

SACRED HEART CATHOLIC HIGH SCHOOL



ANNUAL SEND REPORT 2022-23

(This report is based on the most recent data available from
2021-22 and will be updated when the 2022-23 data
becomes available)

Evaluating the Effectiveness of Sacred Heart Catholic High School's Provision for Students with SEND

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

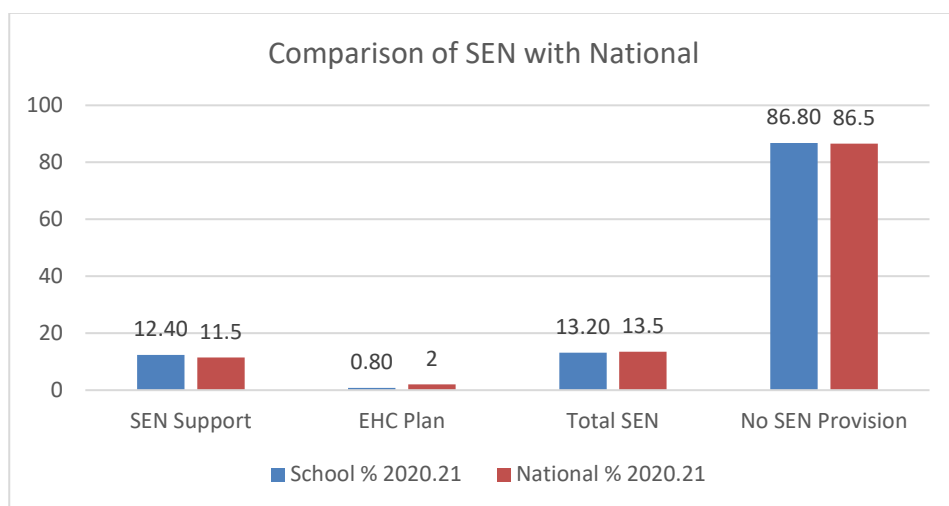
This report reflects how school has used SEND funding to meet student needs.

Context

This information was accurate at the time the report was written (**September 2022**).

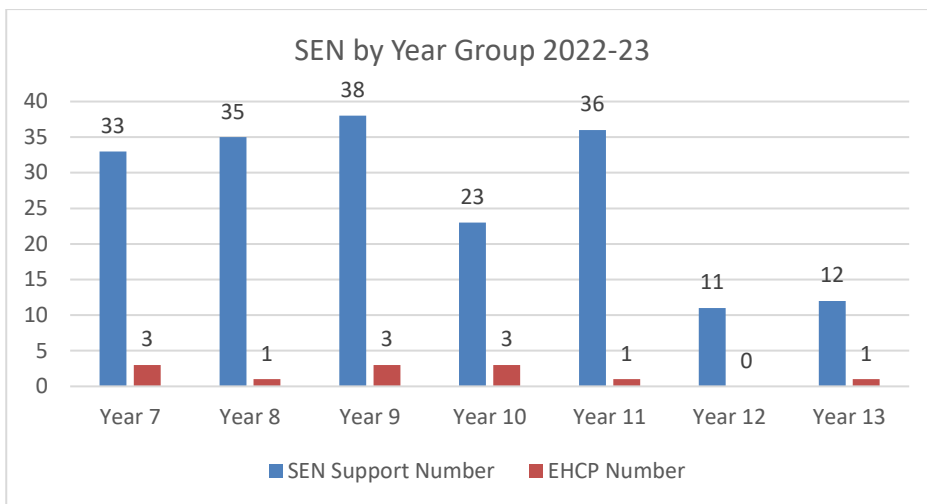
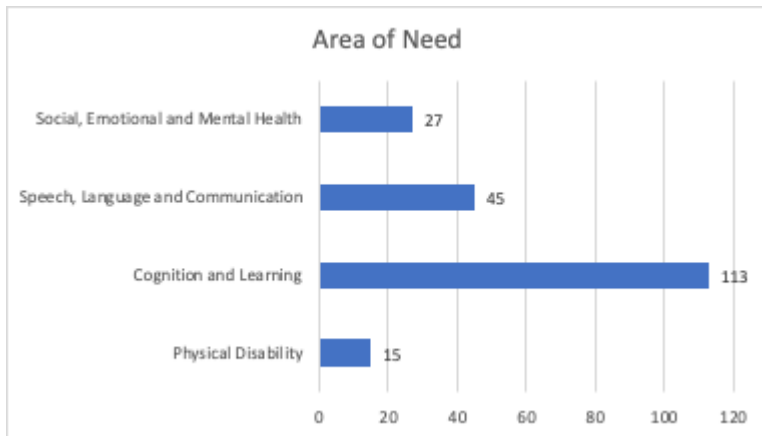
SEND profile of the school

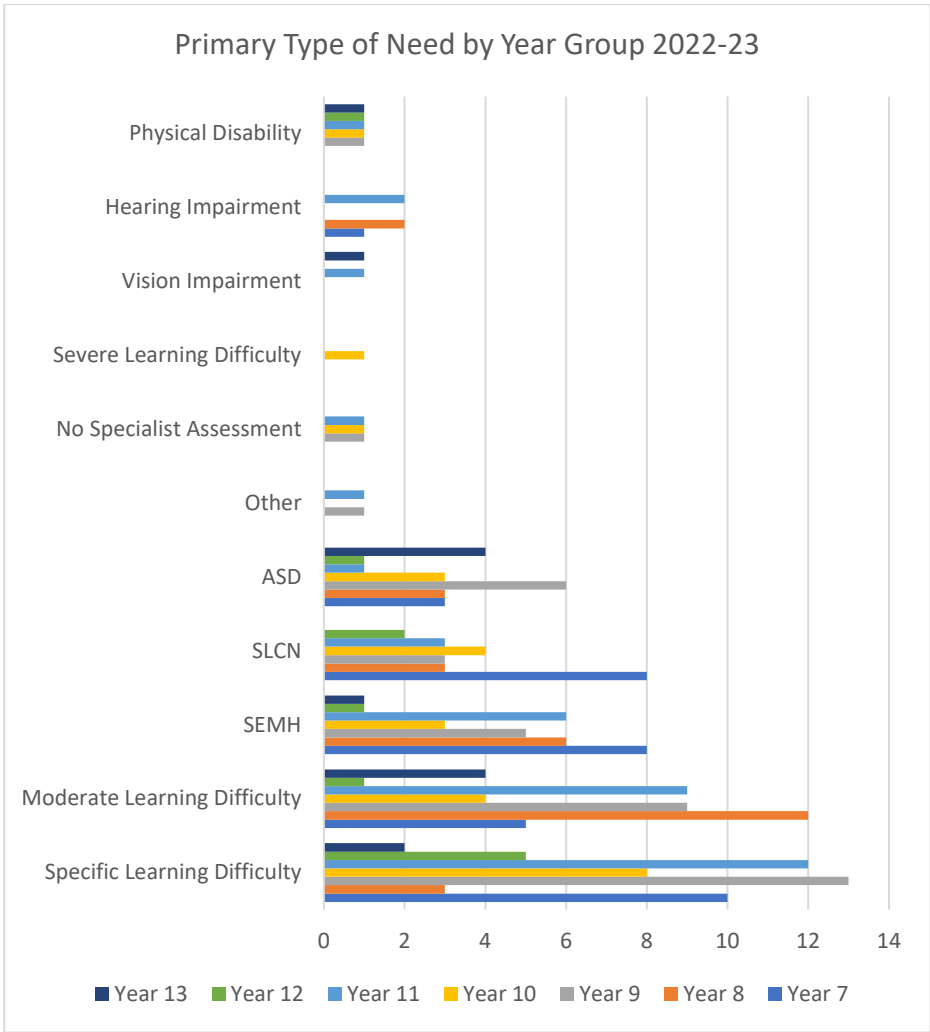
Fig 1: Percentage of SEND (Yr 7-11) at Sacred Heart compared with National data 2020-21*



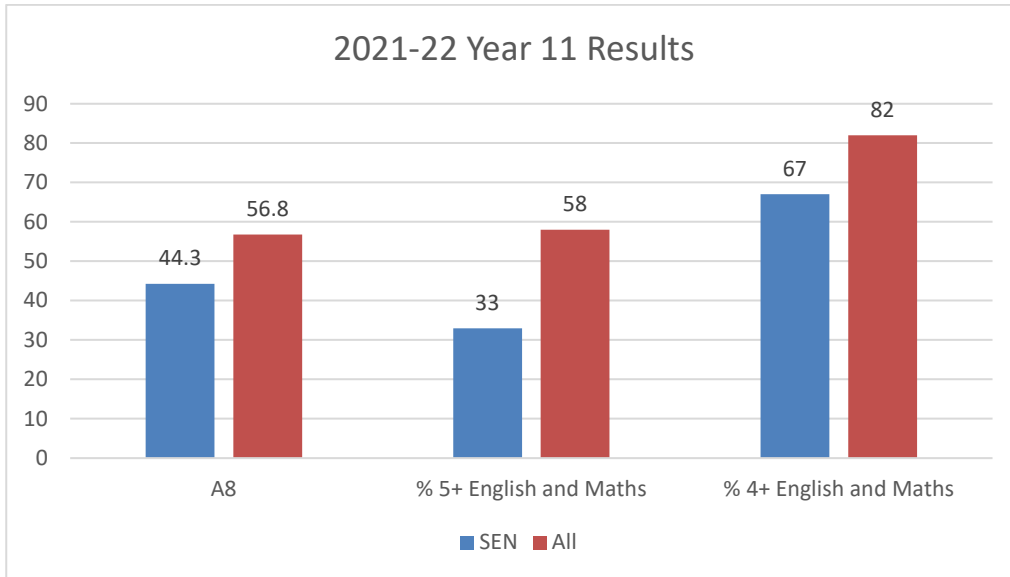
(*When 2021-22 National Data is available this will be updated)

Overview of the areas of need for 2022-23





Data: Updated September 2022



Post 16 Results (Aug 2022)

| | Whole Cohort | | SEN only | |
|------|--------------|-------|----------|----|
| | Total | % | Total | % |
| AS-A | 135 | 36.5 | 0 | 0 |
| AS-B | 238 | 64.3 | 5 | 1 |
| AS-C | 313 | 84.6 | 12 | 3 |
| AS-E | 366 | 98.9 | 18 | 5 |
| DS-D | 50 | 54.9 | 13 | 14 |
| DS-M | 77 | 84.6 | 21 | 23 |
| DS-P | 91 | 100.0 | 23 | 25 |

Attendance

| Year | Whole School % | SEN Support % | EHCP % |
|---------|----------------|---------------|--------|
| 2020-21 | 93.2 | 89.8 | 76.9 |
| 2021-22 | 91.5 | 85.7 | 89 |

Suspensions

| | Suspensions | SEN Support % | EHCP % | Non-SEND % |
|-----------|-------------|---------------|---------|------------|
| 2021-2022 | 97 | 45.4 (44) | 1.0 (1) | 53.6 (52) |
| 2020-2021 | 60 | 35.0 (21) | 6.7 (4) | 53.8 (35) |

Next steps

What will you do next after evaluating the above?

- Introduction of formal half termly meetings with pastoral team to review support and provision for SEND students.
- Extending pre-teach Maths intervention to from Year 7 & 8 to now include Year 9.

- Subject specialist staff to deliver training to SEND support staff to improve support staff's knowledge of the curriculum.

Staff Training and Expertise (2021-2022)

| Date | Topic | Overview |
|---|---|--|
| September 2021 NSN | Overview of SEND at Sacred Heart | Reminder of SEND policy and procedures. CoP 2015, Children's and Families' Act 2014, Equality Act 2010. Graduated Approach, Graduated Response. Local, National and school policies. |
| September 2021 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 2021 SEND ASAP commissioned by Autism Education Trust | Autism (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. |
| November 2021 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 2022 NSN | Speech Language & Communication (SLCN) | What is SLCN and how can we support young people in our classrooms? |
| March 2022 NSN | Cognition and Learning | How to support students who struggle with their executive functioning. |
| May 2022 NSN | Dyslexia | This session outlined some of the difficulties young people with dyslexia might face with strategies on how to support them. |
| June 2022 NSN & KRL | English as an Additional Language (EAL) | This session outlined strategies that teachers can use in the classroom to support young people for whom the language of the classroom is a barrier. |

Pastoral

| Date | Topic | Overview |
|---------------------|-------|--|
| January 2022 NSN | SEND | What support is available for students and how we can work together to get the best outcomes for young people in our school? |

Department and SEND Staff

| Date | Topic | Overview |
|---------------------|--------------------|--|
| October 2021 NSN | Deployment of LSAs | Advice and support on how to best deploy LSA staff in lessons- this session covered possible strategies and approaches to get the best outcomes. |

Send Department

| Date | Topic | Overview |
|--|--|---|
| September 2021 NSN | Overview of SEND at Sacred Heart. | Reminders of SEND policies and department procedures. |
| September 2021 NSN | Keyworking | How Keyworkers support students: How often should you meet? How to communicate effectively with the young person and the staff/ professionals who work with them. |
| October 2021 NSN | ASD | Building upon the training last year- links to 'Theory of Mind' and masking. |
| November 2021 NSN | How to write effective support plans | Staff are writing support plans for the first time so it was important to share good practice and modelled examples. |
| December 2021 Rachel from Sacred Heart Primary and NSN | Maths Intervention and how to effectively support in Maths lessons | This is a key focus on the DDP; many students in T classes are working more at a primary level and therefore it was important to seek advice and training from our primary colleague. |
| January 2022 A. Stokoe | Exam Invigilation | Many of the LSAs also act as exam invigilators which requires annual training on how to carry out the role effectively and without committing mal practice. |
| February 2022 CGS and NSN | Lexia and effective literacy support | Outline of the Lexia modules and how to support students receiving support from this intervention. |
| March 2022 School Nurse | Epi pen refresher training | The school nurse delivered training on how to administer an Epi Pen. |
| April 2022 NSN | SLCN | What is SLCN and how can we support young people in the classrooms? |
| May 2022 NSN | Cognition and Learning | How to support students who struggle with their executive functioning. |
| June 2022 NSN | EAL | This session outlined strategies that teachers can use in the classroom to support young people for whom the language of the classroom is a barrier. |

Next steps

What CPD needs have you identified based on student need, staff audit?

- Emotional Based School Avoidance training
- Trauma informed practice delivered by Educational Psychologist
- Staff survey to identify further CPD needs
- QA checks to identify further CPD

Working with Outside Agencies

The school work 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 (Children & Young People Services):** 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 works in school 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 (Speech and Language Therapist)

Next Steps

- The school will 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.
- Half termly meetings with pastoral team will be implemented 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.

Student 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.

Every Fortnight Emma Cassidy from SENDIASS is also available in the Learning Centre to provide independent advice and support for any student on the SEND register. Where appropriate Emma works with the SENDCo to share student voice so the school can adapt provision and support accordingly.

Next Steps

- Continue to develop resources for keyworker meetings

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.

Next steps

- Reintroduce parent events on how to support their child (pre-covid the school held parent events such as how to support your daughter with anxiety).
- Set up Parent Carer Forum

Link to Local Offer

[Getting Started with the Newcastle Local Offer | Newcastle Support Directory](#)

Mrs Swan (SENDCo)
Sacred Heart Catholic School
September 2022