



Sacred Heart Catholic Academy

SEND Information Report 2025-26

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Local offer - [Sacred Heart Catholic Academy](#) | [The Sefton Directory](#)

The college's SEND policy and Accessibility Plan can be viewed through the academy's website:

[Sacred Heart Catholic Academy - Home](#)

Paper copies of both documents are also available on request. Sacred Heart is part of the Pope Francis Catholic Academy Trust.

Vision for SEND and Inclusion

At Sacred Heart Catholic Academy, our mission is rooted in our Catholic ethos and our guiding principle to *"strive not to have more, but to be more."* We are a community where every child is welcomed, valued and included, and where all pupils experience a genuine sense of belonging.

Guided by our core values of Love, Service, Ambition and Respect, we are committed to nurturing the whole person. We recognise that every pupil is uniquely gifted and created in the image and likeness of God, with individual strengths, talents, interests and aspirations. Our vision is to create an inclusive environment in which dignity is upheld, diversity is celebrated and every young person is empowered to become the very best version of themselves.

Inclusion is at the heart of everything we do. We are ambitious for every learner and believe that all pupils, including those with Special Educational Needs and Disabilities (SEND), should have access to a broad, balanced and ambitious curriculum alongside opportunities to flourish academically, socially, emotionally and spiritually.

We are committed to identifying need early, removing barriers to learning and participation, and providing timely and effective support. Through high-quality teaching, targeted intervention, pastoral care and strong partnerships with families and external agencies, we strive to ensure that every pupil can participate fully in school life and achieve positive outcomes both now and in adulthood.

Our approach is firmly rooted in Quality First Teaching, recognising that teachers are responsible and accountable for the progress and development of all pupils in their classrooms. Lessons are carefully planned to use adaptive teaching strategies, scaffolded learning approaches, explicit instruction, structured routines and effective formative assessment so that all pupils can access learning and experience success. Additional

support and interventions are implemented where required to meet individual needs and are regularly reviewed to ensure they remain effective.

We adopt a whole-school approach to inclusion. Through our integrated systems of academic, pastoral and wellbeing support, including the work of the SEND team, Inclusion Centre, ELSA provision, Chaplaincy Team, Heads of Year and external agencies, we seek to ensure that no child "falls through the cracks". Our aim is that every pupil feels safe, known, supported and empowered to thrive within our Sacred Heart family.

Our approach as a school:

As a Catholic school, we are committed to ensuring that every young person is known, valued and supported to flourish. Inspired by our Gospel values, we strive to provide an education that nurtures academic achievement, personal development and spiritual growth. We aim to enable all pupils to become confident, compassionate and well-rounded individuals who lead happy and fulfilling lives, make a positive contribution to society and serve others with dignity and respect.

At Sacred Heart, we seek to provide a Catholic education that enables every pupil to become the best version of themselves. We recognise that each young person is unique, with individual strengths, talents and aspirations. We are ambitious for all learners and are committed to removing barriers to learning so that every pupil can participate fully in school life and achieve their potential.

When a special educational need or disability is identified, we work collaboratively with pupils, families and relevant professionals to ensure that appropriate provision is put in place. Our approach is rooted in high-quality, inclusive teaching, with teachers taking responsibility for the progress and achievement of all pupils in their classrooms. Through adaptive teaching, reasonable adjustments and carefully planned support, we seek to ensure that every learner can access a broad, balanced and ambitious curriculum.

Any additional support is determined through a person-centred approach that places the views, experiences and aspirations of the pupil and their parent or carer at the heart of decision-making. We recognise the importance of belonging, participation and wellbeing, and we aim to ensure that pupils with SEND are fully included in both the academic and wider life of the school.

We regularly review the effectiveness of our SEND provision and ensure that staff are equipped with the knowledge, skills and understanding required to deliver inclusive practice. Through ongoing professional development, effective use of pupil passports and support plans, and robust monitoring of outcomes, we continually seek to strengthen our whole-school culture of inclusion. This report outlines how we support pupils with SEND through high-quality classroom practice, pastoral care and targeted interventions, with the aim of raising achievement, promoting independence and nurturing aspiration.

Our SEND provision follows the Assess, Plan, Do, Review (APDR) cycle, often referred to as the graduated approach. This process enables us to identify needs accurately, plan appropriate support, implement interventions and evaluate their impact. The views of the child and their family are central throughout this cycle, ensuring that provision remains responsive to individual circumstances and aspirations.

The graduated approach is an ongoing process that can be repeated as often as necessary to secure positive outcomes. While some pupils may make strong progress following an initial period of support, others with more complex or persistent needs may require several cycles of assessment, planning and review to ensure

that support remains effective and aligned to their developing needs. Through this responsive and evidence-informed approach, we seek to ensure that every pupil is given the opportunity to thrive, succeed and flourish.

Types of SEND Provided for at Sacred Heart Catholic Academy

In accordance with the SEND Code of Practice (2015), pupils' needs are considered within four broad areas of need:

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

Whilst these categories help us to identify and understand a pupil's needs, we recognise that many young people experience difficulties that overlap across more than one area. As a result, our approach is person-centred and responsive rather than diagnosis led. Provision is tailored to individual strengths, barriers and aspirations, ensuring that support is appropriate to each pupil's unique circumstances.

Alongside SEND provision, our wider Inclusion Strategy recognises that barriers to learning may also arise from factors such as attendance, emotional wellbeing, adverse childhood experiences, English as an Additional Language (EAL), safeguarding vulnerabilities or social disadvantage. Where appropriate, pupils may access support through our Heart of Hope Wellbeing Pathway, Global Connections Pathway, Ready, Steady, Attend Pathway or Foundation Flourish Pathways, ensuring a joined-up approach to inclusion and achievement.

Identifying SEND and Additional Needs

At Sacred Heart Catholic Academy, we are committed to ensuring that no pupil is overlooked. We take a proactive and graduated approach to identifying pupils who may require additional support.

Needs may be identified through:

- Transition information from primary schools.
- Key Stage 2 attainment data.
- Cognitive Ability Tests (CATs).
- Reading Age assessments.
- Baseline subject assessments.
- Ongoing teacher assessment and referral.
- Attendance, behaviour and pastoral monitoring.
- Pupil voice activities.
- Parent and carer concerns.
- Specialist external assessments.
- Information from health and support services.
- Outcomes from inclusion and safeguarding meetings.

The SENDCo works closely with pastoral leaders, attendance staff, safeguarding teams and senior leaders through regular multidisciplinary inclusion meetings to identify vulnerability early and coordinate appropriate support. This ensures that barriers to achievement, attendance, wellbeing and participation are identified and addressed quickly.

The Graduated Approach

Our SEND provision is delivered through the Assess, Plan, Do, Review (APDR) cycle, also known as the graduated approach.

This process enables us to:

Assess

Gather information from teachers, parents, the pupil and external agencies where appropriate to identify strengths, barriers and areas of need.

Plan

Agree outcomes, adjustments, interventions and support strategies in collaboration with pupils and families.

Do

Deliver support through Quality First Teaching, adaptive classroom practice, targeted interventions and specialist provision.

Review

Evaluate progress and impact, considering attainment, attendance, wellbeing and pupil voice, before deciding next steps.

The views of pupils and families are central throughout this process. Some pupils may make rapid progress following one cycle of support, while others with more complex needs may require several cycles of assessment and review. Through this responsive approach, support remains personalised, flexible and focused on achieving positive outcomes.

Working in Partnership with Parents and Carers

We recognise that parents and carers are experts on their child and play a vital role in achieving positive outcomes. Effective partnership working is therefore central to our inclusive practice.

Parents and carers are encouraged to contribute through:

- Individual meetings with staff.
- Parent evenings.
- Annual Review meetings.
- Early Help and Team Around the Family meetings.
- Development and review of Heart Connect Plans (HCPs).
- Pupil Passport reviews.
- Consultation with external professionals.

We are committed to maintaining open, honest and supportive communication, ensuring that families are active partners in identifying needs, planning provision and reviewing progress.

Pupil Voice and Participation

In keeping with our ethos that *"Heart Speaks to Heart,"* pupils are active participants in decisions about their education and support.

Pupils are encouraged to:

- Contribute to Pupil Passports and support plans.
- Attend Annual Reviews and planning meetings.
- Share their views through surveys and pupil voice activities.
- Participate in extra-curricular activities and leadership opportunities.
- Access mentoring, wellbeing and pastoral support when needed.

We believe that listening to pupils helps us build meaningful, effective and personalised provision that supports both achievement and wellbeing

