

Sacred Heart Catholic Academy

*Where we 'strive not to have more, but
to be more' - St Oscar Romero*



Inclusion Handbook

'Heart Speaks to Heart' - Cardinal Newman

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Part 1 – overview of provision

Vision for Inclusion

Sacred Heart Catholic Academy Inclusion Action Plan.docx

At Sacred Heart Catholic Academy, our mission is rooted in our Catholic ethos and our guiding motto: “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 truly belong.

Inspired by our core values of **love, service, ambition, and respect**, we are committed to nurturing the whole person. We believe that every pupil is uniquely gifted and deserves the opportunity to flourish personally, emotionally, and academically. Our vision is to create an inclusive environment where differences are celebrated, dignity is upheld, and every individual is empowered to become the very best version of themselves.

Statement of Commitment to Inclusion

At Sacred Heart Catholic Academy, inclusion is at the heart of everything we do. We are proactive in identifying need, ensuring that barriers to learning and participation are recognised early and addressed effectively so that all pupils can thrive.

We provide a comprehensive suite of support, including targeted SEND provision, academic intervention, pastoral care, and restorative practices. Through this holistic approach, we aim to meet the diverse needs of our students, enabling them to succeed both in and beyond the classroom.

We are committed to removing barriers and nurturing potential—ensuring that every pupil feels confident, supported, and able to find their place in our community and in the wider world. We work in partnership with families, staff, and external agencies to ensure that each child is understood, supported, and inspired.

Guided by love, we serve one another; driven by ambition, we strive for excellence; and grounded in respect, we ensure that every voice is heard. Together, we build a culture where inclusion is not just an aim, but a lived reality.

Quality First Teaching:

We are committed to ensuring that Quality First Teaching is at the heart of our inclusive practice, with all pupils—particularly those who are Pupil Premium ([Pupil Premium Strategy 2025](#)), SEND and EAL ([EAL Teaching Protocols](#))—able to access high-quality, ambitious learning in every classroom. Teaching and learning non-negotiables include a consistent 5 phase lesson format, with clear modelling and scaffolding, adapted resources and questioning, and explicit vocabulary instruction to support understanding and language development.



Staff use data rigorously to identify and accommodate pupils of all learning need and use ongoing formative assessment to identify and address misconceptions promptly, alongside adaptive teaching strategies such as chunked instructions, visual supports, and scaffolded resources.

Lessons are designed to be highly structured, inclusive and engaging, with consistent routines that support attention, positive behaviour and independence. A strong emphasis is placed on checking for understanding, guided practice, and targeted feedback, ensuring that all pupils can make progress within the lesson. Through these approaches, we aim to remove barriers to learning, close attainment gaps and enable every pupil to fully participate, achieve and thrive.

Sacred Heart SEND: Our Offer

At Sacred Heart, we believe that every child is unique, valued and capable of success. Our SEND offer is built upon inclusion, high aspirations and a commitment to ensuring that all pupils can thrive academically, socially, emotionally and spiritually. Rooted in our Catholic ethos, we recognise the God-given dignity and worth of every individual and strive to create a nurturing environment where all children feel loved, respected and empowered to reach their full potential. Through strong partnerships with families, staff and external agencies, we work together to remove barriers to learning, celebrate each child's strengths and ensure that every pupil can participate fully in the life of our school community.

What We Offer

Inclusive Quality First Teaching

- A broad, ambitious and accessible curriculum for all learners
- High-quality teaching in every classroom that follows the school 5-phase lesson structure
- Explicit teaching of new and subject specific vocabulary
- Explicit instruction and modelling which includes worked examples, live modelling and worked examples
- Skilful questioning and ongoing assessment for learning
- Flexible, adaptive teaching approaches that remove barriers to learning.
- Clear routines, dual coding and visual supports and scaffolded learning experiences.

Early Identification and Support

- Robust systems to identify needs as early as possible.
- Regular assessment and monitoring of pupil progress.
- Strong partnerships with parents, carers and external professionals.

- A graduated approach using the Assess–Plan–Do–Review cycle.

Support Across the Four Areas of Need

Communication and Interaction

- Speech, language and communication support.
- Social communication and interaction programmes.
- Autism-friendly approaches and environments.

Cognition and Learning

- Targeted literacy and numeracy interventions.
- Support for memory, processing and organisation skills.
- Personalised strategies to promote independence and progress.

Social, Emotional and Mental Health

- Nurture and wellbeing support.
- Emotional literacy and self-regulation programmes.
- Mentoring, pastoral support and restorative approaches.

Sensory and/or Physical Needs

- Sensory-aware classroom environments.
- Assistive technology and specialist equipment where required.
- Support from external agencies to promote access and independence.

Working in Partnership

We recognise that successful outcomes are achieved when school, families and pupils work together. We actively seek and value the views of children and parents, ensuring that support is collaborative, personalised and responsive.

Our Promise

At Sacred Heart, SEND is everyone's responsibility. We are committed to ensuring that every child:

- Feels safe, included and valued.
- Has access to high-quality learning opportunities.
- Receives the support they need at the right time.
- Develops confidence, resilience and independence.
- Achieves their full potential as part of our Sacred Heart community.

Approach to Early Identification of Pupils

At Sacred Heart Catholic Academy, we are committed to ensuring that no pupil “falls through the cracks.” Guided by our values of love, service, ambition, and respect, we take a proactive, systematic approach to identifying pupils who may be at risk of not being fully included in our school community—both within and beyond the classroom.

Whole School Vulnerability Framework

Every pupil at Sacred Heart is viewed through a whole-school vulnerability lens. Rather than considering attendance, behaviour, SEND or safeguarding in isolation, leaders triangulate information from multiple sources to develop a holistic understanding of each child's strengths, barriers and emerging needs. This enables early intervention before concerns escalate and ensures that pupils receive the right support, at the right time.

Sources of information include:

- Attendance and punctuality
- Behaviour trends and internal removals
- Academic progress and assessment information
- Reading age, spelling age and literacy screening
- SEND identification and provision mapping
- EAL assessments and NASSEA profiling
- Medical needs and Individual Healthcare Plans
- Safeguarding information (CPOMS)
- Pupil Premium and wider disadvantage
- Young Carers
- Looked After and Previously Looked After Children
- Mental health and wellbeing concerns
- Transition information from primary schools and previous settings
- Parent concerns and pupil voice
- Professional reports and external agencies

This information contributes to the school's Vulnerability Index, enabling leaders to identify pupils requiring universal, targeted or specialist provision before allocating the most appropriate inclusion pathway.

1. Regular Multi-Disciplinary Inclusion Meetings

We hold structured, regular meetings to identify and monitor pupils who may be vulnerable. These meetings bring together a wide range of staff to ensure a holistic understanding of each child:

- Heads of Year and Pastoral Staff
- Attendance Leads
- Senior Leaders
- Designated Safeguarding Lead (DSL) / Safeguarding Team
- SENDCo and inclusion team including ELSA

During these meetings, staff:

- Share concerns about pupils' engagement, behaviour, wellbeing, and relationships
- Analyse attendance patterns, including persistent absence, lateness, and unexplained trends
- Analyse available attainment data including reading age data
- Identify pupils at risk of social isolation or disengagement
- Consider safeguarding, pastoral, SEND, and academic indicators together rather than in isolation

This ensures early, joined-up intervention. All discussions and actions are logged on our central inclusion tracker.

2. Key Indicators for Early Identification

We use a range of indicators to identify pupils who may be at risk, including:

- **Attendance concerns** (persistent absence, declining attendance, punctuality issues)
- **Behaviour patterns** (internal removals, sanctions, disruption, withdrawal)
- **Academic progress** (underperformance relative to baseline or sudden dips)
- **Pastoral concerns** (wellbeing, friendship issues, emotional needs)
- **Safeguarding indicators** (low-level concerns, vulnerability factors)
- **SEND needs** (identified or emerging)
- **Participation levels** (clubs, trips, leadership opportunities)

Staff are encouraged to raise concerns early—no issue is considered too small. Teaching staff have referral forms for both SEND team and Wellbeing team.

3. Proactive Strategies to Ensure No One Falls Through the Cracks

We adopt a layered approach to ensure every pupil is seen, known, and supported:

- **Pastoral presence and visibility:** Staff actively monitor corridors, social times, and transitions
- **Staff training:** Ensuring all staff can recognise early signs of need (academic, emotional, behavioural)
- **Student voice:** Surveys, focus groups, and check-ins to identify those who may not self-refer
- **Tutor system:** Daily contact point where concerns can be picked up quickly

- **Parental communication:** Early engagement with families to build a full picture
- **Transition processes:** Strong primary-to-secondary transition and in-year admission checks
- **Targeted screening:** Literacy/numeracy assessments, wellbeing screening, SEND profiling
- **Open referral pathways:** Clear systems for any staff member to flag concerns quickly

4. Graduated and Responsive Support

Once identified, and in conjunction with our tiered 'Heart of Hope Wellbeing Pathway' (below) pupils receive appropriate, tailored support through our comprehensive provision:

- Targeted SEND interventions
- Academic support programmes and mentoring
- Pastoral and wellbeing interventions
- Restorative practice approaches to rebuild relationships and inclusion
- Attendance support plans and targeted monitoring
- External agency involvement where needed
- HCP and support plans developed for pupils where appropriate

5. Heart Connect Plans (HCP) – 'Heart Speaks to Heart'

These holistic support plans are created with student and family voice at the heart and are regularly reviewed

Purpose:

- To identify and unpick root causes and barriers to pupil wellbeing, attendance or achievement
- To give pupil and families a voice, strengthening relationships
- To effectively plan, monitor and review a package of support that enables pupils to flourish

Components of an HCP:

- Pupil strengths and interests
- Pupil and family voice: what are the barriers?
- School perspective: what are our concerns?
- Desired outcomes
- Success criteria
- Actions, interventions and provision
- Review date

A collaborative approach:

- Team around the child: making sure the right people are invited to meetings and receive information
- Transparency: clear expectations established and honest information sharing
- Supportive and mindful language: *'heart speaks to heart'* as we share information in a supportive and compassionate way
- Curiosity: asking the right questions to dig deeper into issues and establish an effective outcome
- Each HCP has a 'plan leader' and a key person. The plan lead will oversee and quality assure the plan. The key worker is the trusted member of staff who knows the child best and is responsible for putting the plan in place.

Levels of Support:

HCP: Pupils placed in 'amber' category on the vulnerability index, who are at moderate risk. Their plans are reviewed at least once a half term with the 'plan leader'

HCP+: Pupils placed in 'red' category on the vulnerability index, who are at highest risk. These plans are reviewed once a half term by the 'plan lead'.

All interventions and provisions will be tracked and monitored on the central 'Inclusion Register' tracker.

Pathways and Provisions

‘Foundation Flourish’ KS3 Pathway:

Pupils on this pathway are working significantly below age-related expectations in literacy or numeracy. It also includes crucial pastoral support through daily check-ins from HOY or ELSA. These pupils will be offered a comprehensive support package from a range of interventions including:

- Letter Join or Speed Up handwriting intervention
- Reading Development Programme
- Better Reading
- Lexonic Leap
- Reading Plus
- Small group numeracy ninjas
- Specialist Teacher support

The [Reading Strategy SHCA September 2026.docx](#) should be read in conjunction with this overview.

‘Foundation Flourish’ KS4 Pathway:

This pathway offers a highly targeted package of support for pupils who may be working below age-related expectations or be facing significant barriers to mainstream education that are limiting their academic progress. It also includes crucial pastoral care through daily check-ins, and rewards for attendance at afterschool booster club ‘KS4 Excell’. Pupils will receive additional revision materials both physically and online as well as being strategically sat in class to ensure maximum teacher support. This tailored approach has a core focus on ensuring pupils achieve English and maths GCSE and may include:

- Reading Plus
- Small group interventions
- Tutoring packages from external agencies

‘Heart of Hope’ Wellbeing Pathway:



At Sacred Heart, we believe that emotional wellbeing is foundational to every child's ability to learn, flourish, and grow in God's love. When pupils are identified by teachers, pastoral staff, or families as needing additional support, they may be placed on our 'Heart of Hope' wellbeing pathway—our tiered system of emotional support rooted in compassion, dignity, and the teachings of Christ.

Referrals are made to our dedicated senior leader for wellbeing and are then triaged through our multidisciplinary meeting, where staff work together to understand each pupil's needs. From this, an appropriate, evidence-informed intervention is selected, ensuring that support is personalised, timely, and proportionate. This may

happen with one of our specialist trained internal staff or in collaboration with a range of external agencies such as:

- LFC Foundation
- MHST
- CAMHS
- AIMS
- Tak the Talk

All interventions form a key part of the pupil's Heart Connect Plan (EHP), where progress is tracked, monitored, and evaluated collaboratively with pupils and their families. This ensures that support remains responsive and that every child's voice is heard.

Our aim is simple and deeply rooted in our Catholic mission: to ensure every pupil feels safe, known, and supported, trusting the adults around them to guide them through periods of difficulty with empathy, hope, and steadfast care.

'Global Connections' Pathway:

Pupils new to the country may be placed onto our Global Connections Pathway. At Sacred Heart, our Catholic mission calls us to ensure that all are welcomed, valued, and supported as children of God. We are committed to providing a nurturing environment where pupils arriving from across the globe can integrate confidently and seamlessly into our school community.

1. Induction and Initial Assessment

Our support begins at the initial induction meeting, where we gather key information about a pupil's:

- Home language
- Cultural background
- Previous educational experience

We work closely with Sefton's EAL and New Arrivals Team to assess English language proficiency and to identify any trauma-related needs that may require early intervention.

2. Assessment and Identification of Need

Pupils are assessed using the NASSEA Steps criteria to determine their stage of English language development. This informs whether pupils require:

- Support from Sefton's specialist EAL services
- Targeted intervention using Flash Academy in our Inclusion Centre
- Small-group or 1:1 support from trained staff to accelerate language acquisition
-

3. Teaching and Learning

Our EAL teaching protocols are fully embedded within our whole-school Teaching and Learning Principles. Staff consistently use strategies that promote:

- Accessible, scaffolded learning
- Visual and language-rich classrooms
- Opportunities for structured talk
- Inclusive curriculum access

4. Inclusion, Culture and Catholic Ethos

In line with our Catholic values, we ensure that every pupil's culture, identity, and dignity are respected. We actively promote:

- Celebration of cultural diversity
- Tolerance, respect, and understanding through our PSHE and Catholic Life curriculum
- Provision for individual needs such as prayer space, modesty requirements, or changing facilities

5. A Safe, Inclusive and Welcoming Environment

Our aim is to create a school where every pupil:

- Feels safe, included, and accepted
- Experiences a strong sense of belonging
- Is supported to flourish academically, socially, and spiritually
- Knows that "All are welcome in this place", in keeping with our Catholic mission

We are committed to ensuring that diversity is celebrated, not simply accommodated, and that every pupil is empowered to thrive as part of our Sacred Heart family.

'Ready, Steady, Attend' Pathway

Pupils placed on the *Ready, Steady, Attend* pathway will have attendance below 95% and will be categorised according to level of need:

- Amber – At Risk: 90–95% attendance
- Red – Persistent Absence: below 90%
- Purple – Severe Absence: below 50%

Following assessment, pupils will be offered a tailored package of support to improve attendance. This may include:

- Attendance monitoring cards
- Home visits
- Family meetings with agreed targets
- Small group mentoring
- One-to-one meetings and regular check-ins
- Creation of an HCP (Heart Connect Plan), which may include targeted interventions
- Wellbeing support from ELSA
- Support from the Local Authority

This pathway aims to provide early intervention, build positive routines, and ensure every pupil is supported to attend, engage and thrive.

Cardinal Numan Inclusion Centre:

The Inclusion Centre provides a graduated model of support, offering three distinct layers to meet the varying needs of pupils. This flexible approach ensures that support is tailored, responsive and focused on enabling every pupil to succeed both academically and personally.

Referrals to the Inclusion Centre may be made by teachers, parents or pastoral staff when a pupil would benefit from additional support. Following referral, pupils are assessed and placed within the most appropriate level of provision, where targeted interventions, guidance and monitoring can be put in place.

The centre works collaboratively with pupils, families and staff to remove barriers to learning, promote wellbeing and encourage positive engagement with school life. Through this structured support, pupils are helped to develop confidence, resilience and the skills needed to thrive as valued members of the school community.

Inclusion Centre

Within this provision, pupils with SEND are supported through a flexible and responsive approach tailored to their individual needs.

They may receive targeted academic support to help close gaps in learning and build confidence in key skills. The space also provides a calm, nurturing environment where pupils can come to re-regulate, with support from trained staff to help them manage emotions and return to learning successfully.

For those on a blended timetable, this area offers a structured setting in which pupils can complete work, maintain engagement with their studies and gradually reintegrate into mainstream lessons. Overall, the provision is designed to remove barriers to learning, promote independence and ensure that all pupils feel supported, understood and able to succeed.

The Heart Room – ELSA Base

The Heart Room is a calm, nurturing and inclusive space where pupils can access targeted emotional and wellbeing support and is the location for a range of the 2b interventions from our 'Heart of Hope' tiered wellbeing pathway. At the centre of this provision is our fully trained and qualified ELSA (Emotional Literacy Support Assistant), who works closely with pupils to develop emotional awareness, resilience and positive coping strategies.

Pupils may engage in a range of carefully selected interventions, including:

- Drawing and Talking
- Talking with Teens
- Lego Therapy
- Zones of Regulation

These interventions are delivered through structured, supportive sessions tailored to individual need. Alongside this, pupils benefit from dedicated one-to-one or small group work with our ELSA, enabling them to build trust, explore their feelings and develop the skills needed to manage challenges both in and out of the classroom.

The Heart Room provides a safe and supportive environment where pupils feel heard, valued and understood. This provision aims to nurture wellbeing, strengthen emotional literacy and support

pupils to feel more confident, connected and fully integrated into school life, in keeping with our ethos that *heart speaks to heart*.

Chaplaincy

Chaplaincy is an inclusive and welcoming space at the heart of our school, where all pupils are supported to grow in confidence, wellbeing and faith. It offers a safe environment in which pupils can take part in one-to-one conversations with the chaplain, providing time for reflection, guidance and support for their mental and emotional wellbeing.

Through chaplaincy, pupils are also encouraged to explore and deepen their spiritual development, working collaboratively to reflect on values, beliefs and their sense of purpose. In addition, there are meaningful opportunities for pupils to live out these values by serving others, contributing positively to the school community through a range of activities, events and acts of service.

At its heart, chaplaincy seeks to ensure that every pupil feels heard, valued and supported, in keeping with our ethos that *heart speaks to heart*.

Reflection Room:

The Reflection Room provides a calm, structured space where pupils are supported to pause, reflect and make positive choices about their behaviour. Rather than being purely punitive, this space encourages pupils to consider the impact of their actions, take responsibility, and develop strategies for more positive decision-making in the future.

Pupils are guided through reflective conversations and activities that help them regulate their emotions, restore relationships where needed, and re-engage positively with school life. The aim of the Reflection Room is to promote personal growth, self-awareness and a renewed sense of responsibility, ensuring that each pupil is supported to move forward successfully.

Belong and Be Ready room:

The Belong and Be Ready room is at the back of the Cardinal Newman Inclusion Centre, positioned right next to the pupil entrance to school. It is designed to ensure that every pupil starts the day prepared, confident and ready to engage in learning. Pupils can access essential items such as uniform and equipment, removing any potential barriers that may prevent full participation in school life and ensuring no pupil is disadvantaged. Pastoral staff, including our Chaplain, ELSA and HOY are available to identify and respond to any emerging needs, offering immediate support and reassurance where required. The room plays a vital role in preparing pupils for the day ahead, promoting dignity, belonging and readiness to learn, while ensuring that no pupil is disadvantaged by a lack of resources.

Part 2 – Implementation

Referral Process

- Referrals to any of the pathways outlined in Part 1 should be made using the **Inclusion Referral Form for Staff: [Inclusion Referral Form](#)**
- Referrals may be initiated following concerns raised through parental meetings or because of staff observations.
- All referrals will be reviewed at the **fortnightly multidisciplinary Inclusion Meeting**, where pupils will be triaged and matched to the most appropriate support pathway.

Following Pathway Allocation

Once a pathway has been agreed:

- **Clear communication with families and pupils is a priority.**
- The **Head of Year (HOY)** will notify families of pathway allocation.
- For pupils with identified SEND, communication will be led by the **SENDCO**.

- **SMQ** will maintain oversight of all intervention provision and pathway allocations.

Wellbeing Pathway

- Where a pupil is allocated to the Wellbeing Pathway:
- The **HOY** will identify a suitable key adult and arrange a meeting with the pupil, family and key adult to complete a **Heart Connect Plan**.
- **AMC (ELSA)** will coordinate and monitor all wellbeing interventions.

Academic Pathway

- Where a pupil is allocated to the Academic Pathway:
- The **SENDCO** and **Deputy SENDCO**, in collaboration with **SMQ**, will identify appropriate interventions and communicate these to the pupil and family.
- The **SENDCO/Deputy SENDCO** and **SMQ** will liaise with relevant staff to implement and monitor interventions.
- The **SENDCO** will review whether amendments to the pupil's **SEND Support Plan** are required.
- Relevant information and strategies will be shared with teaching staff by the **SENDCO** and **Deputy SENDCO**.

Behaviour and Attendance Pathways

- Where a pupil is allocated to the Behaviour or Attendance Pathway:
- **JRO** will oversee interventions and actions in line with the graduated approach.
- **ABE** will coordinate liaison with external agencies where additional support is required.
- The **HOY** will ensure families and pupils are informed of all planned support, interventions and next steps.

SEND Pathway

Our Commitment and Vision

At Sacred Heart, we are committed to ensuring that every pupil, regardless of their starting point, additional needs or disabilities, is known, valued and supported to flourish. Rooted in our Catholic ethos and inspired by the belief that every child is created in the image and likeness of God, we strive to provide an inclusive, ambitious and nurturing learning environment where all pupils can achieve their full potential.

We are committed to:

- Removing barriers to learning, participation and achievement.
- Identifying needs early and responding through high-quality, evidence-informed provision.
- Maintaining high expectations for all learners.
- Working in partnership with pupils, parents, carers and external agencies.
- Promoting independence, resilience and self-advocacy.

- Ensuring that SEND is everyone's responsibility and that all staff are equipped to meet diverse needs.
- Fostering a culture of belonging where differences are celebrated and every pupil feels safe, valued and respected.

Through a graduated approach, we aim to ensure that every child receives the right support, at the right time, enabling them to thrive academically, socially, emotionally and spiritually.

Our Vision for SEND

Our vision is that all pupils with Special Educational Needs and Disabilities are fully included members of the Sacred Heart community, accessing a broad and ambitious curriculum alongside their peers. We aspire to create a school where individual strengths are recognised and nurtured, barriers are removed, and every learner is empowered to become confident, successful and independent.

We envision a community where:

- Inclusion is embedded in all aspects of school life.
- Adaptive teaching is the foundation of high-quality classroom practice.
- Pupils with SEND achieve excellent outcomes from their individual starting points.
- Families are active partners in the educational journey.
- Staff continually develop their expertise and confidence in meeting diverse needs.
- Wellbeing, belonging and personal development are given equal importance alongside academic success.

At Sacred Heart, inclusion is not a provision for a few; it is the responsibility of all and the entitlement of every child.

Graduated Approach to SEND Support

Sacred Heart adopts the **Assess–Plan–Do–Review (APDR)** cycle to ensure provision is responsive, impactful and tailored to individual needs. High-quality teaching remains the first and most important step in responding to pupil need.

Universal Provision (Quality First Teaching)

Available to all pupils:

Key Features

- Adaptive teaching and scaffolding.
- Explicit instruction and modelling.
- Retrieval practice and overlearning.
- Visual supports and dual coding.
- Clear routines and predictable classroom environments.
- Access to assistive technology where appropriate.
- Positive behaviour support.
- Vocabulary-rich learning environments.
- Strong pastoral care and wellbeing support.

Graduated Support by Area of Need

1. Communication and Interaction

Universal Offer

- Clear classroom language and instructions.
- Visual timetables and task breakdowns.
- Structured opportunities for discussion and collaboration.
- Consistent routines and expectations.

Assess

- Teacher observations.
- Speech, language and communication screening.
- Parent and pupil voice.

- Analysis of classroom participation and social interaction.

Plan

- Specific communication targets.
- Additional visual support.
- Environmental adaptations.
- Referral to Speech and Language Therapy where required.

Do

- Targeted interventions such as:
 - Speech and language programmes.
 - Social communication groups.
 - Vocabulary development programmes.
 - Autism-friendly strategies.

Review

- Progress against targets.
- Classroom application of skills.
- Feedback from parents, staff and specialists.

Impact Measures

Progress is evaluated through:

- Communication targets achieved
- Teacher observations
- Classroom participation
- Social interaction
- Parent voice
- Pupil voice
- External professional reports
- APDR review

2. Cognition and Learning

Universal Offer

- Adapted curriculum delivery.
- Chunking of tasks.
- Retrieval practice.
- Explicit teaching of metacognitive strategies.
- Accessible resources.

Assess

- Teacher assessment.
- Standardised assessments.
- Work scrutiny.
- Progress data analysis.
- Diagnostic assessments where appropriate.

Plan

- Personalised learning outcomes.
- Appropriate classroom adjustments.
- Intervention plans targeting identified barriers.

Do

- Evidence-based interventions such as:
 - Precision Teaching.
 - Reading fluency programmes.
 - Phonics intervention.
 - Numeracy catch-up programmes.
 - Memory and organisational support.

Review

- Academic progress.

- Independence in learning.
- Impact of interventions measured against baseline data.

Impact Measures

Success is evaluated through:

- Reading age
- Spelling age
- Curriculum attainment
- Numeracy progress
- Intervention entry and exit data
- Teacher assessment
- Learning independence
- Pupil confidence

3. Social, Emotional and Mental Health (SEMH)

Universal Offer

- Positive relationships and restorative approaches.
- Wellbeing curriculum.
- Emotional literacy development.
- Consistent behaviour systems.

Assess

- Behaviour and attendance information.
- Wellbeing surveys.
- Pupil voice.
- Parent consultations.
- SEMH screening tools.

Plan

- Individual support plans.
- Identified outcomes linked to emotional regulation and engagement.
- Multi-agency involvement where necessary.

Do

- Nurture interventions.
- Emotional literacy programmes.
- Mentoring and coaching.
- Zones of Regulation.
- Counselling support where appropriate.
- Safe spaces and regulation strategies.

Review

- Attendance.
- Behaviour indicators.
- Pupil wellbeing measures.
- Academic engagement and participation.

Impact Measures

Progress is measured through:

- Attendance
- Behaviour
- Emotional regulation
- Wellbeing questionnaires
- Exclusions
- Restorative outcomes
- Pupil voice

- Parent feedback
- Academic engagement

4. Sensory and/or Physical Needs

Universal Offer

- Accessible learning environments.
- Flexible seating and classroom layouts.
- Consideration of sensory needs in lesson planning.
- Inclusive access to school activities.

Assess

- Health care information.
- Occupational Therapy and Physiotherapy assessments.
- Sensory profiling.
- Classroom observations.

Plan

- Reasonable adjustments.
- Environmental adaptations.
- Staff training requirements.
- Individual health and care plans where required.

Do

- Sensory circuits.
- Fine and gross motor interventions.
- Assistive technology.
- Specialist equipment.
- Personalised sensory regulation strategies.

Review

- Access to learning.

- Independence.
- Physical participation.
- Feedback from families and professionals.

Impact Measures

Impact is evaluated through:

- Independence
- Access to learning
- Participation
- Mobility
- Sensory regulation
- Teacher observations
- Parent voice
- External professional review

Wave Model of Support

Wave 1 – Universal

High-quality adaptive teaching and inclusive classroom practice for all pupils.

Wave 2 – Targeted

Short-term, evidence-informed interventions delivered in response to identified need, monitored through APDR cycles.

Wave 3 – Specialist

Individualised provision involving specialist staff and external agencies, including EHCP support where appropriate.

Measuring Impact

Success at Sacred Heart will be evaluated through:

- Improved pupil outcomes and progress.

- Increased attendance and engagement.
- Positive pupil and parent voice.
- Reduced barriers to participation.
- Greater independence and self-confidence.
- Effective transition between key stages.
- Successful preparation for adulthood and future pathways.

Our commitment is simple: every child known, every need understood, every barrier addressed, every potential realised.

Pupils with Medical Needs:

Our Commitment

The school is fully committed to ensuring that all pupils with medical needs, including those with diagnosed allergies and anaphylaxis, are safe, supported and able to access all aspects of school life. We recognise our duty of care to protect pupils from foreseeable risks and to ensure effective arrangements are in place to meet individual health needs.

The **Deputy SENDCo** leads and oversees the school's provision for pupils with medical needs. Working closely with parents/carers, healthcare professionals, school staff and catering providers, the Deputy SENDCo ensures that individual medical needs are identified, assessed and appropriately managed. The school maintains a comprehensive Allergy Policy and associated protocols which are regularly reviewed and implemented by all staff.

Through robust procedures, staff training, clear communication and effective risk management, we strive to create an inclusive environment where pupils with allergies can participate safely and confidently in all educational and extracurricular activities.

Process for Ensuring the Safety of Pupils with Allergies and Medical Needs

1. Identification and Information Gathering

- Medical information is obtained during admission and updated annually, or sooner if circumstances change.
- Parents/carers are required to inform the school of any medical conditions, allergies or changes to treatment plans.
- Relevant medical evidence and healthcare advice are sought where necessary.

2. Individual Healthcare Planning

- Pupils with significant allergies or medical conditions have an Individual Healthcare Plan (IHP) where appropriate.
- Plans detail symptoms, triggers, preventative measures, emergency procedures and medication requirements.
- Healthcare plans are reviewed regularly and updated whenever medical advice changes.

3. Leadership and Oversight

- The Deputy SENDCo maintains oversight of all pupils with medical needs and monitors compliance with school procedures.
- A central register of pupils with allergies and medical conditions is maintained and reviewed regularly.
- Information is shared appropriately with relevant staff while maintaining confidentiality.

4. Staff Awareness and Training

- Staff receive regular training on allergy awareness, recognising symptoms of allergic reactions and emergency response procedures, including the administration of adrenaline auto-injectors where appropriate.
- New staff receive induction training covering relevant medical protocols.

- Key information is made readily accessible to those responsible for pupils.

5. Medication Management

- Prescribed emergency medication is stored safely, clearly labelled and readily accessible.
- Medication expiry dates are monitored and parents/carers are informed when replacements are required.
- Arrangements are in place to ensure medication accompanies pupils during off-site visits where necessary.

6. Risk Assessment and Prevention

- Risk assessments are completed for pupils with severe allergies and reviewed regularly.
- Reasonable adjustments are implemented to minimise exposure to known allergens.
- Classroom activities, educational visits, enrichment activities and special events are planned with appropriate consideration of medical needs.

7. Communication and Partnership with Families

- The school works closely with parents/carers to ensure accurate and up-to-date information is maintained.
- Concerns, incidents or changes in medical needs are communicated promptly.
- Families are consulted regarding strategies to support their child's safety and inclusion.

8. Emergency Response

- Clear procedures are in place for responding to allergic reactions and other medical emergencies.
- Staff understand their responsibilities and know how to summon emergency assistance when required.
- All incidents are recorded, reviewed and acted upon to identify any further preventative measures.

9. Monitoring and Review

- The **Deputy SENDCo** regularly audits records, healthcare plans, training compliance and medication arrangements.
- Allergy procedures are reviewed annually and following any significant incident.
- Lessons learned from reviews are used to strengthen practice and continually improve pupil safety.

Through these measures, the school ensures a proactive, whole-school approach to safeguarding and supporting pupils with allergies and other medical needs, enabling them to learn and thrive in a safe environment.

Suite of Intervention support:

Statement of Intent:

As a Catholic school, we believe that every child is created in the image and likeness of God and is therefore deserving of dignity, compassion, respect and the opportunity to flourish. Our intervention pathways are designed to remove barriers to learning, strengthen wellbeing and enable every young person to achieve their God-given potential.

Through a graduated and responsive approach, we seek to nurture the academic, social, emotional, spiritual and personal development of each pupil. We work in partnership with families, external agencies and the wider community to ensure that support is timely, purposeful and centred on the needs of the individual. Our interventions are rooted in the values of faith, hope, love, forgiveness and service, promoting both personal growth and positive participation within our school community.

Heart to Hope Pathway

Drawing and Talking:

Purpose

Drawing and Talking is a therapeutic intervention designed to support pupils experiencing emotional difficulties, anxiety, trauma, loss, attachment difficulties or challenges with self-esteem.

What Happens?

- Weekly individual sessions with a trained practitioner.
- Pupils use drawing as a means of expressing emotions and experiences.
- Discussion takes place in a safe and structured environment.
- Activities support emotional literacy, self-awareness and resilience.

Intended Outcomes

- Improved emotional regulation.
- Increased confidence and self-esteem.
- Reduced anxiety and emotional distress.
- Improved engagement in learning.
- Stronger relationships with adults and peers.
- Measuring Impact
- Pupil voice questionnaires.
- Wellbeing scales.
- Behaviour and conduct records.
- Attendance data.
- Staff observations.
- Reduction in pastoral incidents.

Zones of Regulation:

Purpose

To help pupils recognise, understand and manage their emotions and behaviours through a shared language of self-regulation.

What Happens?

- Individual or small-group sessions.
- Pupils learn about the four regulation zones.
- Identification of triggers and emotional responses.
- Development of personalised self-regulation strategies.

Intended Outcomes

- Increased emotional awareness.
- Improved self-regulation.
- Reduction in dysregulated behaviour.
- Improved readiness to learn.

Measuring Impact

- Behaviour records.
- Reflection room referrals.
- Pupil self-assessment.
- Staff feedback.
- Attendance and engagement data.

Social Stories:

Purpose

To support pupils, particularly those with SEND, in understanding social situations, expectations and routines.

What Happens?

- Personalised stories developed around specific situations.
- Modelling of appropriate responses and social behaviours.
- Rehearsal and discussion of scenarios.

Intended Outcomes

- Improved social understanding.
- Reduced anxiety around unfamiliar situations.
- Increased confidence in social interactions.
- Improved behaviour and communication.

Measuring Impact

- Behaviour records.
- Staff observations.
- SEND reviews.
- Pupil feedback.
- Parent feedback.

Talking with Teens:

Purpose

To provide structured emotional support for pupils experiencing anxiety, low mood, self-esteem difficulties or challenges with relationships.

What Happens?

- One-to-one therapeutic conversations.
- Exploration of thoughts, feelings and coping strategies.
- Goal setting and reflection activities.

Intended Outcomes

- Improved emotional wellbeing.
- Greater resilience.
- Enhanced confidence.
- Improved relationships and engagement.

Measuring Impact

- Pupil wellbeing surveys.
- Attendance data.
- Behaviour records.
- Staff and parent feedback.

ELSA (Emotional Literacy Support Assistant)

Purpose

ELSA support helps pupils whose emotional needs are impacting their wellbeing, attendance, behaviour, relationships or learning. Through targeted one-to-one or small-group interventions, the ELSA provides a safe and nurturing environment where pupils can develop emotional literacy, resilience, confidence and self-regulation skills.

Working in partnership with families, pastoral staff, the SENDCO and external agencies, the ELSA helps pupils overcome emotional barriers to learning, improve engagement with school and build positive relationships. Support may include work around anxiety, self-esteem, emotional regulation, friendships, bereavement, family change or school avoidance, as well as recommendations for additional provision such as lesson support or a blended timetable where appropriate.

What Happens?

- Individual or small-group sessions.
- Support with anxiety, friendships, bereavement, confidence and emotional regulation.
- May include assessment of the suitability of:
- A blended timetable.
- Temporary lesson support.
- Additional pastoral provisions.

Intended Outcomes

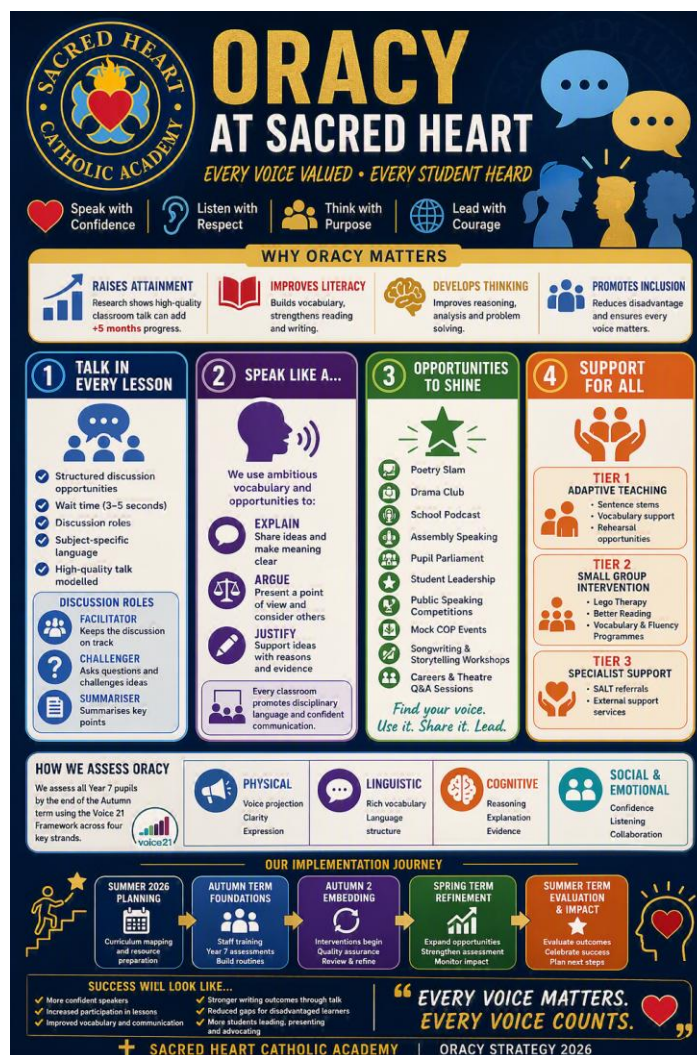
- Increased emotional resilience.
- Improved school engagement.
- Better attendance.
- Reduction in emotional-based school avoidance.

Measuring Impact

- Attendance data.
- Student wellbeing scales.
- Behaviour incidents.
- Academic engagement.
- Pupil and family voice.

**Foundational Flourish Pathways – Academic Support and
Foundational Skills**

Lego Therapy: Oracy Strategy 2026.docx



Purpose

To develop communication, teamwork, social interaction and oracy skills through structured collaborative activities. This aligns with Ofsted's emphasis on communication, vocabulary development and meaningful talk across the curriculum.

What Happens?

- Small groups work together to complete Lego projects.
- Pupils take on specific roles such as:
- Engineer
- Supplier
- Builder
- Turn-taking, listening and problem-solving are explicitly taught.

Intended Outcomes

- Improved communication skills.
- Stronger listening skills.
- Development of vocabulary.
- Increased confidence when speaking.
- Improved peer relationships.

Measuring Impact

- Teacher observations.
- Oracy assessments.
- Behaviour records.
- Pupil voice.
- Classroom participation levels.

Reading, handwriting and numeracy

Reading Intervention: [Reading Strategy SHCA September 2026.docx](#)



Purpose:

At Sacred Heart Catholic Academy, we believe that reading is a fundamental life skill and the key to accessing learning, developing cultural capital and engaging fully with the world around us. In line with our Catholic ethos, we believe that every child has the right to become a confident, competent reader and to experience the joy, challenge and enrichment that reading can bring.

Our reading interventions are designed to identify and address specific barriers to reading, whether these relate to **phonological awareness, decoding, word recognition, reading fluency, vocabulary development or language comprehension**. Through evidence-informed assessment and targeted support, we ensure that pupils receive the intervention most appropriate to their individual reading profile, enabling them to access the curriculum successfully and develop a lifelong love of reading.

Programmes Used:

Lexonic Leap

Lexonic Leap is a structured phonics intervention designed for pupils with significant gaps in decoding and early reading skills.

Focus Areas:

- Phonological awareness
- Letter-sound correspondence
- Decoding unfamiliar words
- Blending sounds
- Reading accuracy
- Reading confidence

Best suited for pupils who:

- Have a very low reading age
- Struggle to decode unfamiliar words
- Have gaps in phonics knowledge
- Read slowly and inaccurately

Better Reading Partnership (BRP)

The Better Reading Partnership is a structured one-to-one intervention that develops reading fluency through supported repeated reading and discussion.

Focus Areas:

- Word recognition
- Reading fluency
- Reading accuracy
- Reading rate
- Prosody (reading with expression)
- Reading confidence

Best suited for pupils who:

- Can decode but lack fluency
- Read accurately but slowly
- Lack confidence when reading aloud
- Require support to build reading stamina

Reading Development Programme

The Reading Development Programme provides targeted support for pupils whose reading comprehension and language understanding are below age-related expectations.

Focus Areas:

- Vocabulary acquisition
- Language comprehension
- Inference skills
- Prediction skills
- Retrieval of information
- Reciprocal reading strategies
- Discussion and oracy

Best suited for pupils who:

- Can read words accurately but struggle to understand meaning
- Find it difficult to infer, summarise or explain texts
- Have limited academic vocabulary
- Need additional support to access curriculum texts

Reading Plus

- Reading Plus is an adaptive online reading programme that develops multiple components of reading through personalised pathways.

Focus Areas:

- Reading fluency
- Reading stamina

- Reading speed
- Vocabulary development
- Comprehension
- Independent reading habits
- Reading motivation

Best suited for pupils who:

- Require improved reading efficiency
- Need to increase reading volume and stamina
- Would benefit from regular independent practice
- Need support to build reading confidence

Intended Outcomes

Pupils participating in reading interventions should demonstrate improvement in one or more of the following areas:

Word Recognition

- Improved decoding skills.
- Increased automatic recognition of high-frequency words.
- Greater reading accuracy.

Reading Fluency

- Increased reading rate.
- Improved prosody and expression.
- Greater reading stamina.
- Increased confidence when reading aloud.

Language Comprehension

- Improved understanding of increasingly complex texts.
- Enhanced vocabulary knowledge.
- Better inference, prediction and summarising skills.
- Improved ability to retrieve and evaluate information.

Academic Outcomes

- Improved reading age.
- Improved curriculum access across all subjects.
- Increased engagement in classroom learning.
- Improved attainment in literacy-rich subjects.
- Greater independence as a learner.

Personal Outcomes

- Improved reading confidence.
- Increased engagement with reading for pleasure.
- Enhanced cultural capital and knowledge of the wider world.
- Development of lifelong reading habits.

Measuring Impact

The impact of reading interventions will be evaluated through a range of quantitative and qualitative measures:

Reading Assessments

- NGRT standardised scores.
- Reading age assessments.
- Phonics screening assessments.
- Lexonic Leap progress measures.
- Reading Plus growth data.
- Programme-specific assessments.

Success Indicators

- Accelerated reading-age progress.
- Greater reading fluency and confidence.
- Improved comprehension and vocabulary knowledge.
- Increased participation in curriculum learning.
- Enhanced enjoyment of reading and reading for pleasure.

Numeracy Intervention (White Rose Maths)

Purpose

To close gaps in mathematical understanding and ensure pupils develop secure foundational mathematical knowledge.

What Happens?

- Small-group teaching.
- Use of White Rose Maths materials.
- Focus on identified gaps.
- Retrieval practice and overlearning.

- Intended Outcomes
- Improved numeracy confidence.
- Improved fluency and reasoning.
- Reduced knowledge gaps.
- Increased attainment in mathematics.

Measuring Impact

- White Rose assessments.
- Maths test scores.
- Teacher assessment.
- Progress data.
- Pupil confidence surveys.

Handwriting Intervention (Speed Up)

Purpose

To improve handwriting fluency, presentation and writing stamina.

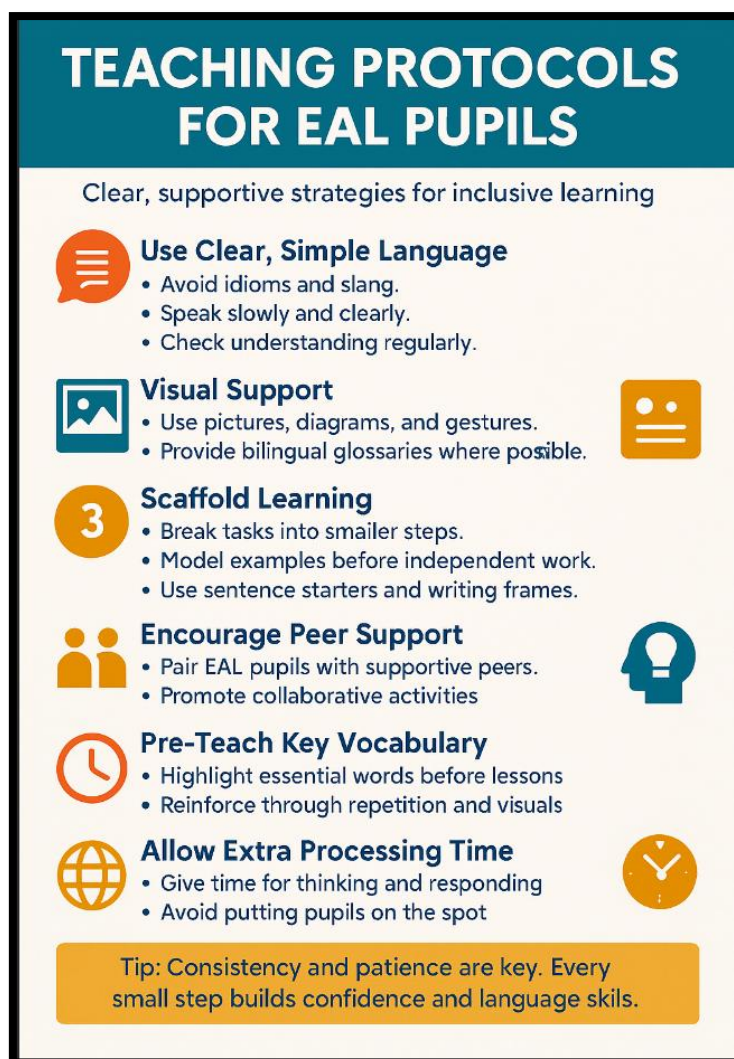
What Happens?

- Structured practice sessions.
- Letter formation activities.
- Development of speed and automaticity.
- Fine motor skill exercises where appropriate.
- Intended Outcomes
- Improved handwriting quality.
- Increased writing speed.
- Improved confidence.

- Better presentation of work.

Measuring Impact

- Writing samples and baseline comparisons
- Teacher assessment.
- Pupil voice.
- Improved curriculum outcomes.



Purpose

To develop English proficiency so that pupils can fully participate in school life and access the curriculum.

What Happens?

- Flash Academy language learning.
- Language acquisition assessments.
- Small-group language support.
- Partnership working with Sefton Local Authority EAL Team.

Intended Outcomes

- Increased English language proficiency.
- Greater confidence in communication.
- Improved curriculum access.
- Stronger social integration.

Measuring Impact

- Flash Academy progress reports.
- Bell Foundation assessments.
- Academic attainment.
- Attendance and engagement.
- Teacher observations.

Chaplaincy Support (Bereavement/Trauma)

Purpose

To provide spiritual, pastoral and emotional support for pupils experiencing bereavement, trauma, loss or significant life challenges.

What Happens?

- One-to-one support with the school chaplain.
- Prayer and reflection opportunities.
- Safe spaces for discussion.
- Signposting to additional support where required.

Intended Outcomes

- Increased sense of belonging.
- Improved emotional wellbeing.
- Development of hope and resilience.
- Strengthened spiritual wellbeing.

Measuring Impact

- Pupil voice.
- Attendance data.
- Wellbeing surveys.
- Family feedback.
- Engagement with school.

Behaviour Intervention: Graduated Response

Purpose

To support pupils to make positive behaviour choices whilst maintaining high expectations and restorative, relational practice.

Universal Support

All pupils receive:

- High-quality teaching.
- Consistent behaviour expectations.
- Positive recognition systems.
- Form tutor support.
- Catholic values education.

Stage 1: Early Concern

SACRED HEART CATHOLIC ACADEMY

THE C SYSTEM

CHOICES | CONSEQUENCES | CHARACTER

We choose love. We show respect. We make a difference.

Our C System helps us make the right choices and learn from our mistakes.
Every choice has a consequence.

C1 MAKE A DIFFERENT CHOICE	MAKE A DIFFERENT CHOICE A reminder that your behaviour or choices are not meeting our expectations. - You will be reminded of what the right choice looks like. - You have the opportunity to change your behaviour.	
C2 CHANCE	CHANCE A second reminder. You are given a chance to improve and make the right choice. - You will be reminded of the expectations. - You have the chance to turn things around.	
C3 CONSEQUENCE – REMOVAL FROM LESSON	CONSEQUENCE If you continue to make the wrong choices, you will be removed from the lesson. Placement in the Reflection Room to modify behaviour and support a positive return to learning. - Time to reflect on your behaviour. - Complete a reflection task. - Opportunity to reset and return ready to learn.	
C4 SERIOUS INCIDENT (e.g. FIGHTING, SWEARING AT STAFF, BULLYING, DEFIANCE, VAPING, UNSAFE BEHAVIOUR) DOES NOT GO THROUGH THE C SYSTEM	SERIOUS INCIDENT Some behaviours are serious and do not go through the C System. - These incidents will be dealt with immediately by a member of the Senior Leadership Team. - Consequences may include internal or external suspension, fixed-term exclusion and involvement of external agencies.	
C5 TRUANCY	TRUANCY If you are out of school without permission, this is classed as truancy. - Truancy will be investigated. - Consequences may include sanctions, meetings with parents/carers and involvement of external support.	

CHOOSE WISELY. TAKE RESPONSIBILITY. BE YOUR BEST.

LOVE We love one another as Jesus loves us.
 SERVICE We serve others in our community.
 AMBITION We aim high and strive to be our best.
 RESPECT We treat everyone with dignity and respect.

We are one family, called to love, live and learn as followers of Christ.

Interventions:

- Staff conversations

- Classroom strategies such as seat change.
- Communication with home.

Measures:

- C-system points.
- Classroom behaviour records.

Stage 2: Targeted Support

Interventions:

- 30-minute Detention.
- Behaviour monitoring – yellow report card
- Parent meeting.
- Mentoring.

Measures:

- Improvement in behaviour logs.
- Reduction in sanctions.

Stage 3: Intensive School Support

Interventions:

Behaviour monitoring – red report card

Reflection Room placement for fixed term

Positive Behaviour Curriculum.

Reintegration meeting.

Development of IBP (Individual Behaviour Plan).

Measures:

- Reflection Room data.
- Attendance.
- Behaviour incidents.

Stage 4: Enhanced Support

- Interventions:
- Early Help.
- External agency involvement.
- Managed support plans.
- **Step Out** placement at partner school.

Measures:

- Attendance improvements.
- Reduced suspensions.
- Progress towards behaviour targets.

Stage 5: Specialist Provision

- Interventions:
- Off-site direction placement.
- Alternative provision.
- Multi-agency support.
- SEND review where appropriate.

Measures:

- Sustained engagement.
- Reduced risk of exclusion.
- Improved educational outcomes.

School Support Officer (SSO)

Purpose

To promote positive engagement with school and address attendance, safeguarding and behavioural concerns.

Impact Measures

Attendance.

Behaviour incidents.

Family engagement.

AIMS (positive relationships)

Purpose

To provide specialist advice and support relating to bullying, building and sustaining positive relationships, emotional wellbeing and mental health through small group sessions involving both perpetrators and victims. Some pupils may act as Bullying Ambassadors/Mental Health Ambassadors

Impact Measures

- Reduction in barriers to learning.
- Improved emotional regulation.
- Reduction in bullying incidents
- Improved relationships
- A culture of kindness across school

Talk The Talk – Healthy Relationships and RSE Intervention

Purpose

Talk The Talk provides targeted support for pupils who may be vulnerable to risk-taking behaviours, unhealthy relationships or who would benefit from additional relationship, sex and health education (RSHE). Through engaging, age-appropriate workshops and mentoring, the programme supports pupils to develop the knowledge, confidence and skills needed to make safe, informed and respectful choices.

Aligned with our Catholic ethos, the programme promotes the dignity of the individual, respect for self and others, personal

responsibility and healthy relationships built on mutual respect, trust and understanding. It complements the school's RSHE curriculum by providing opportunities for pupils to explore topics such as consent, peer influence, online safety, healthy relationships, communication, self-esteem, decision-making and future aspirations in a supportive and structured environment.

The intervention aims to empower pupils to recognise risk, seek support when needed and make positive choices that contribute to their wellbeing, safety and personal development.

Intended Outcomes

- Improved understanding of healthy and respectful relationships.
- Increased awareness of personal safety, consent and boundaries.
- Improved decision-making and risk assessment skills.
- Increased confidence to resist negative peer pressure.
- Improved self-esteem and self-worth.
- Reduction in behaviours that place pupils at risk of harm.
- Increased engagement with RSHE learning.
- Improved communication and relationship skills.
- Greater understanding of how personal choices affect future outcomes.

Measuring Impact

- Pupil voice questionnaires before and after the programme.
- RSHE knowledge assessments.
- Attendance at intervention sessions.
- Behaviour data, including incidents linked to risk-taking behaviour.
- Safeguarding records and reduction in identified concerns where appropriate.
- Student self-assessment of confidence and understanding.
- Staff observations and feedback.
- Parent/carers feedback where appropriate.

- Improved engagement with school and wider pastoral support.
- Monitoring of attendance, behaviour and wellbeing indicators over time.

Sean's Place:

Purpose

To provide mental health and wellbeing support for pupils and families experiencing emotional difficulties.

Impact Measures

- Wellbeing surveys.
- Attendance.
- Family feedback.

LFC Foundation

Purpose

To use sport, mentoring and personal development programmes to improve engagement, attendance, behaviour and aspiration.

Impact Measures

- Attendance.
- Behaviour records.
- Student engagement.
- Pupil voice.
- Participation data.

Review and Evaluation of Interventions

All interventions will be reviewed at least termly through:

- Attendance data
- Behaviour data
- Academic attainment and progress
- Student voice
- Family voice
- Staff feedback
- SEND reviews

Wellbeing measures

Interventions will continue, adapt or cease based on evidence of impact and the evolving needs of the pupil, ensuring support remains purposeful, proportionate and centred on helping every child flourish academically, socially, emotionally and spiritually.

Cardinal Newman Inclusion Centre:

The **Cardinal Newman Inclusion Centre** is a welcoming and nurturing provision at Sacred Heart Catholic Academy, rooted firmly in our Catholic mission and values. Inspired by the teachings of Christ and the principles of Catholic Social Teaching, we believe that every child is uniquely created in the image of God and has the right to belong, flourish, and achieve.

Our Inclusion Centre exists to ensure that no child is left behind. It provides a safe and supportive environment that acts as a bridge back to successful learning, helping pupils overcome barriers that may impact their education, wellbeing, attendance, or engagement with school.

The Centre supports pupils with a range of needs, including:

- Special Educational Needs and Disabilities (SEND)
- Social, emotional and mental health needs
- Attendance concerns, including Emotionally Based School Avoidance (EBSA)
- Literacy, communication or learning barriers
- Pastoral and family-related challenges

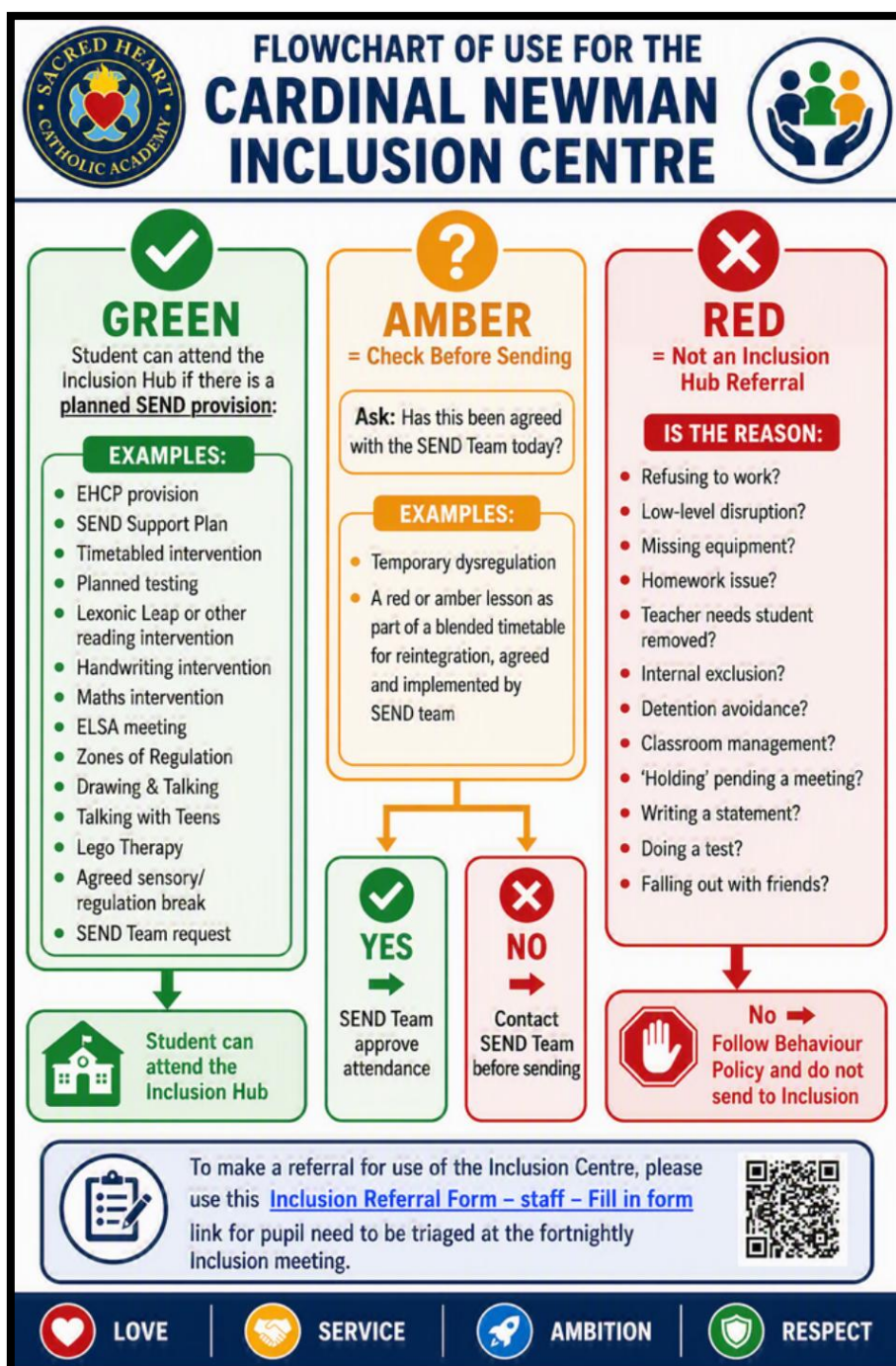
Our aim is not to remove pupils from mainstream education, but to provide targeted support that enables them to access and thrive within it. Through carefully planned interventions, mentoring, academic support, therapeutic approaches, and collaborative work with families and external agencies, we help pupils develop the confidence, resilience, and skills needed to succeed.

The Cardinal Newman Inclusion Centre embodies our commitment to **belonging, dignity, and inclusion**. We recognise that every young person's journey is unique, and we are dedicated to walking alongside them, ensuring they feel known, valued, and supported.

Through compassion, high expectations, and strong relationships, we strive to remove barriers, improve attendance and engagement, raise aspirations, and help every pupil become the person God calls them to be.

"Everyone belongs, everyone matters, everyone can succeed."

Cardinal Newman Inclusion Centre – Supporting pupils today, empowering success tomorrow.



Ready, Steady, Attend Pathway

Our Vision

At Sacred Heart Catholic Academy, we believe that every child is created in the image and likeness of God and has a right to belong, participate, and flourish within our school community. Guided by

our Catholic values of **Love, Service, Ambition, and Respect**, we are committed to identifying and removing barriers to attendance at the earliest opportunity.

We recognise that attendance difficulties are often a symptom of wider needs, including SEND, social, emotional and mental health needs, family circumstances, literacy difficulties, or Emotionally Based School Avoidance (EBSA). Our graduated approach provides increasingly targeted support to ensure that every young person remains connected to education and can successfully access learning.

Universal Support (Stage 1)

Attendance for All: Attendance 96%+

At this stage, all pupils benefit from:

- A strong culture of attendance and belonging
- Positive relationships with staff
- High-quality teaching and pastoral support
- Attendance monitoring and early identification of concerns
- Rewards and recognition for excellent attendance
- Parent communication regarding attendance expectations
- Personal Development curriculum supporting resilience and wellbeing

Aim: Prevent attendance concerns developing.

Early Intervention (Stage 2)

Emerging Attendance Concerns: Attendance 90–95%

When concerns begin to emerge, support may include:

- Attendance monitoring and review

- Discussions with pupils and parents/carers
- Attendance action plan
- Pastoral Manager intervention
- Mentoring support
- Wellbeing check-ins
- Identification of SEND or learning barriers
- Referral to school-based support services

Aim: Identify and address barriers before attendance becomes persistent.

Targeted Intervention (Stage 3)

Persistent Attendance Concerns: Attendance below 90%

Where difficulties continue, support may include:

- Formal attendance meetings with families
- Attendance contracts and support plans
- Inclusion Team involvement
- SEND assessment and review
- Early Help referral
- External agency involvement
- Emotional wellbeing support
- Reduced timetable consideration (where appropriate and time limited)
- Individualised reintegration planning

Aim: Remove barriers and prevent disengagement from education.

Intensive Support (Stage 4)

School Refusal / EBSA / Significant Barriers

For pupils experiencing significant anxiety, emotionally based school avoidance, SEND-related barriers, or prolonged absence, a personalised package of support will be developed.

This may include:

The Cardinal Newman Inclusion Centre

The Cardinal Newman Inclusion Centre acts as a **temporary bridge back into education**, providing a safe, structured and nurturing environment for pupils who are unable to access mainstream provision successfully.

The Inclusion Centre:

- Maintains a pupil's connection to school
- Reduces anxiety around attendance
- Provides targeted emotional and academic support
- Supports pupils with SEND and additional needs
- Enables gradual rebuilding of confidence
- Prevents long-term disengagement from education

Blended and Reduced Timetable Provision

Where appropriate and in agreement with families:

- Short-term reduced timetables may be implemented
- Pupils may access part of their timetable through the Inclusion Centre
- A phased return programme will be developed
- Timetables will be reviewed regularly
- Mainstream lesson access will increase incrementally
- Reintegration goals will be clear and measurable

The Inclusion Centre is not a permanent placement. It is a transitional provision designed to support successful reintegration into full-time mainstream education.

Aim: Rebuild attendance, confidence, and readiness for learning.

Reintegration Pathway

- **Step 1**

Engagement with family

- **Step 2**

Identification of barriers

- **Step 3**

Personalised support plan which may include:

- Inclusion Centre support
- Blended/reduced timetable
- Access to carefully selected intervention programmes

- **Step 4**

Gradual increase in mainstream lessons through support entering and remaining in classes

- **Step 5**

Full reintegration

- **Step 6**

Ongoing monitoring and support

Pupil Premium Inclusion

Our Vision

At Sacred Heart Catholic Academy, we believe that every child is uniquely created in the image and likeness of God and deserves the opportunity to flourish academically, socially, spiritually, and emotionally. Guided by our Catholic values of **Love, Service, Ambition, and Respect**, we are committed to ensuring that disadvantage does not become a barrier to achievement, participation, attendance, or future success.

We recognise that pupils eligible for Pupil Premium are not a homogeneous group and that barriers to success vary from child to child. As a result, our approach combines high expectations with targeted support, ensuring that every pupil is known, valued, and given the opportunity to reach their full potential.

Our Pupil Premium Entitlement

All Pupil Premium pupils will benefit from a consistent package of support and inclusion strategies across the academy.

High-Quality Classroom Provision

Every teacher will:

Know their Pupil Premium pupils

- Pupil Premium pupils are clearly identified on seating plans and class profiles.
- Teachers are aware of individual barriers to learning and strengths.

Priority Seating

- Pupil Premium pupils will be seated strategically to maximise learning.

- Wherever appropriate, pupils will be seated on the ends of rows or in locations that enable teachers and support staff to provide effective monitoring, feedback and intervention.

Priority Questioning

- Teachers will use targeted questioning to ensure Pupil Premium pupils are actively engaged in learning.
- Pupils will be given opportunities to contribute verbally and develop confidence through "no-opt-out" questioning and structured participation.

Priority Marking and Feedback

- Classwork, assessments and homework from Pupil Premium pupils will receive priority review.
- Feedback will be acted upon through DIRT and improvement opportunities.
- Teachers will regularly check understanding and address misconceptions swiftly.

Adaptive Teaching

- Lessons will be planned with the needs of disadvantaged learners in mind.
- Scaffolded resources, modelling, vocabulary support, chunking and retrieval practice will be utilised routinely.
- Additional support will be provided for pupils who are both disadvantaged and have SEND.

Literacy and Reading Support

- Access to reading interventions where appropriate.
- Priority support with vocabulary acquisition and disciplinary literacy.
- Access to reading resources and interventions including Reading Plus, Better Reading and targeted reading support where required. [Pupil Prem...atgey 2025 | Word]

Attendance and Readiness to Learn

We recognise that barriers outside school can often affect attendance, punctuality and readiness to learn.

Access to the Be Ready Room

Pupil Premium pupils will have priority access to the **Be Ready Room** to remove practical barriers to attendance including:

- Uniform support
- Equipment support
- Organisation and preparation for learning
- Morning check-ins where appropriate
- Pastoral guidance and reassurance

Access to the Belong and Be Ready Room

The **Belong and Be Ready Room** provides:

- A safe and supportive environment with relationship-based pastoral support
- Help with reintegration following absence
- Access to equipment needed for the day including stationery
- Access to spare uniform including school shoes

Attendance Support

Pupil Premium pupils will receive enhanced attendance monitoring and support through:

- Attendance mentoring
- Family engagement
- Attendance Officer intervention
- Pastoral Manager support
- Early Help referrals where necessary
- Personalised attendance plans

These interventions reflect our commitment to reducing persistent absence and ensuring pupils remain connected to learning.

Personal Development and Enrichment

We are committed to ensuring that disadvantage does not limit opportunity.

Pupil Premium pupils will be prioritised for:

- Educational visits and cultural experiences
- Careers programmes
- University visits
- Leadership opportunities
- Extra-curricular activities
- Mentoring programmes
- Personal Development interventions
- Liverpool FC Foundation mentoring opportunities
- Chaplaincy opportunities and faith-based experiences

Our aim is that every Pupil Premium pupil participates in at least two sustained enrichment opportunities.

Pastoral and Wellbeing Support

Pupil Premium pupils may access:

- Emotional wellbeing interventions
- Mental health support
- Lego Therapy
- Story-Led Resilience
- Drawing and Talking
- External agency support
- Counselling and mentoring services
- Chaplaincy support

This reflects our commitment to supporting the whole child and not simply academic outcomes.

Measuring Impact

The success of this strategy will be evaluated through regular monitoring of:

Attendance

- Attendance rates
- Persistent absence rates
- Punctuality data

Academic Outcomes

- English attainment
- Maths attainment
- Progress measures
- Attainment 8
- GCSE outcomes

Reading

- Reading age data
- Numbers of Red and Amber readers
- Reading intervention outcomes

Behaviour

- Positive and negative behaviour points
- Suspension data
- Reintegration success

Personal Development

- Participation rates in enrichment activities
- Student voice
- Wellbeing indicators
- Engagement with leadership opportunities

Quality Assurance

- Learning walks
- Book scrutiny
- Seating plan reviews
- Department reviews
- Pupil voice
- Parent voice

Success will be evidenced by narrowing gaps between disadvantaged and non-disadvantaged pupils, improved attendance, stronger reading outcomes, increased participation in enrichment, improved behaviour, and enhanced life chances for all Pupil Premium pupils.



SACRED HEART

CATHOLIC ACADEMY

Pupil Premium Promise

"Whatever you did for one of the least of these brothers and sisters of mine, you did for me."

Matthew 25:40

At Sacred Heart, we are committed to ensuring every child thrives, regardless of background. Through our Pupil Premium Strategy, we remove barriers and create opportunities so that all pupils can flourish academically, socially and spiritually.



LOVE

Supporting wellbeing, belonging and personal development.

- Mental health and wellbeing support
- Personal Development Curriculum
- Mentoring and pastoral intervention
- Building confidence, resilience and positive relationships



SERVICE

Serving our community and those most in need.

- Attendance and family support
- Removing barriers to learning
- Enrichment opportunities, trips and experiences
- Working with external agencies and partners





AMBITION

Raising aspirations and achievement for every pupil.

- Targeted Maths and English support
- Reading interventions and literacy development
- High-quality teaching in every classroom
- Increasing access to EBacc pathways and future opportunities



RESPECT

Creating a culture of dignity, responsibility and excellence.

- Positive behaviour and recognition systems
- Promoting kindness and inclusion
- Developing character and leadership
- Ensuring every pupil feels valued and safe

OUR KEY PRIORITIES



Improve attendance and readiness to learn



Strengthen personal development and wellbeing



Reduce behaviour gaps and increase positive choices



Improve reading and vocabulary for all pupils



Raise attainment in English and Maths



Increase participation and success in EBacc subjects

Love one another ♥ Serve our community ♥ Aspire to greatness ♥ Respect everyone

EVERY CHILD KNOWN. EVERY CHILD VALUED. EVERY CHILD ACHIEVING.

Appendix:



4 OUR PATHWAYS OF SUPPORT

Pupils receive support through one or more of our pathways.



5 TARGETED INTERVENTIONS

A wide range of evidence-based interventions are used to meet individual needs.



6 REVIEW – ASSESS, PLAN, DO, REVIEW

We continually evaluate the impact of support to ensure the best outcomes.



7 OUTCOMES

We champion the flourishing of every child.



Every Child Known • Every Child Valued • Every Child Included

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