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SEND INFORMATION REPORT

SACRED HEART CATHOLIC VOLUNTARY ACADEMY

Sacred Heart Catholic Voluntary Academy

SEND Information Report

2026–27

Beacon Road
Loughborough
Leicestershire LE11 2BG
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This report explains how Sacred Heart Catholic Voluntary Academy identifies and supports children with special educational needs and/or disabilities (SEND), how we work with families and professionals, and how we review the effectiveness of our provision.

- the kinds of SEND that are provided for
- how children with SEND are identified and assessed
- how parents, carers and pupils are consulted and involved
- how progress towards outcomes is assessed and reviewed
- how children are supported through transitions
- our approach to teaching and curriculum adaptation
- staff expertise and training
- how we evaluate the effectiveness of SEND provision
- how children with SEND access wider school activities
- support for emotional and social development
- how we work with health, social care, local authority and voluntary-sector services
- how concerns and complaints about SEND provision are handled

1. Our Contribution to the Leicestershire Local Offer

This report forms Sacred Heart Catholic Voluntary Academy's contribution to the Leicestershire Local Offer. The Leicestershire Local Offer brings together information about health, education and social care for children and young people with SEND and their families.

You can access the Leicestershire Local Offer at www.leics.gov.uk/local_offer

2. School Information

Headteacher: Lucy Gunton

SENDCo: Kathryn Doyle

Thrive Practitioner (currently completing her training): Lyndsey Perkins

Office: office.school@sacredheart.leics.sch.uk

SENDCo email: KDoyle@sacredheart.leics.sch.uk

Website: www.sacredheartacademy.org.uk

Age range: 4–11 years

Number on roll: 200

Children receiving SEND support: 29

Children with EHCPs: 5

Children with top-up funding (excluding EHCPs): 5

Ofsted: March 2025 – Good

3. Our Inclusion Team and Ethos

The Inclusion Team is a collaborative approach to supporting all learners. The team supports teachers and teaching assistants in meeting the needs of all pupils, including those with SEND. Mrs Doyle leads the team alongside the Pupil Premium Lead and Thrive Practitioner.

Our SEND philosophy values each child as an individual as well as part of a wider community. Unlocking potential and facilitating personal progress are at the forefront of what we do. We believe that removing barriers to learning helps children make greater progress and prepares them for future life. We share the Academy Trust's mission of shaping young people's lives to the highest possible standards.

4. Types of SEND We Support

We make provision for all children, including those with significant learning difficulties and/or disabilities.

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

5. How We Identify SEND

Staff, parents and carers work collaboratively to guide the identification of SEND. Teachers begin Initial Concerns documentation when they have concerns about a pupil's progress.

- Teachers assess all pupils termly using Arbor.
- The SENDCo and Senior Leadership Team identify groups who may require additional and/or different support.
- Identification is informed by progress, assessment information, observations and professional advice.
- Children with SEND are continuously tracked using the Assess, Plan, Do, Review approach, based on individual targets.
- Other assessment information may include checklists, small-step trackers, Boxall Profiles, assessments from other professionals and individual assessments linked to the child.

Where teachers, parents and the SENDCo agree that additional provision is required, a child may be placed on the School SEND Register.

6. Working with Parents, Carers and Pupils

Children and families are at the heart of everything we do. We believe that a shared focus and collaboration between home and school helps children make greater progress.

- Class teachers have an open-door approach and communicate regularly with parents and carers.
- Class Dojo is available as a messaging service.
- Some pupils with SEND use communication books.
- Teachers aim to meet with SEND parents three times each year to share and discuss targets and next steps.
- Pupil Passports capture the views of families and pupils and provide a shared record of needs, strengths and support.
- Parents and pupils are encouraged to contribute to targets, reviews and decisions about support.

Please contact the school office to arrange a meeting with Mrs Doyle.

7. How We Assess, Plan, Do and Review

1. Assess – we assess continuously and approximately every 10 weeks.
2. Plan – next steps are agreed collaboratively with the SENDCo, teachers, parents and pupils.
3. Do – agreed interventions and/or support are implemented.
4. Review – provision is reviewed continuously and at the end of an approximately 8–12 week cycle to consider progress and impact.
5. Repeat – the cycle is repeated, adapting or improving practice where appropriate.

Intervention and provision are evidenced in pupils' SEND Target Books and/or school books. Progress is considered against individual targets and the impact of support.

8. How We Know Provision Is Working

The effectiveness of SEND provision is evaluated through:

- pupil progress and individual assessment information
- Assess, Plan, Do, Review cycles
- review of personal targets
- intervention evidence in SEND Target Books and school books
- teacher assessment and professional assessment information
- observations and discussion with pupils, parents and staff
- feedback from external professionals where involved

Where provision is not having the intended impact, support, strategies or interventions are reviewed and adapted.

9. Teaching Approach for Children with SEND

“Every Teacher is a Teacher of SEN.”

Provision for children with SEND is a whole-school responsibility. The governing body, Headteacher, SENDCo, class teachers, teaching assistants and other staff all have important day-to-day responsibilities.

- High expectations for every child.
- Teaching builds on what children already know, can do and understand.

- Different ways of teaching are used so children can fully engage in learning.
- Specific strategies are used when assessment shows a child has a gap in understanding or learning.
- Quality First Teaching is the foundation of support, with additional provision added where needed.

10. Adapting the Curriculum and Learning Environment

We recognise that children with SEND have strengths across a variety of subjects. Our intent is to remove barriers to learning so that pupils with SEND can succeed in the wider curriculum.

Our creative and imaginative curriculum aims to meet the needs of all pupils and provide transferable knowledge and skills for the next stage of education and for future life.

Adaptations and resources may include:

- visual aids, Widgit resources, Now and Next Boards and Communication Boards
- dyslexia-friendly resources
- sensory cushions, Therabands, weighted blankets and sensory tents
- sensory spaces
- ear defenders and other sensory manipulatives
- pencil grips and specially designed pencils and pens
- sand timers and fidget/chew toys
- laptops and iPads
- fine- and gross-motor activities
- standing desks
- Nessy Learning
- Zones of Regulation areas in each classroom

11. Additional Support, Provision and Interventions

Provision is tailored to individual need and may include:

- one-to-one support
- small-group support
- pre-teaching before whole-class teaching
- overlearning of concepts
- post-teaching after whole-class teaching
- immediate teaching/intervention/support during lessons
- Precision Teaching – personalised programmes based on gaps in learning
- Thrive support
- Speech and Language Therapy
- Nessy

The majority of interventions and/or provision are evidenced in pupils' SEND Target Books and/or school books.

12. Emotional and Social Development

At Sacred Heart we recognise that children may face life challenges that affect their ability to engage with learning. Some children therefore require additional support to develop emotional literacy.

As of September 2026, Mrs Perkins is undertaking training to become a licensed Thrive Practitioner. Thrive is an approach that supports children's emotional and social development, helping them to build confidence, resilience and positive relationships.

Our Thrive Practitioner is Mrs Perkins. For further information, please speak to the SENDCo or Mrs Perkins.

13. Behaviour

- We have high expectations of behaviour for all pupils, including those identified with SEND.
- We build on positive feedback to promote positive behaviours.
- Reasonable adjustments are made when considering the behaviour of pupils with SEND.
- We recognise that behaviour can be a form of communication and a potential indicator of undiagnosed special educational needs.
- We use our best endeavours to understand difficulties and find appropriate solutions.

More information about exclusions and behaviour expectations can be found in the school's Behaviour Policy and Acceptable Behaviour Policy.

14. Working with Outside Agencies and Support Services

The SENDCo works closely with a range of professionals, including:

- Speech and Language Therapists
- Educational Psychologists
- Specialist Teaching Services, including Hearing, Vision and Autism Outreach
- School nursing services
- GPs
- Occupational Therapists
- Community Paediatricians
- Outreach services – Ashmount, Birchwood.
- Early Years Inclusion Team Leicestershire

Local support contacts:

- Specialist Teaching Services: 0116 305940
- Autism Support Service: 0116 305940
- Hearing Support Service: 0116 305940
- Learning Support Service: 0116 305940
- Vision Support Service: 0116 305940
- Psychology Service: 0116 305510
- Parent Partnership Service: 0116 305614
- SENA: 0116 305660
- SENDIASS: 0116 305 5614

15. Education, Health and Care Plans

An EHCP is a legal plan which sets out a child or young person's special educational, health and/or social care needs and the provision required to support them. Funding may be provided to support delivery of the plan.

The school currently has 5 children with EHCPs. The SENDCo is experienced in identifying pupils who may require an EHCP.

If you would like to discuss whether an EHCP assessment may be appropriate, please speak to the SENDCo. Further information is available through the Leicestershire Local Offer.

16. Staff Expertise and Training

- The SENDCo is currently completing her NPQ in SEND.
- The SENDCo attends relevant SEND courses and SENDCo Network meetings locally and within the MAT.
- The SENDCo facilitates/signposts relevant SEND-focused external training opportunities for staff.
- Staff supporting pupils with SEND develop subject knowledge through training, guidance and good-practice modelling from class teachers, the SENDCo and external agencies.
- Training and professional development are updated in response to the needs of pupils in school.

17. Access to Wider School Activities

We aim for all pupils with SEND to participate fully in school life. Reasonable adjustments and individualised support are considered so that children can access learning, social opportunities and wider school activities alongside their peers.

18. Transitions

We support transitions carefully because small details can make a significant difference to pupils with SEND.

- Class teachers meet to discuss SEND pupils and their needs.
- Children have opportunities to be taught by or meet their new class teacher.
- Practical details such as seating, pegs and visual timetables can be agreed in advance.
- The SENDCo endeavours to meet the secondary school SENDCo to share information about a child's needs.
- Additional transition support can be arranged alongside normal transition days.
- Where a child is transferring to specialist provision, the school will often facilitate transition by inviting the chosen secondary school to the Annual Review for pupils with EHCPs.

19. Funding and Resources

SEND resources and staffing are planned in response to individual and whole-school needs. The school uses its available SEND resources and funding to provide appropriate staffing, interventions, equipment and specialist support.

Where specialist advice identifies a need for particular equipment or adaptations, this is considered as part of the child's provision.

20. Who to Contact

- Class teacher – first point of contact for day-to-day concerns.
- Kathryn Doyle, SENDCo – KDoyle@sacredheart.leics.sch.uk
- School office – office.school@sacredheart.leics.sch.uk

21. SEND Complaints Procedure

If you have concerns about SEND provision, we recommend:

1. Speak with your child's class teacher.
2. Contact the SENDCo, Mrs Doyle.
3. If your concern remains unresolved, follow the school's formal complaints procedure.

The school's complaints procedures are available on the school website. If a policy is not accessible online, please contact the school office to request a paper copy.

22. Governing Body

The SEND Governor is the Governing Body's champion for learners with SEND and those with inclusion needs. They support and challenge the school to ensure that no learner is treated less favourably, denied opportunity or left behind because they have additional needs. Mrs Doyle will provide the Governing Body with an update on SEND provision and developments at least twice a year. This will include key updates, progress and priorities relating to SEND across the school.

The SEND Governor for Sacred Heart is Mrs Gatward.

23. Relevant Documentation

You may also be interested in:

- School SEND Policy
- Safeguarding Policy
- Acceptable Behaviour Policy
- Accessibility Plan
- Behaviour & Discipline Policy

If any of the above are not accessible via our website, please contact the school and/or request a paper copy.

24. Review of This Report

This SEND Information Report is reviewed annually and updated to reflect current provision and practice.

Next review: Summer 2027