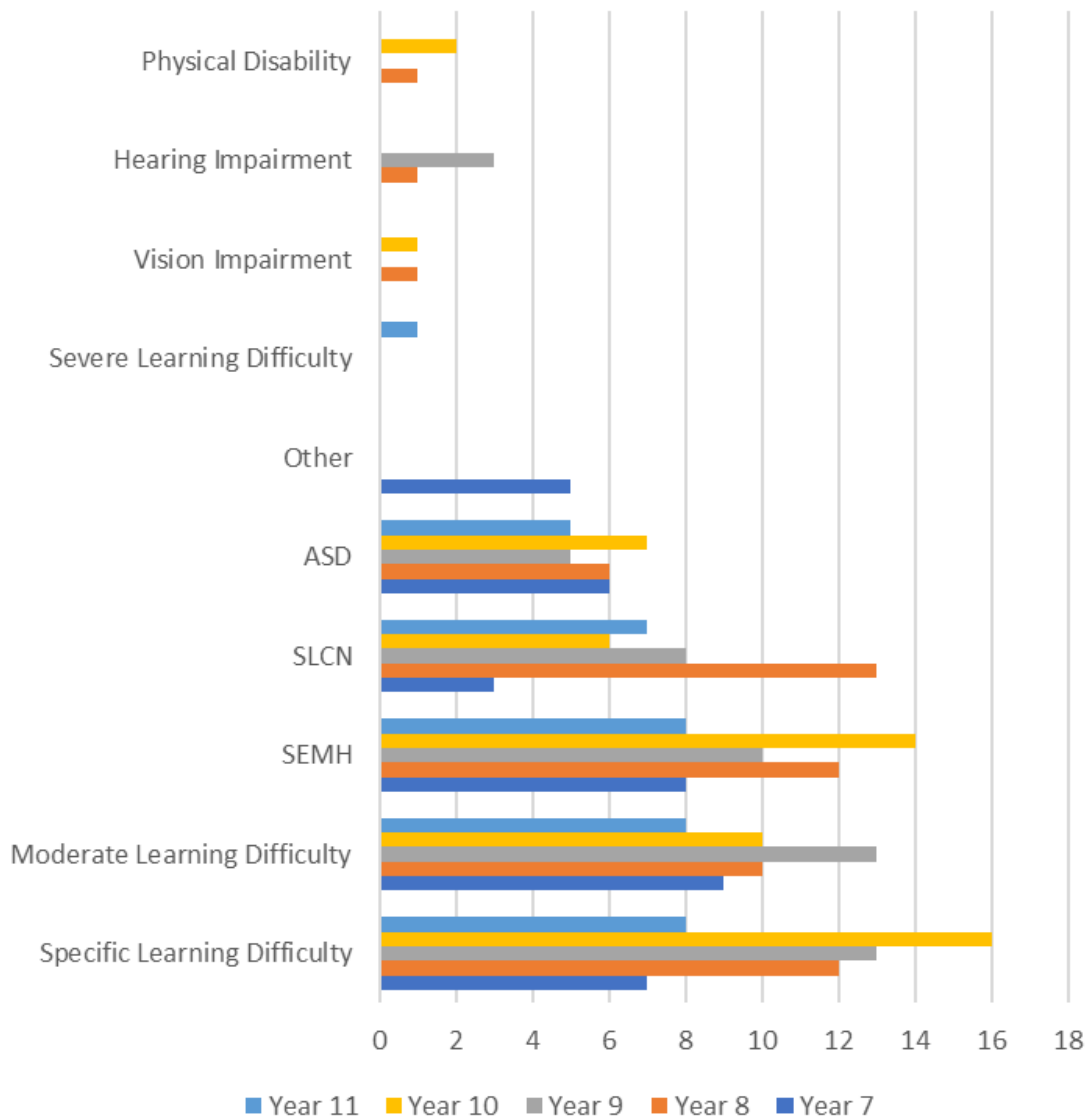
SEND profile of the school:

Percentage of SEN at Sacred Heart compared with national data:

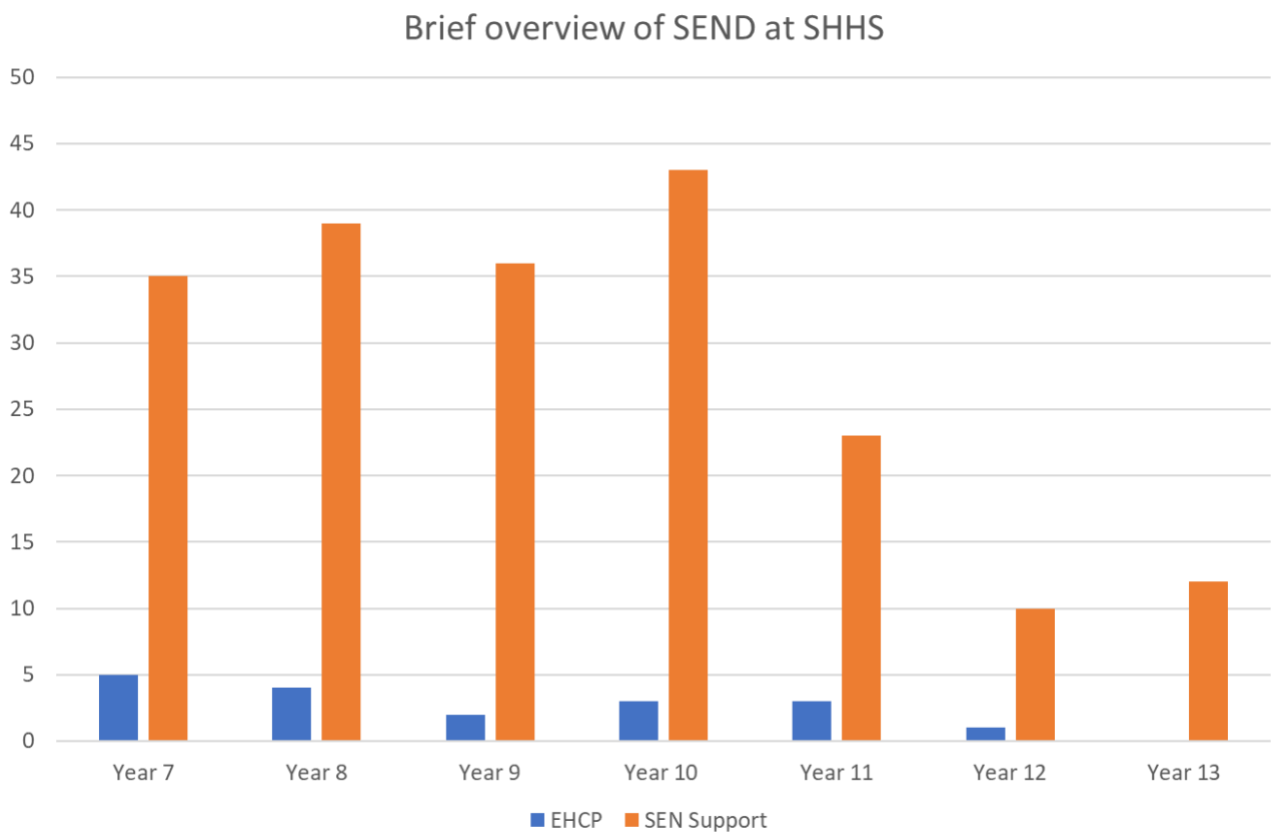
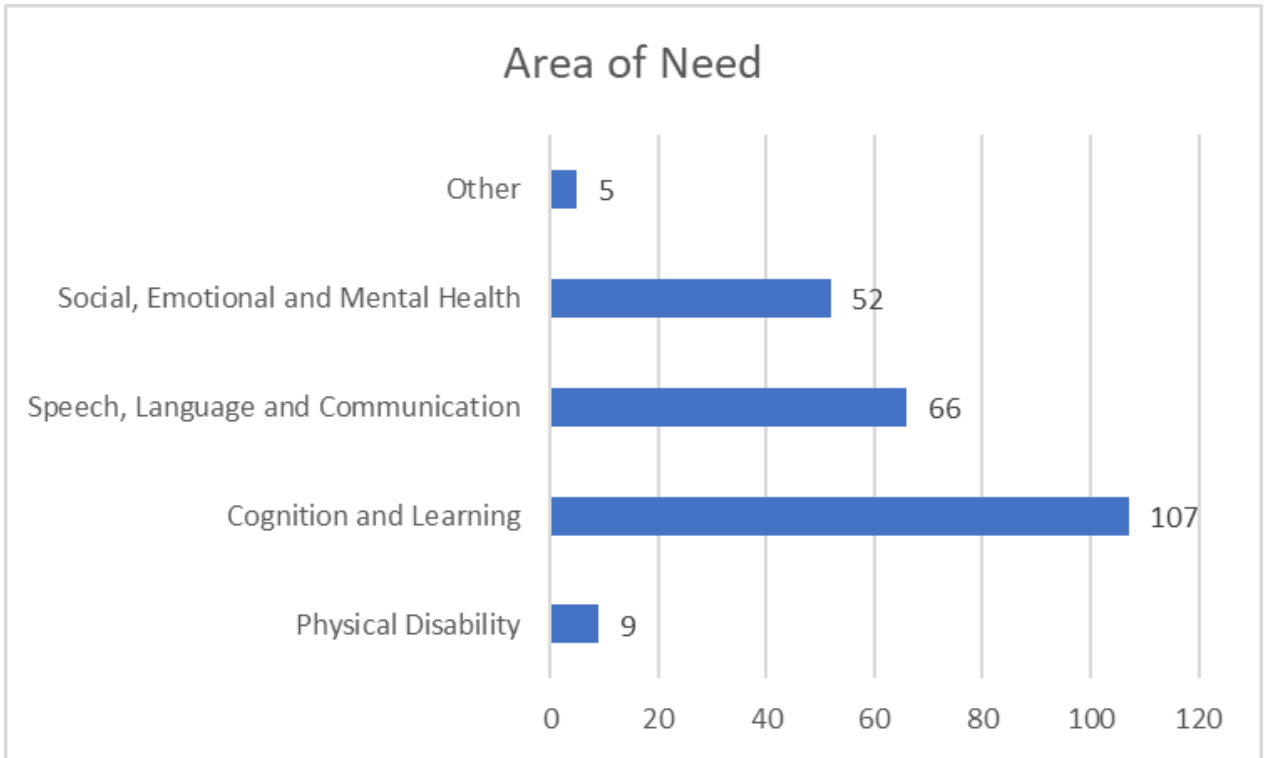
SEND Overview Year 7 to Year 11



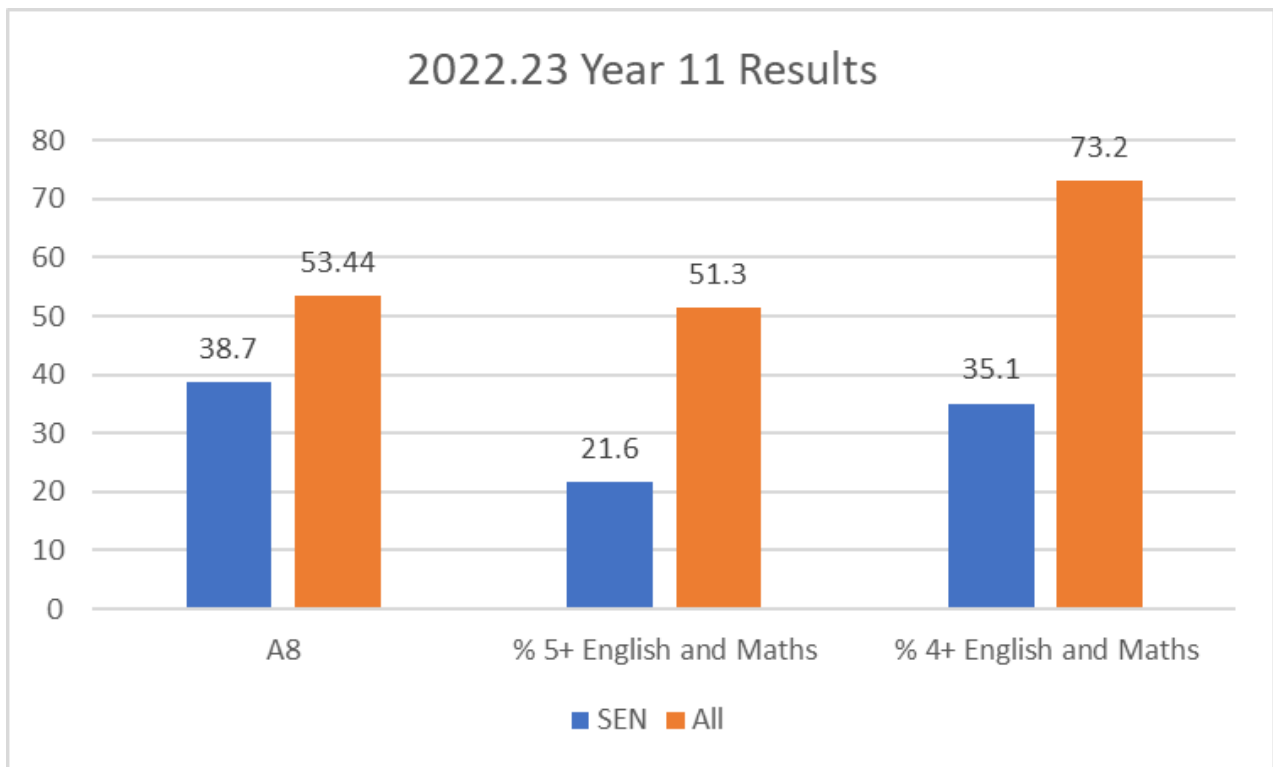
Type of Need by Year Group 2023.24



Overview of the areas of need for 2023



Data: Updated September 2023



Post 16 Results 2022.23				
	Whole Cohort		SEN only	
	Total	%	Total	%
AS-A	98	29.8	4	14.8

AS-B	196	59.8	14	51.9
AS-C	277	84.5	23	85.1
AS-E	328	100.0	27	100
DS-D	32	46.0	7	46.7
DS-M	60	87.0	11	73.3
DS-P	67	97.1	13	87

Attendance:

Year	School Percentage	SEN Support %	EHCP %
2022-2023	91.5 %	83.5%	79.5%
2021-2022	91.5%	85.7%	89%

Suspensions and Exclusions:

	Suspensions and exclusions	SEN Support %	EHCP%	Non-SEN %
2022-2023	111	32.4 (36)	0	67.6 (75)
2021-2022	97	45.4 (44)	1.0 (1)	53.6 (52)

Next steps: What will you do next after evaluating the above?

- Introduction of additional SEN Parents' Evening to further improve communication with parents
- Introduction of 'Provision Map' as a tool for all staff to monitor and support SEND students
- Whole school training on adaptive teaching for students with SEND and supporting students with their diverse needs.

Staff Training and Expertise:

Staff Training 2022-23

Date	Topic	Overview
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September 2022: Led by NSN	Overview of SEND at Sacred Heart	Reminder of SEND policy and procedures. CoP 2015, Children and Families' Act 2014, Equality Act 2010. Graduated Approach, Graduated Response. Local, National and school policies.
September 2022: Led by: NSN	Phonics and Fresh Start-how to support students in your class	This session was for T teachers only and covered the skills taught in Fresh Start and how these might be used to teach key vocabulary or support literacy in the classroom.
October 2022: Led by: NSN	Behaviour and SEND	This session explored that behaviour is a form of communication and our duty as staff to consider the reason for this behaviour and make reasonable adjustments to support all difference in the classroom.
November 2022: Led by: NSN	The struggling reader	The session outlined some of the difficulties young people can have when accessing the curriculum if they don't have well developed literacy and reading skills and outlined some of the ways you could support a young person in class.
January 2023: Led by: NSN	Deployment of LSAs	Using research from EEF and new school policy on deployment of LSAs- launch of new procedures linked to research and improved outcomes.
February 2023: Led by NSN	Executive Functions	What are executive functions, what impact can they have on a young person in the classroom and how can you support a

		young person to meet their potential?
March 2023: Led by NSN	Dyslexia	What is dyslexia, what might this look like in the classroom and can you help?
April 2023: Led by NSN	ADHD	What is ADHD, how might it be present in girls? What does the latest research tell us and how can we effectively meet the needs of students in the classroom?
May 2023 Led by: NSN	ASD	This session covered the current thinking on ASD and some of the differences that young people might display. It also included helpful hints and tips on how to support young people.
May 2023 Led by: Dr Carol Booth Educational Psychologist	Trauma Informed Practice	What is trauma? How might it affect a young person? How can we support young people in school and in the classroom?

LSAs:

Date:	Topic:	Overview:
September 2022: Led by Diabetes Team	How to support young people with Type 1 Diabetes	What is diabetes, how does it impact on a person, how do you support the young person to manage this? <ul style="list-style-type: none"> • Carb counting • What to do in a medical emergency
September 2022 Led by the Stoma Nurse	Stoma care	The training outlined the medical reasons a person may need this type of medical support and trained staff in the relevant personal care routines.
October 2022: Led by NSN	Key working and Interventions	Routines and responsibilities for effective keyworking. How to write effective support

		plans. How to monitor and run effective interventions
November 2022: Led by NOR	Maths Intervention and In-Class Support	Approaches to teaching Maths and how to use them effectively when supporting students in Maths Lessons.
December 2022: Led by AMC	English Intervention and In-class support	Key skills taught in English from KS3 to KS4 and how to use them effectively when supporting students in English Lessons.
January 2023: Led by EPH	How to support students in Practical Lessons	Key approaches to encourage independence and engagement in practical lessons.
February 2023: Led by NSN	Provision Mapping	Introduction session for staff on how to use the new provision mapping tool.
March 2023: Led by KWY	Science support and Intervention	Part 1: How to support students in Biology lessons from KS3-KS4. Key terminology and concepts covered.
April: 2023 Led by GPL	Exam Invigilation	Training JCQ guidelines regarding exam invigilation, paperwork and the dos and don'ts in exams.
May 2023:	Science Support and Intervention	Part 2: How to support students in Chemistry from KS3-KS4. Key terminology and concepts.

Next steps: What CPD needs have you identified based on pupil need, staff audit?

- Emotional Based School Non- Attendance (continued)
- How to use 'Provision Mapping', whole-school launch.
- Effective adaptation and scaffolding
- Trauma informed practice delivered by Educational Psychologist (continued)
- Staff survey to identify further CPD needs
- QA checks to identify further CPD

Working with Outside Agencies

The schoolwork with a range of outside agencies to receive advice and support for students and training for staff- they include services such as:

- SEND ASAP: The SEND Allocation, Support and Advice Panel provide school with support and advice for individual students that are referred to them. The panel allocate support from specialist teachers, Educational Psychologists or recommend support programmes.
- CYPS: The school may make referrals to the Single Point of Access (SPA) in order for a young person to receive support or assessment from Children and Young People's Services.
- SEND OS: SEND Outreach Service - referrals can be made for assessments and advice for Specific Learning Difficulties such as Dyslexia & support from the Speech and Language Team
- Educational Psychologist: Sacred Heart employ an Educational Psychologist, Dr. Booth, who works in school at least once per half term to support students who have been identified by the SENDCo. Dr Booth can work on an individual or small group basis to provide targeted support.

The school also work with outside professionals, who provide advice and support for individual students:

- Occupational Therapists
- Psychologist
- Nurse Practitioners
- Dieticians
- Consultants
- SALT

Next Steps:

- Continue to hold regular Team Around the School meetings where a range of professionals from outside agencies meet with the SENDCo, Deputy SENDCo and Pastoral team to discuss support offered to and available to students.
- Continue to hold half termly meetings with pastoral team to discuss support in place for students and agree on any requests for support from outside agencies or any outcomes from students working with outside agencies.

Pupils Views:

Every student has a keyworker who meets with them at least once per term to gather their views. During these meeting the students complete and update the student's Support Plan and Teacher Overview; the information gathered is used to inform provision and update advice for teachers. Where appropriate or relevant parents are updated with important information and referrals for additional support can be made.

SEND surveys (Microsoft Forms) are sent to parents to help their child collect student voice. The information gathered informs support plans and provision in place.

Next Steps:

- Develop a key document to complement the Techer Overview and Support Plans that outlines the support and provision that helps each young person learn. This will be stored in planners for staff and students to refer to.

Parents/Carers' Views:

Parent views are collected via parent surveys and through review meetings. Parents are encouraged to contact the SENDCo or SEND team with any concerns they have and the SENDCo is available at Parents' Evening. The school host a (KS3/ KS4 & 5 are invited every other half term) termly coffee morning for parents to meet with the SENDCo and SEND staff in order to review and adapt provision in place for their child. The schools' Parent Carer Forum meet once every term to discuss the provision offered and agree actions to improve and adapt provision further. Parents are also invited to 'How to support you child' events throughout the school year.

Next steps:

- We are aware that not all parents are able to attend coffee mornings and so we are introducing additional SEND Parents' Evenings, once every half term, where parents can make an online appointment to discuss and review the provision in place for their child.
- The school have invested in a new online programme: 'Provision Map' to improve sharing of key information between home and school.

Link to Local Offer:

<https://www.newcastlesupportdirectory.org.uk/what-local-offer#:~:text=Newcastle's%20Local%20Offer%20is%20all,place%2C%20here%20on%20this%20website.>

Date: September 2023