

SACRED HEART CATHOLIC HIGH SCHOOL



**SEND INFORMATION REPORT
2026-27**

Our beliefs and values

At Sacred Heart Catholic High School, in accordance with the gospel values, we aim to uphold the right of all students to have access to a broad and balanced curriculum. Here, every child is equal and unique and we aim to provide a safe and supportive environment where pupils can flourish.

Introduction

Students with SEND may be provided, if deemed appropriate, with the additional support and if funding is available, with additional resources to enable them to make the best possible progress and take a part in the life of the school alongside those students who do not have identified needs. Much of the support offered will be in the classroom with other students, while some is more effectively provided by withdrawing individual students or small groups to provide the required intervention as deemed appropriate.

Our aims

- The school seeks to raise achievement and remove barriers to learning and increase curricular access for all.
- To ensure that, with support, children with SEND are encouraged to have equally high aspirations for their future and experience an appropriate degree of challenge just as for all students.
- The school identifies and supports those students who have learning difficulties or disabilities so that they have the opportunity to achieve the best possible results of which they are capable, leaving school with personal and social skills and qualifications, which will enable them to continue their learning and be well equipped for the demands of adult life.
- To successfully support the child's transition:
 - to this school
 - from this school to further/higher education and to the world or work.

Our objectives

- To identify and reasonably provide for students who have additional needs including special educational needs and disability.
- To involve children in decision making and discussions about their support.

- To operate an approach which supports academic, social, behavioural and emotional development taking into account the range of needs of the student.
- To provide a reasonable curriculum for each student that offers a level of challenge and content which is appropriate for their needs and the resources available.
- To work in partnership with parents, guardians and other agencies.
- To provide support and advice for all staff working with special educational needs students.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To provide a Special Educational Needs Disability Co-Ordinator (SENDCo).
- To make effective use of available resources.

We are very proud of all we do to support pupils who attend Sacred Heart Catholic High School with SEND. Pupils have access to a full range of educational and pastoral support to ensure they make excellent progress and feel happy and fulfilled at school.

This overview is intended to give you general information regarding the ways in which we ensure we support all of our pupils with SEND, in order that they can realise their potential. It may not list every skill, resource and technique we use to achieve this as these are continually developed, and we try to modify our provision to meet the needs of individual pupils.

Children with SEND at Sacred Heart High School make outstanding progress. Other useful documents such as our SEND and Disability policy are also available on the school website. If you would like further information about what we offer here at Sacred Heart Catholic High School for students with SEND, then please do not hesitate to contact the SENDCo Miss Anna Mackay directly on: 0191 2751931.

The identification of SEN

A child has SEND if he/she has a learning difficulty or disability which calls for a SEND provision to be made for her/him/them. A child has a learning difficulty or disability if she/he/they has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Children with sensory impairments or long-term health conditions do not necessarily have SEND but, where they require SEND provision, they will also be covered by the SEND definition.

The SEND Code of Practice identifies four broad areas of special educational need:

- Communication and interaction
- Cognition and learning

- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. In practice, labelling individual children or young people becomes counterproductive as they often have needs that cut across all these areas and their needs may change over time. Many children will have special needs of some kind at some time during their education and not all will benefit from being labelled. Sacred Heart's SEN Report uses the four categories of special educational need to plan the school's support.

Sacred Heart Catholic School uses a range of indicators to identify a student's area of need and plan provision.

Before arriving at Sacred Heart Catholic High School:

- Admissions information including CATs, routine assessments, KS2 transfer data (where available) and Year 6 annual reviews are used to inform provision. Every effort will be made to collect this information before the end of Year 6 so that provision can be in place at the start of Year 7 or as soon as possible. We have a dedicated SEND Primary Transition Co-Ordinator, Carole Gills, who works closely with primary schools and is available to support families.
- The SENDCo team attends the school's Open Evening for prospective pupils and SEND support staff assist in the activities on the Year 6 visiting days where possible/available.
- Year 6 teachers and parents who have identified SEND pupils, are encouraged to complete a SEND Transfer Information Request Form and, where appropriate, contact the SEND Primary Transition Coordinator or Deputy SENDCo/SENDCo to discuss transition.
- When students with identified SEND transfer to this school from other secondary schools after the start of Year 7, the SEND Primary Transition Coordinator or Deputy SENDCo/SENDCo may discuss the needs of the student with the previous school so that suitable reasonable support arrangements are put in place.
- Students joining Sacred Heart Catholic High School in sixth form are also requested to complete a SEND Transfer Information Request Form. The SENDCo or member of the SEND team may also liaise with the SEND department at their previous school to establish any identified needs and support that has been in place for the pupil as well as evidence of normal way of working.

Sacred Heart Catholic High School assesses each student's current skills and levels of attainment on notification of entry, building on information from previous settings and key stages where appropriate.

- Progress measures are used at the start of Year 7.
- Students with SEND are assessed by a qualified assessor during Year 9, 10, 11, 12 or 13 to identify those who qualify for access arrangements for external examinations. In KS3, exam access arrangements may be put in place where teachers and/or parents inform the SENDCo of a

need and where assessment proves a need and where JCQ and examination board criteria are met (please note that any access arrangement awarded at Year 7 & 8 must be reviewed in Year 9, 10, 11, 12 or 13 in line with JCQ guidelines in order to ensure these are in place for external assessments).

An examination access arrangement in Year 6 does not automatically trigger the same provision in Year 7 or after as criteria differ. The school reserves the right to accept or decline any application for examination access arrangements that is not compiled by the school assessor in line with recommendations to holders of a Certificate in Psychometric Testing, Assessment and Access Arrangements (CP3TA) and from the Joint Council for Qualifications (JCQ). The school reserves the right to accept or decline any privately funded assessment/report of a pupil which contradict the results of the school's own assessment of that pupil, as we require staff evidence of pupil need within school and it must be a student's regular way of working. A privately funded report may also be declined if there is no evidence provided of the qualification of the assessor submitted with it.

- Subject assessments, as part of whole school data monitoring and intervention procedures, take place throughout the academic year as part of our reporting cycle.
- On-going in-class classroom assessment by teachers and learning support assistants.
- The concerns of parents and staff about a child's progress are investigated by class teachers and where appropriate Heads of Department.
- Where appropriate, advice from external agencies is sought (Educational Psychologist, SEND ASAP, SEND OS, CYPS, school health etc.).

Other factors affecting students' progress

In assessing the needs of the child, the school takes a holistic approach. There may be other factors affecting a student's progress that would not constitute SEND but which will be considered in the school's provision such as:

- **Disability** (the SEND Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN). If appropriate, the school is also guided by the Equality Act and the DfE's Support Pupil's at School with Medical Conditions and the school's Accessibility Plan.
- **Attendance and Punctuality**
- **Health and Welfare:** housing, family or other domestic circumstances may affect progress and a multi-agency approach, where the school works with health services and social care agencies, may be appropriate.

- **EAL (English as an Additional Language)**
- Being from a disadvantaged background which may mean that the child is in receipt of school led **Pupil Premium** Benefit
- Being a child in the **care system**
- Being a child of **Service Personnel**

While the above do not constitute SEN, support may be provided for these students to meet their needs if deemed appropriate and funding /staffing allows.

A Graduated Responses to SEND

The Code of Practice states that teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from learning support assistants or specialist staff. The provision for students with SEND may be considered in three 'waves'. The school operates a system of waved provision/intervention:

Wave 1: provision within the classroom through 'High Quality Inclusive Teaching' (HQIT) including differentiation.

The ABCs of Adaptation

A: Human resources: Consider use of 1:1, deployment of LSAs, use department adapted resources, extra member of staff, outside agency support.

B: Resources: materials, equipment, time. All should be appropriate and support all pupils' learning.

C: Classroom Teaching Methods and Management: individual, paired, group, whole class, guided learning experiences (Rosenshein's Principles).

Wave 1 describes the offer for all students: the effective inclusion of all pupils in high quality inclusive teaching (HQIT) that is adapted to meet the needs of students. Identifying, assessing, planning and review is part of HQIT. Such teaching will, for example, be based on clear objectives that are shared with the students; carefully explained new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of students who need extra help with their learning or behaviour.

At Sacred Heart Catholic High School, the quality of teaching and learning is primarily monitored through a programme of quality assurance by senior staff and middle leaders during the year

and the collection of data which describes the progress that students are making. As part of our school's quality assurance checks, we include student voice to ensure the curriculum is both adapted and challenging for the needs of the students. In addition, teaching staff are given opportunities for continued professional development (CPD) in supporting students with special educational needs and to develop their skills through our CPD programme. Wave 1 intervention is the most effective (as highlighted by recent research). Students in classrooms should gain access to quality learning experiences and Higher Quality Inclusive Teaching (HQIT). In order to facilitate this, the school has identified 3 main strategies for differentiation provision to support students in the classroom.

If any student does not make expected progress when all of the above are in place and HQIT is in place, then a referral should be made by the teacher concerned to the Head of Year (HoY) initially. The HoY will gather evidence of need from the students' teachers and then make a referral if appropriate to the Learning Support Team using the school referral form.

Wave 2: 'Support in and beyond the classroom'

Wave 2 SEND support takes the form of a cycle of assessment, planning and review through which earlier decisions and actions are revisited, refined and revised - with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach.

Wave 2 will often include targeted individual or small-group intervention for pupils who can be expected to catch up with their peers or make progress in line with their ability. Wave 2 intervention is designed for students for whom a well-structured short-term programme, possibly delivered by a Learning Support Assistant (LSA), Higher Level Teaching Assistant (HLTA) and/or working with a teacher, will enable them to make progress.

(HLTA/LSA support, attendance at support groups e.g. Literacy, numeracy, social skills groups)

Wave 3: 'Individualised programmes'

(EHCP target led)

Wave 3 intervention includes additional support where that provided through waves 1 and 2 is not having the desired effect. Wave 3 will include targeted individualised support and will be different from and additional to the school's normal adapted curriculum.

This graduated and integrated approach is shared by the relevant educational, health and social care services to ensure that the process of identification is robust and that the child and family are supported with appropriate information. A parent may choose to investigate their child's needs through a private assessment, however please be advised that the school reserves the right to accept or decline any report that is not compiled in liaison with the school, or is in conflict with the school's own assessments. Any report should also be completed by a qualified assessor who provides a copy of their qualifications and registration numbers in the report and to the school as evidence for JCQ inspection. The school will consider the recommendations of the report in light of the school's own procedures and resources, taking into account the different nature of such assessment compared to that carried out by the school's assessor, as well evidence of student need within school and regular way of working.

Cycle of Action

Assess

A referral can be made by a member of staff, usually through the HoY, who will have an overview of the child across all areas of the curriculum and other, or following a supported parental request. At this stage the SENCO, Deputy SENDCo, HLTA/LSA will carry out a clear analysis of a student's needs using teachers' assessment and experience of the student, their previous progress and attainment, effort and behaviour in their school reports and in class as well as feedback from class teachers and support staff. The views and targets of the parent and the student may also be sought.

When a referral is made and the child is still making progress in curriculum areas that would be affected by the area of need, the student may be monitored for the cause for concern. Where progress is not being made, and where intervention and support has been given, then a student may be added to the SEND register. A child needing an examination access arrangement will not necessarily be added to the SEND list and may not need a plan. The school reserves the right to accept or decline any application for examination access arrangements that is not completed by the school assessor in line with CPT3A and JCQ recommendations and regulations and which lacks evidence of normal way of working.

Plan

During the planning stage there is an emphasis on what we want to achieve rather than the provision that will be put in place. Outcomes are agreed, provision is agreed as appropriate and available and people working with the child are informed. A Keyworker (HLTA/LSA) is allocated to each child on the SEND register. At this stage, the student's name may be added to the SEND register as receiving Wave 2 SEND Support and strategies shared with staff, which seek to match the strategy/intervention to the needs in the classroom. Parents may be requested to give practical support, assistance and

encouragement. Keyworker HLTAs/TAs/ Tutor or teachers may set and review target(s) with the child throughout the academic year as part of the reporting system, feedback in lessons (both oral and written), identifying next steps for improvement and via marking of pupil work (this is not an exhaustive list).

If a child's outcomes are formalised in an Education Health Care Plan (EHCP), relevant staff members have access to, the student's Teacher Overviews and EHCP to inform lesson planning and teaching. An EHCP may be sought when the assessed Special Education Needs of the student cannot reasonably be met by the resources normally available to students in the school. An EHCP takes into account the students' educational, health and social care needs and the views of the student, the students' parents/carers and other key workers who may be involved.

Do

This stage may last the duration of a term (six to eight weeks), and more commonly two. Specialist staff, HLTAs and LSAs work closely with classroom teachers to link interventions and classroom teaching. HLTAs and LSAs who deliver interventions also provide in-class support so that they are well-informed about the demands of curriculum areas and they can aid the transference of skills back to the classroom. Where the intervention is literacy and numeracy based, LSAs, Teachers and/or those with additional training and experience deliver the intervention which is overseen by the English and Mathematics departments.

Review

The review of any targets set by staff (e.g. the allocated Keyworker HLTA/LSA or teacher) takes place termly or annually where appropriate. If the student has achieved positive outcomes and the intervention has been successful, the student's name may be moved from the SEND register. Where the intervention has not enabled the child to achieve the target outcomes, the results of the intervention should be discussed and feed back into the analysis of the student's needs and changes to the intervention. At this point, the child may enter a successive cycle informed by the first. This should be documented as part of building a history and a better understanding of the student's needs/difficulties.

If a student with SEND continues to fall behind their peers academically and below the targets set for their ability and we are unable to provide further support within our provision and arrangements, the SENDCo may consider starting procedures for the application for an EHC plan or alternative provision. When a student has an EHC plan, the progress of the child will be reviewed annually by the SENDCo, Teacher Keyworker or LSAs; the student and their parents should be involved in the discussion and review of the targets. This could take the form of a formal annual review meeting, a telephone conversation or a parents' evening appointment or as part of the reporting cycle.

Specific provision for the different areas of need

1. Communication and Interaction

Examples include:

- Autistic Spectrum Disorder (ASD)/Social Communication Disorders
- Speech, Language and Communication Needs (SLCN)

- We use visual supports e.g. visual timetables or visual prompts according to need.
- We have areas of low distraction/stimulus in the Learning Support Centre.
- We offer support and supervision at unstructured times of the day e.g. break and lunchtime in our Learning Support Centre and Library areas. Students can have access to computers in these areas.
- We offer group support for anxiety and social skills through 'Girl Talk' and bespoke groups that support anxiety and social skills.
- We also spend time with children and young people helping them to identify situations which cause anxiety and finding ways to overcome this, for example, through regular "check ins" from Key Worker.
- Similarly, we use strategies such as social stories and comic strip conversations to help children learn how to approach different social situations.
- We offer the 'ASDAN Certificate of Personal Effectiveness' as an alternative curriculum choice for small groups of learners to improve independent learning skills, and communication (Year 10 and 11 only).
- We use strategies/programmes to support speech and language development in partnership with relevant agencies e.g. individual speech and language therapy programmes.
- We use laptops, and ICT where appropriate, to reduce barriers to learning and enhance exam performance.
- We work with Autism specialists and Educational Psychology to provide bespoke advice on relevant adaptations and adjustments.

2. Cognition and Learning Needs

Examples include:

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD – Dyslexia, Dyscalculia, Dyspraxia)

We use strategies to promote and develop literacy and mathematical skills focusing on increasing independence e.g. LEXIA, Fresh Start, paired Reading, Math Factor. We offer Pre-teach Maths (Year 7, 8 & 9) for targeted students

- We offer support before and after school through supported homework clubs (5 days a week).
- Heavily supported revision sessions and catch-up sessions will be offered at various times through the year for KS4 particularly in the weeks and months leading up to exams.
- Additional reading practice through our Reading in Registration programme.
- We regularly access the expertise and support of SENDOS and SEND ASAP to support individual needs and provide training to staff.
- We provide resources to support children and young people with specific needs, for example, coloured overlays, laptops/ ipads, and reading pens.
- We assess children regularly and report progress to parents/carers and staff.
- We assess children and young people for Examination Access Arrangements and provide the necessary support in examinations and formal assessments.
- We offer curriculum support to children with English as an Additional Language (EAL)
- We offer reduced class sizes for our T classes.
- We offer a Nurture Group in Year 7 for English, RS, History and Geography.
- We offer a Nurture Group in Year 10 & 11 for English, RS, Science and Maths (a group of around 10 students with in class support).
- We offer targeted 1:1 and small group support, in class, from the class teacher and additional Learning Support Assistants.
- We encourage the use of additional processing/thinking time for responding to questions, completing tasks, sharing ideas etc.
- We understand the importance of Key Word Lists.
- Support is offered to families and they are signposted to services/organisations for further advice, where appropriate, via the Local Offer.

3. Social, Emotional and Mental Health Needs

Examples include:

- Social Difficulties
- Mental Health Conditions
- Emotional Difficulties

We provide excellent social and emotional support, for all children and young people, through our robust pastoral system.

Targeted mental health support is provided by our school counsellors, pastoral and SEND leaders.

- We access support from outside agencies and specialists where appropriate (School Health, Children and Young People's Service (CYPS) Educational Psychology Service etc).
- Small group and/or 1:1 targeted programmes are delivered weekly to develop social skills and emotional resilience.
- We put in place short-term support for a child or young person with an emotional need e.g. bereavement.
- The Learning Support Centre can be accessed, at unstructured times of the school day e.g. lunch and break times, to provide support to vulnerable pupils.
- Sacred Heart employ two counsellors who provide support for children and young people with social and emotional needs.
- Every young person on the SEND register has a keyworker whom is available to provide emotional support for a child or young person with emotional needs.
- Support is offered to families and they are signposted to services/organisations for further advice, where appropriate, via the Local Offer.

4. Sensory and Physical Needs

Examples include:

- Hearing Impairment (HI)
 - Visual Impairment (VI)
 - Multi-sensory impairment
 - Physical Disabilities
 - Medical Needs
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- Advice and guidance from relevant agencies e.g. Physiotherapists, Occupational Therapists, Newcastle Children's Vision team and Hearing Impairment team etc is sought, and acted upon, to ensure barriers to success are reduced or removed.
 - Staff work with specialists, from other agencies, during relevant training and professional development to support children and young people with sensory/physical/medical needs.
 - Strategies and programmes of work from the Occupational Therapy Service are followed, for children with physical difficulties, to support the development of gross and fine motor skills in the classroom and around the sites.
Physical aids and resources are used, where necessary, or where advised by specialists, e.g. pencil grips, special pens etc.
We make every effort to be as accessible as possible e.g. disabled toilet facilities, wheelchair ramps etc
 - We seek and act on advice and guidance for pupils who have significant medical needs.
 - We provide access to medical interventions.
 - We provide 1:1 support for gross and fine motor skills in the classroom as, and when, required.
 - We use ICT, when appropriate, to enhance access to the curriculum, and we encourage alternative ways of recording ideas/writing/investigations etc.

Managing students' needs on the SEND register

Students may be invited to an intervention programme with a small group of students with similar needs if appropriate. Some pupils may attend 1:1 intervention, although it is more likely to be a small group intervention. These interventions will be based on the student's identified need.

Where appropriate, Higher Level Teaching Assistants (HLTAs), LSAs, SENDCo & Deputy SENDCo will document the outcomes and actions for an individual. The SENDCo, Deputy SENDCo and Keyworkers

make updated information available for all relevant teachers, HLTAs and LSAs to inform planning and practice. As described in the cycle of action, any plans and targets set may be reviewed after a term but sometimes after two or annually.

The school's SEN Report, on the website, describes our provision although it is subject to change through the annual review of our provision and availability of resources. The school is also developing a provision map which is also subject to change.

As part of the graduated approach, the school may employ the services of other agencies to advise on the support of needs of a student or to provide an intervention. This may occur after successive cycles have demonstrated that no progress has been made.

Students on the SEND register may receive information, advice or guidance to support them in making the next step after school.

Monitoring and evaluation of the effectiveness of the SEND policy

- The Governing Body receives information as required from the SENDCo and link governor.
- The SENDCo may meet with the SEND governor as required to review the implementation of the policy and practice.
- The SENDCo/Deputy SENDCo/ HLTAs also meet with LSAs in departmental meetings to discuss provision and the progress of those students with EHC plans and on the SEND Register
- The school analyses student data to assess performance and identify areas of concern. Classroom practice is reviewed by teachers, Head of Departments, Heads of Year and the SENDCo and Senior Leadership Team.

Roles and Responsibilities

Provision for students with SEND is a matter for the school as a whole. All teachers have to **take account of and make provision for** the needs of students with SEND at various times.

The Headteacher

- Has overall responsibility for the provision for children with SEND.
- Monitors the use of resources in delivering the SEND policy.
- Ensure the SENDCo is given time to fulfil their role.
- Appoints SEND staff as required.
- Supports the SENCO with allocated administrative time.

Headteacher: Mrs Suzanne Howell

Leadership Group

- All members of the Leadership Group will take into account the needs of students with SEND with respect to their areas of responsibility:

Deputy Headteacher: Mr Larry Clarke

Deputy Headteacher: Miss Louisa Connolly

Director of Achievement: Mr Michael Cousins

Director of Site and Personal Achievement: Mr Michael Donnelly

Director of Teaching and Learning: Mr Ian Bradley

Assistant Headteacher: Mrs Lynsey Craig

Assistant Headteacher: Mrs Helen Tivnan

SEND Links and Governor Link

- Meet every term to ensure provision for children with SEND

Link SLT: Mr Larry Clarke

Link Governor SEND: Mrs Bronwen Payne

Special Educational Needs Disability Co-Ordinator (SENDCo)

The school's SEND provision is coordinated by the Special Educational Needs Disability Co-Ordinator (SENDCo) Miss Anna Mackay and supported by The Deputy SENDCo Mr Darren Flynn

The key responsibilities of the SENDCo include:

- Line management of Deputy SENDCo, HLTAs and LSAs.
- Overseeing the day-to-day operation of the school's SEND policy.
- Liaising with the SEND link Governor on the progress of the implementation of the policy.
- Liaising with subject teachers.
- Leading and managing the SEND team of Deputy SENDCo, HLTAs and LSAs.
- Co-ordinating provision for students with special educational needs.
- Liaising with parents of students with SEND.
- Contributing to/ delivering in service training of staff as appropriate.
- Liaising with external agencies, including Local Authority (LA) support and educational psychology, the Careers Service, health and social services and primary school staff, sixth form staff, JCQ and examination board access arrangement services, Health Advisors, Surgeons, SENDCo network and examination officers.
- Ensuring staff are informed of students' needs and are given strategies to support high incidence SEND.
- Ensuring that students who have EHC plans have appropriate targets and outcomes via annual review process.

Higher Level Teaching Assistants (HLTAs) & Learning Support Assistants (LSAs)

The school employs a team of Higher-Level Teaching Assistants and Learning Support Assistants who will work with individual students, small groups and provide whole class support as appropriate. All HLTAs and LSAs act as keyworkers for pupils on the SEND register and liaise with parents regularly. They will often have the best knowledge of the needs and progress of individual students and therefore have a key role in supporting those with SEND. They are expected to keep appropriate records and registers, to work in cooperation with subject teachers and to provide feedback to the SENDCo and Deputy SENDCo and to complete SEND documentation as required.

Learning Support Team

(Higher Level Teaching Assistant = HLTA, Learning Support Assistant = LSA)

HLTA and LC Coordinator: Mrs Carole Gills

Inclusion Manager & LSA: Mrs Dawn Rowell

LSA: Miss Jamieson

LSA: Mrs Ganguly

LSA: Miss James

LSA: Mrs Nicholson

LSA: Mrs Walker

LSA: Miss Aftab

LSA: Mrs Wafi

LSA: Miss Anderson

LSA: Miss Byard

Heads of Year (HoYs)

Liaise with SENDCo and Deputy SENDCo over students with special educational needs.

Heads of Department (HoDs)

Monitor progress of all pupils and liaise with the SENDCo/Deputy SENDCo/HLTAs/LSAs/ HoY over students with special educational needs. Employ interventions to help diminish the difference between SEND and Non-SEND pupils in terms of achievement.

Teachers and Tutors

Will be aware of students in their groups who are:

- On the SEND register and the information disseminated about these students.
- On the examination access arrangements list.
- Receiving interventions.

Storing and the Management of Information

- Please refer to the School's GDPR Policy.
- Student's SEND files are stored securely and adhere to the GDPR policy.
- Teacher reference documents regarding a student's needs are on the school's network that can be accessed by staff only.
- Teachers, HLTAs, LSAs and other staff must store distributed SEND information securely at all times and in line with the data protection policy.

Dealing with Complaints

Please refer to the School's Complaint Policy.

Parents can also contact their local Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) for impartial information, advice and support in relation to their pupil's SEND and/or disability.

The Newcastle SENDIASS manager is Sarah Francis. She can be contacted on 0191 2116255 or by email: sarah.francis@newcastle.gov.uk