



Sacred Heart RC Primary School

‘Where Every Heart is Sacred’

Special Educational Needs and Disabilities (SEND) Information Report April 2026

Mission Statement

Our school community serves the common good to the benefit of all;
where the rights and dignity of every human person are respected and

‘Every Heart is Sacred’.

We support and encourage everyone to reach their full potential.

We are witnesses to God’s love through our actions;

Inspiring hope, nurturing love and caring for our Common Home.

We serve each other peacefully, joyfully and truthfully

so that all

‘have life and have it to the full’.

This SEND Information Report provides information for parents and carers about the ways in which pupils with Special Educational Needs and Disabilities (SEND) are supported at Sacred Heart RC Primary School.

The SEND Code of Practice (2015) states that 'a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or if they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.' The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://www.sacredheartschool-gorton.org.uk/>

You can also ask a member of staff to make a copy/send you the policy if needed.

What kinds of special educational needs do we provide for in our school?

Sacred Heart RC Primary School is an inclusive school where every heart is sacred. We have a commitment to meeting the needs of pupils with a wide range of additional needs in a way that suits them as an individual. Quality first teaching for all children is at the heart of what we deliver at Sacred Heart RC. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs. Classes are supported by teaching assistants and children are frequently offered additional small group work.

However, for some children there will be occasions when further additional support may be needed to help them to achieve their learning. At different times in their school life a child may have a Special Educational Need/ Disability (SEND) which means they need to access support over and above what is provided for all children.

The SEND Code of Practice (2015) identifies four broad areas of need for the classification of SEND:

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

Which staff will support my child?

SENDCO

Our SENDCO is Miss C. Garland.

She has 2 years' experience in this role and has worked previously as a SEND teacher and class teacher for 9 years. She is a qualified teacher. She achieved the National Award in Special Educational Needs Co-ordination in July 2023. She is allocated 4 days per week to manage SEND provision.

Class teachers

All of our teachers receive in-house SEND training, and are supported by the SENDCO, to meet the needs of pupils who have SEND.

Staff have received additional support and training from Speech and Language services, Bridgelea Outreach team, Grange special school and EP services.

Teaching Assistants

We have a team of 15 TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision and interventions. Our teaching assistants are trained to deliver interventions such as sensory circuits; Zones of Regulation; S&L interventions e.g., Colourful Semantics, Calm to Communicate, Kind Hands and Little Listeners; Number Stacks, Reading Recovery, daily readers and ELS phonics interventions,

In the last academic year, TAs have been trained in sensory circuits, scripts, Autism support, Autism friendly classrooms, SEMH, Lego Therapy, SEND interventions.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Bridgelea outreach
- Specialist outreach (LOIS)
- Rhosey
- Manchester sensory support services (MSSS)
- GPs or paediatricians
- School Health
- Child and adolescent mental health services (CAMHS)
- Social Communication Pathway (SCP)
- Early Help
- CAPS
- Social services and other local authority (LA)-provided support services
- MThrive

What should I do if I think my child has SEN?

If you think your child might have SEN, the first person you should tell is your child's teacher. You can speak with them after school or contact the office to arrange an appointment. They will pass the message on to our SENDCO, Miss C. Garland, who will be in touch to discuss your concerns. You can also contact the SENDCO directly at; senco@sacredheart-jun.manchester.sch.uk.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and review support put in place regularly.

If we decide that your child needs SEN support, we will gather your consent and your child will be added to the school's SEND register.

Steps to identifying children with SEND

1. We have Quality First teaching for all children across the school. Regular assessments take place to monitor progress and whole school data is tracked. All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.
2. Pupil Progress meetings take place termly between the Headteacher, the SENDCO and the class teacher. Pupils who are falling behind are identified and discussed, and individual targets are set and support offered. Parents/carers are notified of any concerns.
3. If the pupil continues to struggle to make progress towards set targets despite high quality provision and targeted support, the child will be placed on the SEND register and parents/carers informed. Targets are adapted further and additional support continues to be allocated.
4. If the pupil continues to struggle to achieve targets, specialist outside agencies are approached to carry out assessment, depending on area of need. This could be EP or SALT. A feedback meeting with parents/carers is held and a personalised support plan is planned.
5. If the child's needs are complex and long term an application for an Education Health Care Plan (EHCP) can be made, with parental permission. A meeting with parents and relevant agencies is held prior to the application being made.

How we support children with SEND

Our school is committed to high-quality, inclusive teaching that recognizes the diverse ways children develop. Teachers are directly responsible for the progress of every student, adapting their methods and resources to suit individual learning styles. Rather than a "one size fits all" model, we provide a broad and balanced curriculum that is specifically differentiated on a case-by-case basis. This ensures that every child receives the targeted support they need to succeed.

However, many children at some time in their school life, will need extra help. Therefore, we offer the following support for children with SEND.

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis or in small groups when appropriate.

To further support your child's development, we may seek advice from outside professionals, including health specialists, Speech and Language therapists, specialist teachers and educational psychologists. With parental permission, these specialists may:

- **Assess** your child's specific learning requirements.
- **Advise** the school on the most effective support strategies.
- **Recommend** specialized resources to encourage progress.

Our teaching team, in partnership with parents and the SENDCO, ensures these strategies are integrated into the child's routine, providing a unified approach between school and home.

Every term, our staff sets specific targets for children with SEND and shares them with you to keep you informed of their progress. We are always happy to meet if you wish to discuss your child's development. Our SENDCo plays a vital role in this process by:

- **Tailoring Support:** Ensuring every child has the specific help they need.
- **Guiding Staff:** Advising teachers and TAs on the best ways to support each student.
- **Keeping You Informed:** Ensuring you always have clear access to your child's targets.
- **Expert Training:** Organizing specialized training so our staff fully understands your child's unique needs.
- **Listening to You:** Working as your partner and listening closely to your ideas or concerns.
- **Collaborating:** Coordinating with outside professionals to provide the best possible care.

Individual Education Plans (IEP)

Our teachers recognise that every child has a unique learning style. While most support happens through high-quality, everyday classroom adaptations, we also create a personalised termly support plan (IEP) for children who require SEND support. This plan focuses on a few **SMART** (Specific, Measurable, Achievable, Realistic, and Timely) targets. While these targets don't show every single thing we do to help, they are a vital tool for tracking whether specific support is working, whether interventions are successful and ensuring your child is moving forward.

Evaluating the effectiveness of provision for children with SEND

To ensure our support is making a real difference, we use a continuous "Assess – Plan – Do – Review" cycle for all children with SEND.

Each term, our leadership team meets with class teachers to celebrate progress and plan the best next steps for every child. During these sessions, we carefully review individual targets and adjust our staff schedules to make sure teaching assistants are placed where they can provide the most impact. Our SENDCo also works closely with the Headteacher and our SEND Governor to regularly evaluate and improve the support we provide school-wide.

Education, Health and Care Plans (EHCPs)

For children with more complex or long-term needs, we may request an **Education, Health and Care (EHC) needs assessment** from the Local Authority. This is a collaborative process where you, the school, and various specialists provide detailed reports to build a full picture of your child's requirements.

Once the assessment is complete, the Local Authority decides if an EHCP is necessary. An EHCP officially recognises that a child requires extra support beyond what a school usually provides—though the school still contributes significantly to this funding. EHCP's are only needed for a small number of students.

Parents also have the legal right to request an assessment. For independent guidance, you can contact the **Information Advice Service** at parents@manchester.gov.uk.

Looked After Children (LAC) AND Special Educational Needs and Disabilities (SEND)

Mrs. Botham, our Headteacher is our Designated Safeguarding Lead (DSL) and the designated teacher for looked-after children and previously looked-after children here.

Mrs. Botham will work with Miss. Garland, our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils may also have a personal education plan (PEP). We will make sure that the PEP and any IEPs or EHC plans are consistent and complement one another.

Supporting wellbeing

We are committed to fostering the emotional well-being of every pupil and the school offers a wide range of Pastoral support. Our Senior Leadership Team holds regular meetings to monitor the progress of vulnerable children and ensure the correct support is provided. This support is underpinned by a comprehensive PSHE curriculum and a faith-led ethos that champions equality, forgiveness, and mutual respect.

For children with SEND, we provide additional access to emotional support and proactive monitoring. We value a strong partnership with parents and carers to tailor our approach to each child's unique needs, including facilitating referrals to external services like CAMHS and MThrive with consent and when appropriate.

Supporting those with disabilities

We take proactive steps to ensure that pupils with disabilities enjoy the same opportunities as their peers.

By implementing robust equality policies and adapting our teaching practices, we eliminate barriers to learning and prevent unfavourable treatment. To facilitate full access to school life, we provide specialised facilities and supporting aids, such as, assistive technology or specialised furniture where needed. For a closer look at our strategy, you can view our Accessibility Plan on our website's policy page.

Supporting transition

To ensure every child experiences a smooth transition between year groups and key stages, we implement a range of tailored support strategies. For pupils who require extra reassurance, this can include summer term visits to their new classroom, early teacher introductions, and personalised transition books and resources for home use.

Our transition process for Year 6 pupils with SEND is carefully considered. We ensure that all key data is transferred to the secondary school and hold dedicated meetings for children with EHCPs involving parents and the new setting. We also facilitate accompanied visits to the new high school, arranging as many sessions as required to ensure the pupil feels comfortable and secure in their upcoming transition.

Complaints or concerns about school's provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. If your concerns continue or are not resolved, you can contact the SENDCO, Deputy Headteacher or the Headteacher. If your

complaint or concern is still not resolved, you may then be referred to the school's complaints policy which is available on our school website.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

Manchester's Local Offer

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Manchester's local offer. Manchester local authority publishes information about the local offer on their website:

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://www.iasmanchester.org/>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

Further information

For all further enquiries about Sacred Heart RC Primary School please contact the school office on 0161 223 0231 and ask to make an appointment with the SENDCO.