

# The Sacred Heart Language College



## SEND Information Report

*“Confident in God’s love for us,  
we commit ourselves to His service”*

Updated September 2025

## Context

Our mission statement is encapsulated in our belief that 'Confident in God's Love for Us, we commit ourselves to his service'. At The Sacred Heart Language College, we are committed to ensuring that all are of equal worth, secure in the knowledge that all are created in Christ's image. Our actions are governed by our living testament to the Gospel values of justice, fairness, respect and equality. These beliefs underpin our commitment to disability equality.

The Sacred Heart Language College believes that all students: should have the right to feel safe, secure and cared for, and should have access to appropriate support, care and education which includes the support to manage their emotions and their behaviour including taking account of, and for their responsibilities.

## Aims

All Harrow schools will have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities to ensure that they make the best possible progress in school. See the Harrow Local Offer:

<https://www.harrow.gov.uk/adult-social-care/local-offer?documentId=12666&categoryId=210263>

Our SEN information report aims to:

- Set out how our school will support and make provision for students with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

## Our commitment and aspirations

The Sacred Heart Language College is a fully inclusive school which aims to ensure that all students achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their ethnicity, social background, physical ability or educational needs). At the heart of our mission statement is the firm belief that each individual is created in Christ's image. It is therefore our shared responsibility to ensure that all are enabled to fulfil their God given potential.

This document is intended to give you information regarding the ways in which we ensure we support all our students including those with SEN and disabilities, in order that they can reach their full potential. It may not list every skill resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

We have specific needs-based plans and student profiles which help support their development and accelerate progress. The SEND Code of Practice outlines a graduated response to students' needs, recognising that there is a continuum of need, matched by a continuum of support. This response is seen as an action that is additional to or different from the provision made as part of the school's usual differentiated curriculum strategies.

We aim to ensure that students with SEND at The Sacred Heart Language College make outstanding progress and achieve in line with other schools nationally. We ensure effective communication with parents and carers in order to work collaboratively and secure the best possible outcomes for all our students. Students' views are also critical in ensuring the right provision to meet their needs. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning. We have good relationships with outside agencies (including Educational Psychology Service), who assess children and advise parents and schools.

### **Legislation and guidance**

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2014 and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENCOs) and the SEN information report

### **Roles and responsibilities**

**The Head of Inclusion/SENCO** is Mrs S Opoku-Gyamfi

[sopoku-gyamfi@tshlc.harrow.sch.uk](mailto:sopoku-gyamfi@tshlc.harrow.sch.uk)

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its

responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

**The SEN governor is Mrs E Pallin. They will:**

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and Head of Inclusion/SENCO to determine the strategic development of the SEN policy and provision in the school

**The Headteacher Ms N Walsh will:**

- Work with the Head of Inclusion/SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every student in their class.
- Ensuring they are aware of the needs of all of students they teach with SEND.
- Working closely with any learning support assistants or specialist staff to plan support.
- Assessing the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Head of Inclusion/SENCO to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow the school's SEN policy.

**The SEND Code of Practice sets out the following expectations by which we abide:**

- High quality teaching, differentiated for individual students should be available to the whole class.
- Class teachers are responsible for planning the curriculum and assessing students' progress, even if they have additional needs.
- High quality teaching, which includes effective assessment and target setting, will identify students making less than expected progress.
- Where progress continues to be less than expected the subject teacher and the Head of Year working with The Head of Inclusion, will assess whether the child has SEN.
- Where a Special Educational Need is established, the school, in partnership with

parents/carers and student, will work through a four-step graduated response: *assess, plan, do, review*, which is cyclical – termly reviews leading to revisions in plans and interventions.

- Where a student with SEN is reaching a point of transition (from primary to secondary school, or secondary to Further Education) the school will work with the parents, student, primary school or college and careers service to ensure a smooth and successful transition.
- Where there is sufficient evidence that a student's needs are still not being met through the graduated response and school's own resources (including funding), a decision may be reached to request a Local Authority assessment for an Education and Health Care Plan (EHC).
- EHC plans are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), from 0 – 25. An EHC will specify and coordinate additional funding and provision. The plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living
- The school will annually monitor and evaluate the effectiveness of its provision for students, including looked-after children, with SEN

### **The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties,
- Moderate learning difficulties

### **Identifying students with SEN and assessing their needs**

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment and the views and wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting the core offer or whether something different or additional is needed.

Students may be referred to the Inclusion Department by subject teachers, form tutor or Heads of Year. Parents and other professionals (external agencies) may also raise concerns which can lead to the identification of students with SEND, where appropriate.

A list of all students with SEND along with their needs and strategies to meet them, is recorded on a Register on Sharepoint, our managed learning environment and on the staff shared area. This is a *live* working document and will therefore be constantly up-dated.

### **Consulting and involving students and parents**

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and parents will be informed. We will notify parents when it is decided that a student will receive SEN support.

### **Our approach to teaching students with SEN**

Teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

We will consider providing the following interventions:

- Learning Support Assistants in class
- 1:1 or small group withdrawal sessions
- A comprehensive mentoring programme
- Adapted timetables
- Exam Access Arrangements
- Referral to outside agencies

### **Additional support for learning**

The Inclusion Department comprises the Head of Inclusion, an SEN Teacher, The Learning Support Co-ordinator, Learning Support Assistants and Graduate Interns. They will support students when they are in the lesson and when withdrawn and working in small groups.

We also work with the following agencies to provide support for students with SEN:

- The Educational Psychologist
- The Child and Adolescent Mental Health Service (CAMHS) and Harrow Horizons
- (Connexions) Service for Young People
- The School Nurse
- The School Counsellor
- Speech and Language Service
- Occupational & Physiotherapy
- Hearing Impaired Team
- Visual Impaired Team
- Autism Specialist Team

### **Expertise and training of staff**

Our SENCO is an Assistant Headteacher, with extensive experience. She is also in charge of Inclusion. She holds The National Award for Special Educational Needs Coordinators and a Master's Degree in School Improvement.

Our SEN Teacher holds The National Award for Special Educational Needs Coordinators and a post graduate certificate in Special and Inclusive Education. She also has over 15 years experience as a SENCO.

Two of our learning support assistants hold the City & Guilds Certificate/Diploma in Supporting Teaching and Learning in Schools Levels 2 and 3 and are trained to deliver SEN provision. We have two Graduate interns who are specialists in core subject areas. Staff receive regular training in areas such as: Adaptation of resources, Autism, Speech and Language, Social Emotional and Mental Health and Hearing Impairment. We use specialist staff for all our interventions.

### **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all students' needs are met:

- Adapting our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids such as coloured overlays, visual timetables, larger font,
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Providing an electronic or manual note-taking service
- Access arrangements for internal and external exams/assessments
- Adaptations to school policies and procedures
- A personalised or reduced curriculum

### **Equipment and facilities**

The SENCo liaises with the senior leadership team as regards the physical needs of the students and is able to negotiate space and equipment as needed. For example,

- Time from the standard timetable so that students can access interventions outside of the school; specialist equipment or adaptations
- Access to computer reader (Claro Read) and laptops as required,
- Extra staff assistance,
- Appropriate seating, acoustic conditioning and lighting,
- Access to low vision aids
- Access to specialist aids, equipment or furniture
- Adaptations to the physical environment of the school

### **Enabling students with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our students, including our before- and after-school clubs. All students are encouraged and supported to go on our residential trips during activity week and to take part in sports day/school plays/special workshops. No student is ever excluded from taking part in these activities because of their SEN or disability. Please see the Accessibility Plan

### **Assessing and reviewing students' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant
- Some screening assessments or initial expert assessments to guide the school as to what approach is best as a next step

### **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term

- Monitoring the value-added data of pupil progress by the SENCO and Head of Year
- Holding annual reviews for students with EHC plans
- Reviewing the impact of interventions after 6 weeks (half termly)
- Reviewing the success of resources
- Reviewing impact of training and new approaches to meeting needs
- Considering the implication of training needs
- The development of pupil participation
- Relationships with parents
- The success of involvement of outside agencies
- The effectiveness of liaison with other schools and colleges.

### **Supporting students moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the student is moving to but will agree with parents and students which information will be shared as part of this.

#### **Y6-7**

Feeder primary schools are visited / contacted throughout the year prior to transfer. Any student identified as having a learning difficulty and who is on SEN Support or has an EHC plan are referred to the SENCO. Contact is then made with the primary school. The LA notifies our school about students who are transferring with EHC plans in the spring of their year 6. Where practicable, the SENCO attends their Annual Review to ensure a smooth transition is made.

#### **Y11-12**

Students have interviews with our Careers advisor who also attends the Annual Reviews of Year 11 pupils with an EHCP. Students with SEN are supported in making choices and applying for post-16 courses. The school will liaise closely with post-16 settings to ensure they are fully aware of students' needs before transition.

### **How will I know how well my child with SEND is doing at school?**

In our school we have:

- An open-door policy with parents welcome to make an appointment at any time to speak to a member of staff
- Partnership between parents and teachers - we will communicate regularly via telephone, email, letters and meetings
- Progress reports every term and a full End of Year Report
- Regular review meetings held with parents of students with SEND
- Annual parents' evenings with an opportunity to meet with your child's subject teachers, Head of Year and the Head of Inclusion
- If your child has an Education and Healthcare (EHC) plan there will be formal annual

review meeting where progress is reported on and a report written and available

### **What happens if my child with SEND makes very little progress at school?**

- Parents are encouraged to make an appointment with the Head of Inclusion if they have concerns about attainment, progress or wellbeing in school.
- Where a child with SEND continues to make little progress despite the support provided by the school's SEND provisions, including external support and advice, and there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to school, we will ask the Local Authority to undertake a statutory assessment of the child's SEND either as set out in the SEN Code of Practice or through a request for an Education Health and Care Plan.

### **Complaints**

In the event of any complaint, the Head of Inclusion should be contacted in the first instance. Should the matter remain unresolved, the case will be passed to the Headteacher in line with The Sacred Heart Language College's complaints procedure.

If you would like further information about what we offer here at The Sacred Heart Language College then please do not hesitate to contact us directly.

### **Monitoring arrangements**

This information report will be reviewed every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

### **Links with other policies and documents**

This policy links to our policies on:

- SEND Policy
- Accessibility plan
- Equality information and objectives

## What are the different types of support that may be available for students at this school?

Area of needs	Whole school ethos and practice	Possible focussed support for some children's additional needs	Possible support and intervention for a small number of children who may or may not have an EHC
	<ul style="list-style-type: none"> <li>● Consistent application of the school's behaviour policy</li> <li>● A positive, supportive and nurturing Catholic environment</li> <li>● Tutor Time/PSHE curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● Identification and assessment in school</li> <li>● Additional advice and support from outside agencies</li> <li>● Adaptations to the curriculum to secure engagement</li> <li>● Support to build relationships and engage</li> <li>● Mentoring to overcome barriers to progress</li> <li>● Lunchtime club for vulnerable students.</li> <li>● Peer support-buddying / Heart to Heart</li> </ul>	<ul style="list-style-type: none"> <li>● Interventions are implemented, reviewed and revised</li> <li>● Work with parents to refer to CAMHS/ Harrow Horizons</li> <li>● Targeted intervention to promote social skills and emotional resilience</li> <li>● Adaptations to physical environment eg time out</li> <li>● Monitoring and support in unstructured time eg breaks/ lunch</li> <li>● Behaviour Management Plan/Pastoral Support Plan</li> <li>● Counselling to address individual needs</li> <li>● Personalised, reduced curriculum</li> <li>● Mentoring</li> </ul>
Speech, language, communication and interaction	<ul style="list-style-type: none"> <li>● Training for staff to meet the diversity of communication language skills</li> <li>● Strong emphasis on speaking and listening and literacy teaching</li> <li>● Communication-friendly learning environment</li> </ul>	<ul style="list-style-type: none"> <li>● Personalised support within the class</li> <li>● Language &amp; Literacy monitoring systems upon entry</li> <li>● SALT interventions delivered by the school inclusion team</li> </ul>	<ul style="list-style-type: none"> <li>● Access to small teaching and learning groups</li> <li>● Additional in class LSA support</li> <li>● Access to personal ICT equipment</li> <li>● Speech &amp; Language Therapy planned and delivered by a qualified therapist</li> <li>● Advice and support via Autism specialist teacher or outreach team</li> </ul>
Autistic spectrum	<ul style="list-style-type: none"> <li>● Structured day</li> <li>● Positive behaviour management</li> <li>● Learning style understood.</li> <li>● Adaptation within lessons</li> <li>● Time –out / Quiet time</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum modified to take account of learning needs and learning styles</li> <li>● Individual coaching and support from the Head of Inclusion and LSAs</li> <li>● Use of appropriate resources e.g. visual timetables, social stories when required.</li> <li>● Peer support-Circle of Friends</li> </ul>	<ul style="list-style-type: none"> <li>● Key worker</li> <li>● 1:1 or small group targeted intervention to address needs</li> <li>● ICT used to reduce barriers</li> <li>● Advice and intervention from Harrow/Brent Autism Service</li> <li>● Personalised, reduced curriculum</li> </ul>

<p>Cognitive and Learning/Moderate Learning Difficulties</p>	<ul style="list-style-type: none"> <li>● Adaptation of the curriculum and teaching</li> <li>● Teaching resources are accessible and appropriate</li> <li>● Multi sensory approach to learning</li> <li>● Interactive environment</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum is adapted to meet the needs of students</li> <li>● Targeted intervention programmes</li> <li>● Specific goals- short steps</li> <li>● Differentiated resources are provided as appropriate</li> <li>● 1:1 Literacy/Numeracy/curriculum support programmes</li> <li>● Access to personal ICT equipment /alternative methods of recording</li> </ul>	<ul style="list-style-type: none"> <li>● Access to 1:1 or small teaching and learning groups</li> <li>● Additional in class LSA support</li> <li>● Additional specialist teaching support</li> <li>● Educational Psychology assessment / support</li> <li>● Access to personal ICT/ adapted ICT equipment / adapted resources</li> <li>● Personalised, reduced curriculum</li> </ul>
<p>Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory, physical and medical needs)</p>	<ul style="list-style-type: none"> <li>● Referrals to Harrow Hearing Impaired Service or Visual Impaired Service</li> <li>● Provision of specialised equipment.</li> <li>● Curriculum is adapted</li> <li>● Seating position within class prioritised.</li> </ul>	<ul style="list-style-type: none"> <li>● Modified learning environment.</li> <li>● Learning support via our Inclusion team.</li> <li>● Occupational Therapy and Physiotherapy from experienced LSAs &amp; inclusion team working from Therapy plans</li> <li>● Mobility and care plan management</li> <li>● Liaison with a range of medical professionals as needed, assistance via School Nursing Team</li> </ul>	<ul style="list-style-type: none"> <li>● Individual protocols and plans for children with significant physical and or medical needs.</li> <li>● Additional modifications to the school environment</li> <li>● Additional resources to reduce individual barriers to learning</li> <li>● Occupational Therapy and Physiotherapy from qualified therapists and therapy assistants</li> <li>● Access to external advice and assessment.</li> <li>● Advice and outreach from Sensory Team</li> <li>● Personalised, reduced curriculum</li> </ul>

**If you are unhappy with any aspect of the SEN provision that we offer:**

Initially all concerns should be raised with:

- Mrs Opoku-Gyamfi, Assistant Headteacher/Head of Inclusion
- Ms N Walsh, Headteacher

Parents have the following rights of redress should the school, Governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school complaints procedure in line with Diocesan guidance
- An appeal to the SEN and Disciplinary Tribunal (LA decision)
- A claim against the responsible body (Chair of Governors or LA) for disability
- To the SEN and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LAs)

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