

Annual SEND Report – Updated September 2026

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:

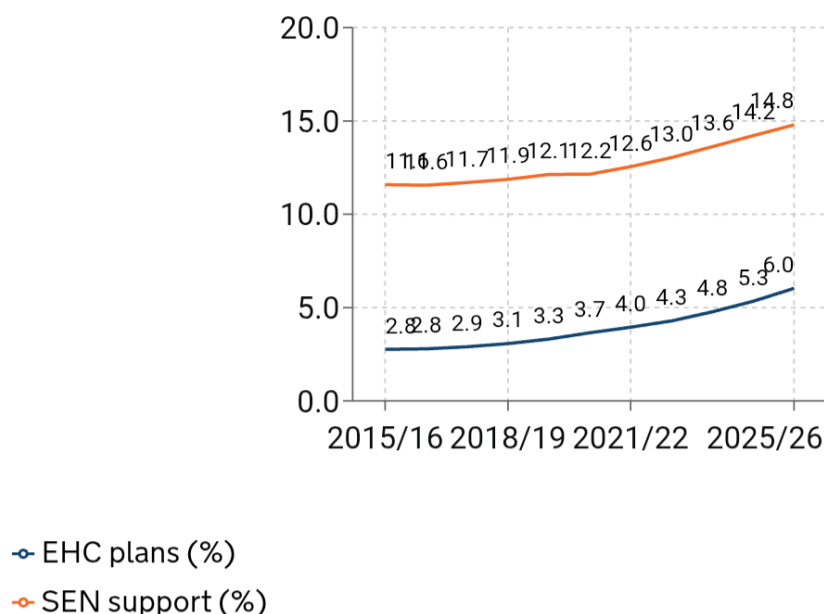
SEND Overview

*Data from Edukey

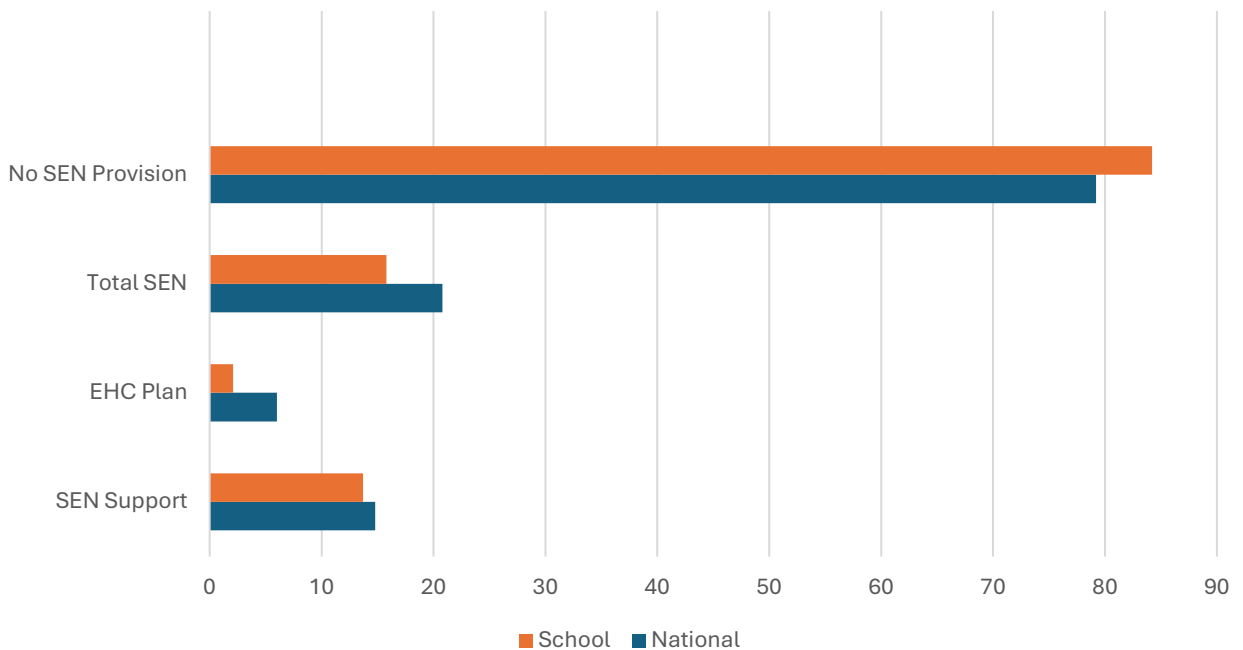
Percentage of SEN at Sacred Heart compared with national data:

National trend

The percentage of pupils with SEN support and EHC plans continues to increase

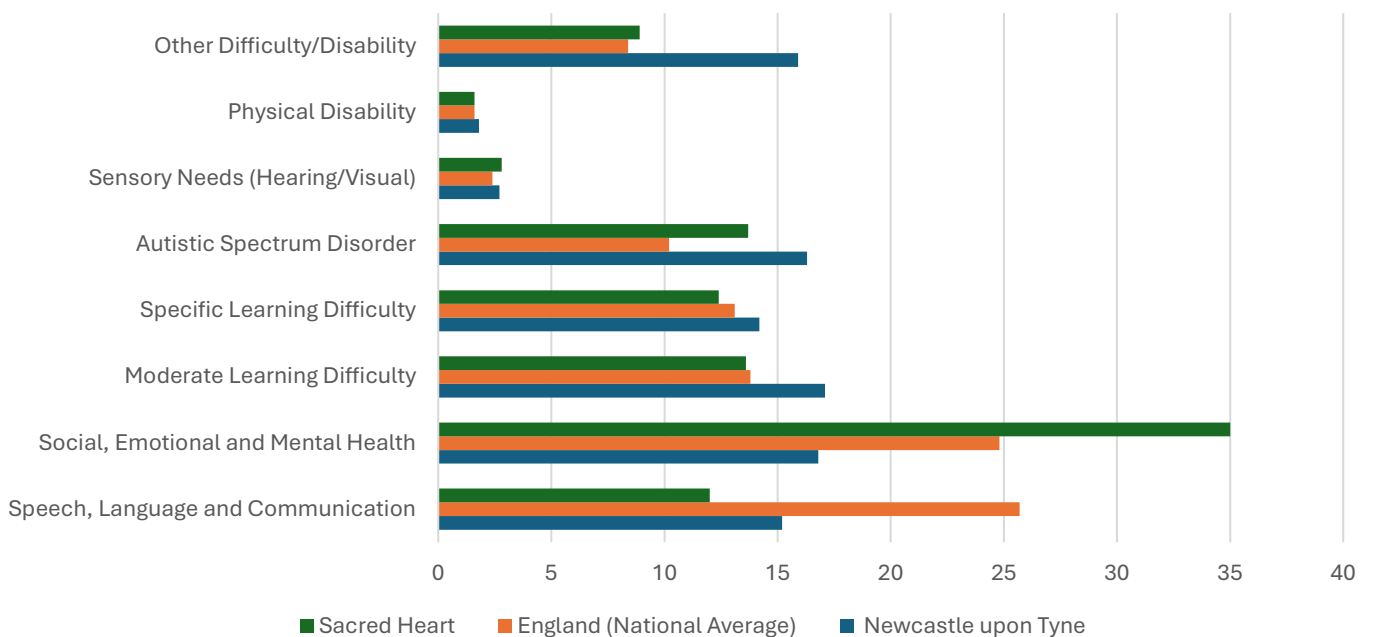


Headline SEN Data School v Nationally 2026

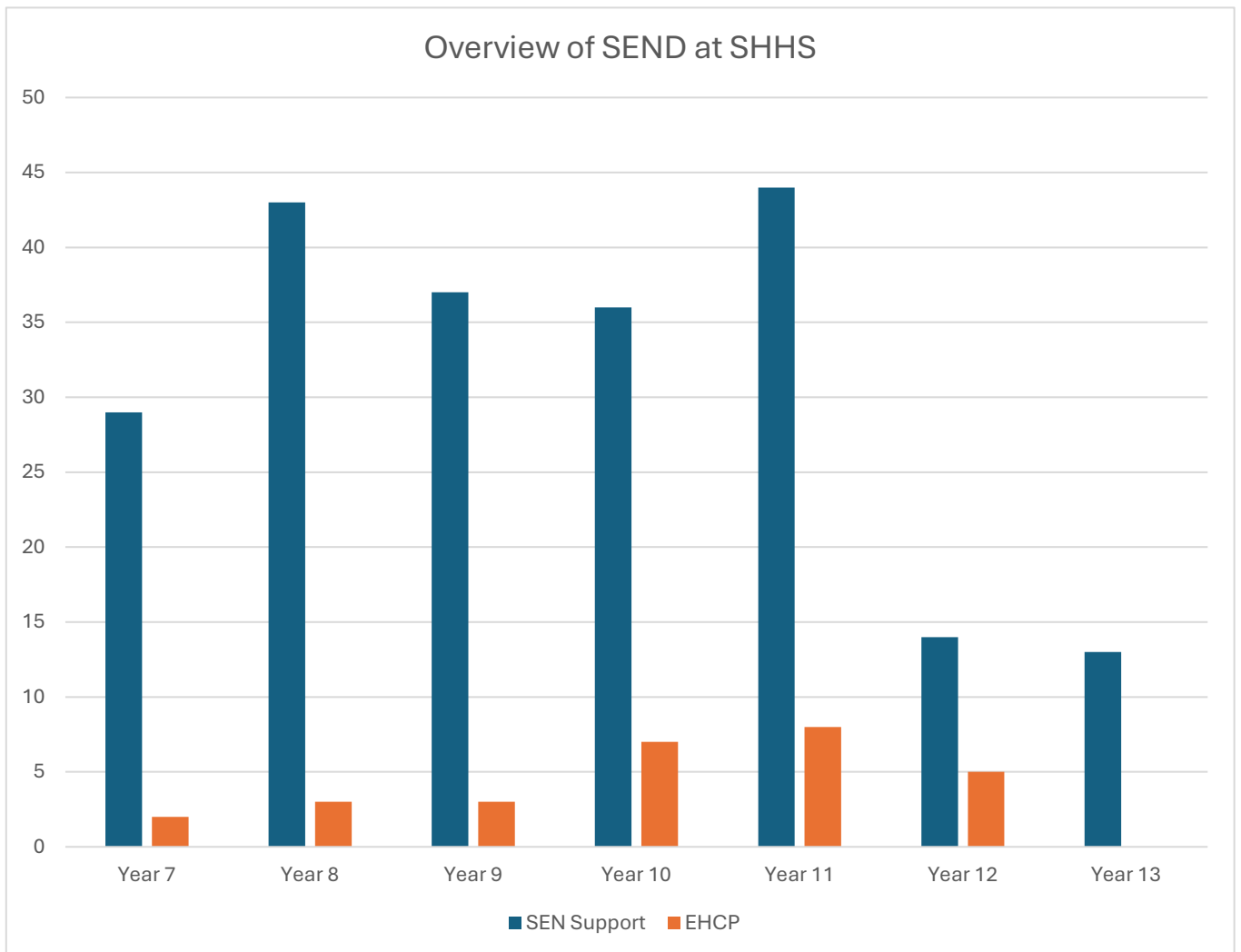


SEN needs comparison with local area and nationally 2026

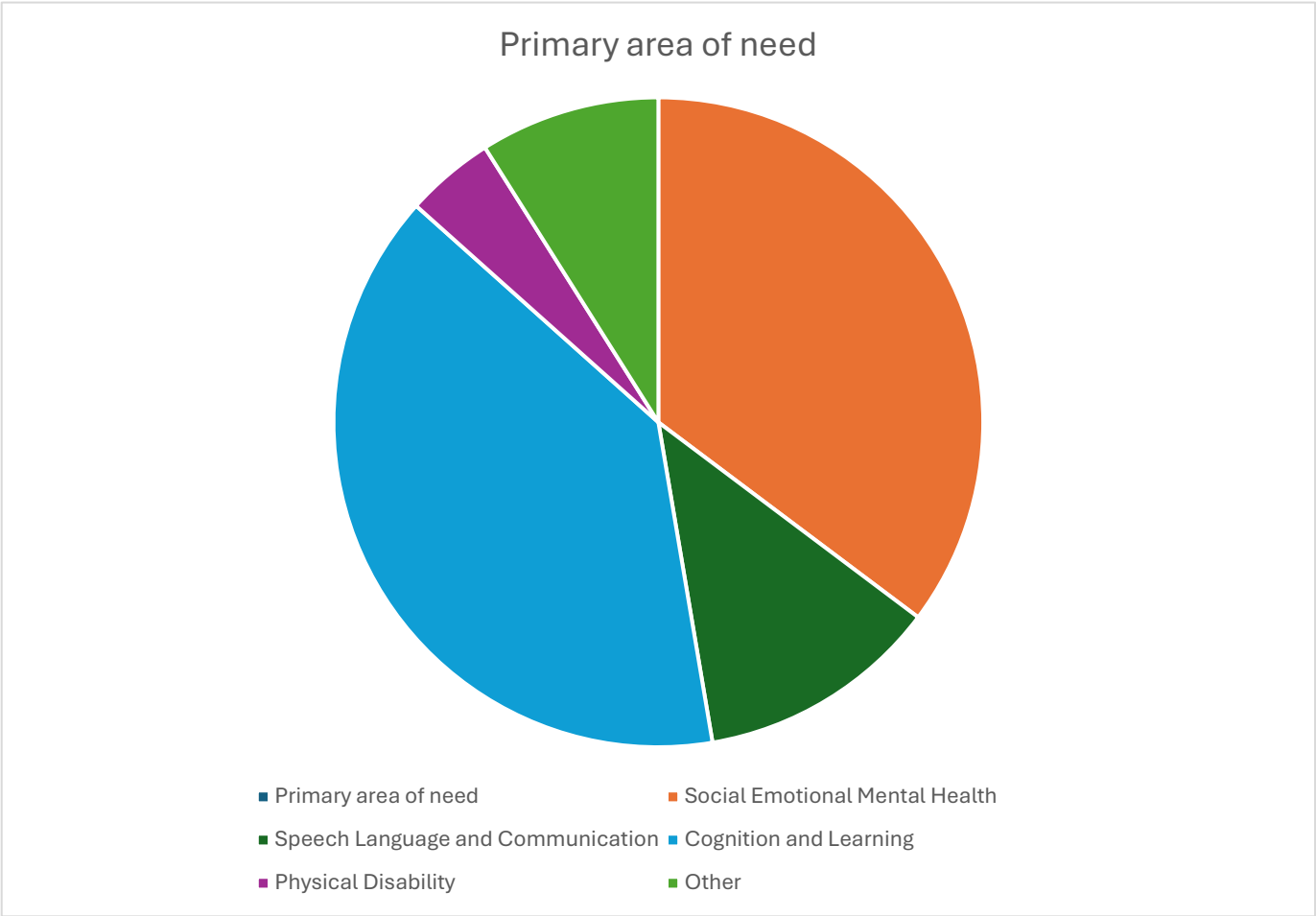
SEN comparison School v Local v National



Overview of SEND at SHHS



Primary areas of need of students at SHHS



Data: Updated September 2026

Post 16 Results:

	SEN	All
Average Points Entry	32.86	35.75
Average Grade	C+	B-
% students included in AAB	42.9	65.9

Attendance:

Year	School Percentage	SEN Support %	EHCP %
2025-2026	91.6%	83.7%	85%
2024-2025	91.6%	78.2%	77.6%
2023-2024	92.7%	83.4%	85.2%
2022-2023	91.5%	83.5%	79.5%

Suspensions and Exclusions:

	Suspensions and exclusions	SEN Support %	EHCP%	Non-SEND %
2025-2026	113	52.3%	24.7%	23%
2024-2025	188	70(24)	10(4)	61(29)
2023-2024	110	55 (61)	0.9 (1)	43.6 (48)
2022-2023	111	32.4 (36)	0	67.6 (75)

Next steps:

- Further training on 'Provision Map' as a tool for all staff to monitor and support
 - Whole school training on adaptive teaching for students with SEND and supporting students with their diverse needs.
 - Working closely with the Newcastle SEMH team to develop resources and provision further.

Staff Training and Expertise:**Staff Training 2025-26**

Date	Topic	Overview
September 2025: Led by AMC	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 2025: Led by: AMC	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 2025: Led by: AMC	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 2025: Led by: AMC	Adaptive approaches to SEND and reading	Session outlined the different approaches to adapting texts in the classroom as well as how to engage struggling readers.

January 2026: Led by: AMC	Speech and language difficulties	Training on the roll out of Language Link as a Trust policy and screening for SpLD
April 2025: Led by AMC	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 2025 Led by: AMC	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.

LSAs:

Date:	Topic:	Overview:
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September 2025: 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? • Carb counting • What to do in a medical emergency
September 2025: 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 2025: Led by AMC	Key working and Interventions	Routines and responsibilities for effective key working. How to write effective support plans. How to monitor and run effective interventions

October- July : Led by DFN	Maths Intervention and In-Class Support	Approaches to teaching Maths and how to use them effectively when supporting students in Maths Lessons.
December 2025: 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.
April 2026: Led by GPL	Exam Invigilation	Training JCQ guidelines regarding exam invigilation, paperwork and the dos and don'ts in exams.

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

- Emotional Based School Non- Attendance (continued)
- 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 are working closely with Sally Franklin as part of her Maximising the Impact of Teaching Assistance work.

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.
- Work closely with SEMH tea on transitions and sessions with KS3.

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.

We have developed a key document to complement the Teacher 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.

A member of the SENDIASS team comes into school to offer independent advice and guidance to SEN students.

The school has established a SEN student council.

Next Steps:

- Increase opportunities for students to meet and speak with SENDIASS
- Continue to develop the SEN student council.

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 hosts 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 your child' events throughout the school year.

The SEND Department offers half-termly additional coffee morning.

Next steps:

- Increase staffing at SEN Parents' Evenings to increase the offer of appointments.

Link to Local Offer:

[SEND local offer | Children and Families Newcastle](https://childrenandfamiliesnewcastle.org.uk/send-local-offer)

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