

SEND INFORMATION REPORT AND INCLUSION OFFER 2026 - 2027

Special Educational Needs and Disabilities (SEND) Information

This SEND Information Report provides details about how the Special Educational Needs and Disabilities Policy is implemented to support pupils with SEND at Sacred Heart of Mary Girls' School. At Sacred Heart of Mary Girls' School, we recognise that every pupil's needs are individual. This report explains how we identify pupils who may require additional support, how we work with pupils and families, what support may be available, and how we review the impact of provision.

Our aim is for pupils with SEND to access a broad and ambitious curriculum, develop independence, participate fully in school life and achieve positive outcomes.

The Special Educational Needs and Disabilities Policy includes guidance from the SEND Code of Practice (January 2015), the Equality Act (2010) and the Children and Families Act 2014 relating to school systems for responding to the needs of pupils with SEND – a copy can be found on the school website. Sacred Heart of Mary Girls' School is committed to providing an inclusive education environment, where the teaching, learning, achievements, attitudes and well-being of all pupils matter.

The Special Educational Needs Co-Ordinator (SENCo) is Ms J Dosoo, she can be contacted by email (JDosoo@mary.havering.sch.uk), or telephone (01708-222-660). If your child has a Special Educational Need or Disability and/or you would like more information, please contact Ms J Dosoo.

How does the school know if young people need extra help and what should I do if I think my child may have a special educational need?

On entry and other points of transition, the Sacred Heart of Mary Girls' School (SHOM) liaises very closely with primary schools and other providers to ensure that our information is up to date and relevant. Where necessary, some individualised arrangements can be put in place for pupils who may be vulnerable over this period. Detailed plans and interventions will be in place for young people whose needs are identified on entry. If a teacher or parent/carer perceives that there may be a difficulty which has not been previously identified, they can speak to the SENCo by arrangement. The SENCo will then examine the most recent learning data, speak to all of the relevant staff and may undertake or commission additional assessments/ investigations. The views of parents and carers are important to us and vital to this process.

How will SHOM staff support my child?

SHOM staff will undertake to deliver quality first teaching, monitored by middle and senior leaders as part of the regular review and observation cycle. The SENCo is also responsible for ensuring that interventions impact positively in terms of outcomes for the pupil and represent best possible practice and value for money. Heads of Departments, Heads of Year or the SENCo are available to meet parents/carers by appointment to discuss such concerns. We never assume that "one size will fit all" and will always aim to be as flexible as possible in ensuring bespoke provision where needs

warrant.

How will the curriculum be matched to my child's needs?

Teachers support pupils with SEND through adaptive teaching strategies, reasonable adjustments and carefully planned support. Where appropriate this may include scaffolding, additional resources, assistive technology, targeted intervention or specialist advice.

Pupils are set according to ability in most core subjects. There is appropriate academic and social provision for gifted and talented young people and those whose learning may need significant support to facilitate progress. In order to maximise attainment in external examinations, we liaise regularly with examination boards to implement appropriate access arrangements. We maintain an inclusive approach to educating our girls, and therefore the majority of support is delivered within lessons.

What reasonable adjustments can the school provide?

- seating plans
- visual resources
- assistive technology
- movement arrangements
- modified resources
- access arrangements
- adjustments for trips/events
- communication adaptations

How will I know how my child is doing?

All pupils are provided with a pupil planner with capacity for shared communication between home and school. The planner contains contact details and key dates in the school calendar. Pupil achievement data is gathered, collated and monitored regularly and shared with parents at our annual parents' evenings, and via the annual and interim reports. This data will also be used to identify concerns around progress and interventions implemented. The subsequent data will be used to measure the impact of intervention. Other measures are routinely used to gauge progress against other needs e.g., attendance data and other scales of emotional well-being and engagement. Parents will have opportunities to discuss progress with teachers at scheduled consultation events or informally by appointment, telephone or e-mail to individual teachers. We welcome and encourage ongoing communication between parents and school staff in order to ensure the best possible outcomes for our pupils. In addition, feedback is provided termly as per the calendar. At SHOM we are very proud of our strong pastoral system, consisting of form tutors, subject teachers, Heads of Year and the Senior Leadership Team.

What support will there be for my child's overall well-being?

The form tutors are generally the child's most consistent and stable point of contact. The form tutors can support pupils and their families on a day to day basis and can respond to most routine concerns or enquiries. Our Heads of Year / Pastoral Development Coordinators add to the support network and provide the 'next step' when it comes to support and advice in relation to both academic and

pastoral concerns. Further to this, key members of the Senior Leadership Team oversee the support structures within the school and can also be available for consultation by appointment. We maintain strong partnerships with parents and firmly believe that working collaboratively will lead to the best outcomes for our pupils. In addition to bespoke consultations, all parents / carers are invited to join our parental support sessions/workshops held regularly throughout the year.

For pupils who require more specialist support with their emotional wellbeing and mental health, we are fortunate to have a Lead Learning Mentor whose services include; academic mentoring, individual and group therapeutic sessions, and hypnotherapy. Further to this, pupils may be seen by our part-time independent school Counsellor. We have a trained ELSA who sees pupils once a week. Our SENCo can provide systemic family therapy consultations for families who are impacted by their child's Special Educational Need/Disability, in addition to the termly SEND Review meetings. Our SENCo works closely with Havering Educational Psychology Service and Havering Child and Adolescent Mental Health Service (CAMHS) to; seek specialist guidance and support, make referrals for additional assessments if needed, and to review and monitor outcomes.

What specialist services and expertise are available at or accessed by the school?

In addition to the above, we have an excellent relationship with the Local Education Authority and regularly seek advice and guidance from The Educational Psychology Service and Specialist Advisors for Children with Hearing Impairment and Children with Visual Impairments.

A counselling service has been commissioned, which includes a counsellor from an Independent Counsellor. Pupils and families are referred to local bereavements services if this specialist intervention is required. We work closely with local private diagnostic assessors and support parents who choose to seek private assessments or support. The school continues to work in conjunction with the Education Welfare Service in order to support and maintain high levels of pupil attendance and we also make use of a Home-Tuition Service/Alternative Provision as needed for pupils who are unable to attend school for significant periods of time.

The SEND Team are committed to ensuring positive outcomes for all pupils and work with the Careers Service to ensure that pupils with SEND needs receive adequate Careers guidance as set out by the eight Gatsby Benchmarks. To ensure that our SEND pupils do not leave Sacred Heart of Mary Girls' School 'Not in Education, Employment or Training' they are offered the same programme of careers as their peers, with adaptations and support from the SENCO where appropriate. Pupils with SEND needs have an interview with the internal Careers Co-ordinator in Year 8 before the options process to enable early identification of any necessary adaptations or interventions according to need, to support their career aspirations. If the current provision cannot fully address a pupil's additional needs, advice is sought from the National Careers Service. The SENCO discusses career and training pathways with parents/carers during termly SEND Reviews, and support and advice is given during the process of making options choices. Pupils with an EHCP are further supported by advice from the borough Preparing for Adulthood Officer who attend.

Pupil Profiles include a section on career prospects to enable their subject teachers to have an understanding of career aspirations and to fully support pupils to make appropriate choices based on their ability.

What training have the staff supporting young people had?

All staff at the Sacred Heart of Mary Girls' School take part in an intensive induction, training and

support programme on joining the school. Furthermore, all staff participate in a twilight programme of Continued Professional Development throughout the year, which centers on catering for the individual and specific needs of our pupils. Training sessions offer insight and strategies to support a range of different Special Educational Needs and Disabilities and staff are encouraged to share best practice and develop their Quality First Teaching Strategies. We recognise that some individuals will have specific needs and look to develop suitable approaches to support these in conjunction with external agencies and the Havering CAD 5 – 19 Team. All staff have access to training sessions throughout the year which is focused on improving the educational experience and outcomes for our pupils. The SENCo and Learning Support team are available for consultations with staff to offer advice on individual pupil needs.

The SENCo, Ms J Dosoo is an experienced and qualified teacher, holding the Postgraduate qualification in Special Educational Needs Coordination (NASENCO), a MA in Education (Curriculum Management and Inclusion), a Postgraduate Certificate in Psychometric Testing, Assessment and Access Arrangements (British Psychological Society Registered Test User) and a Postgraduate qualification in Child, Adolescent and Family Psychotherapy and Emotional Wellbeing. The SENCo is the designated Specialist Assessor for Exam Access Arrangements and conducts specialist psychometric testing for pupils who are identified by teaching and support staff. Applications for Exam Access Arrangements are made in accordance with Joint Council for Qualifications (JCQ) guidelines and regulations, and parents can request specialist assessments with the SENCo, if they have specific concerns (which are supported by staff observations). The SENCo is a qualified Systemic and Family Psychotherapy Practitioner, with experience in CAMHS, and can also provide a limited number of family support sessions for parents and pupils on the SEN Register who require additional support in relation to the impact of their need/disability. As needed, the school will look to external agencies to provide specialist advice and training.

All support staff in the Special Educational Needs team receive specialist training in a range of areas such as; supporting teaching and learning in the classroom, Safeguarding Children, Access Arrangements, and a range of special needs related to Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health and Sensory and Physical Needs. It is expected that all Learning Support Assistants undertake a nationally recognised qualification in Supporting Teaching and Learning within the first three years in post. All of our current Learning Support Assistants hold either a Level 2 or 3 Teaching Assistants qualification. Our Assistant SENCO holds a degree in Sports Science and is a highly experienced Learning Support Assistant.

How will you help me to support my child's learning?

We welcome the support and involvement of parents in their child's learning. Parent/carers liaison is routinely managed through the pupil planner. Parents/carers are encouraged to contact staff directly by telephone or by email. All staff are very happy to be very flexible in their liaison with parents to ensure that the appropriate support is in place for pupils both at home and at SHOM. Parents can be provided with Google Guardian access to their child's GoogleClassroom, to enable them to view details of the homework that has been set by subject teachers and monitor that it has been completed. Parents are invited to whole-school Parents' Evening in addition to termly SEN Reviews.

How will I be involved in discussions about and planning for my child's education?

We aim to develop close and mutually supportive relationships with parents/carers from the point of transition. Where pupils have SEND, transition is usually extended, and in extreme cases, bespoke.

We aim to involve parents as a source of expertise on the needs of their child. There are regular opportunities to engage with subject and pastoral teams to review progress and set new targets. There will also be other opportunities to discuss your child's learning during termly SEN Reviews (or the annual EHCP review for pupils with an EHCP). In the Autumn term, the SENCo will update all Pupil Profiles in consultation with the parents and child. A copy is sent to subject teachers to ensure that individual needs are understood by staff involved with your child.

Parents and carers are represented on the governing body. In addition to our Parent's Consultation Evenings, both parents and pupils are encouraged to attend Options Evenings to support the transition from Years 9 – 10, Years 11 to Sixth Form / College and Year 13 to Further Education. These evenings enable another opportunity for parents / carers to meet with staff to explore potential programmes of study for pupils.

How will my child be involved in decision making?

Pupils are encouraged to share their views about their strengths, barriers to learning and the strategies that help them. Their views contribute to Pupil Profiles, SEND Reviews and EHCP Annual Reviews where appropriate

How will my child be included in activities outside the classroom including school trips?

We actively seek to ensure that all pupils are included in all activities including trips. All activities outside the classroom are individually risk assessed and where necessary resourced and supported to maximise the engagement in and the impact of the activity on all the young people who are participating. Trips are regularly used to enhance social skills or subject knowledge and are seen as a valuable element of the curriculum. In addition to whole-school trips organised throughout the year, We offer targeted extracurricular activities for SEN pupils to provide greater access to opportunities that will further enhance the delivery of the curriculum and develop independence.

How accessible is the SHOM environment?

The accommodation consists of four main buildings which are all multi-storey and three one storey buildings which house staff areas, the Music department and the Business Studies department. The four main buildings do not have lifts, however two stair lifts have been fitted to enable access to our hall. There are disabled toilets in A Block, the 6th Form building and C Block. Adjustments have been made to make the site more accessible and ramps have been installed to facilitate access to the buildings. The site covers 4 –5 acres and the outside space includes a large grassed recreational area that is very uneven and therefore inaccessible to wheelchair users and challenging to those with physical impairments. The stairs have been painted with a strip to increase visibility for visually impaired pupils in addition to other recommendations suggested in our Visibility Audit.

Who can I contact for further information?

The first point of contact for pastoral issues is the form tutor. For academic matters the subject teacher. If further clarification or support is needed, the Subject Leader or the Head of Year are likely

to be able to provide assistance. The SENCo can be contacted by email (JDosoo@mary.haverling.sch.uk) and by telephone (01708-222-660) for matters related to your child's Special Educational Needs, and requests can be made for appointments subject to diary commitments.

How will SHOM prepare and support my child to join the school, transfer to a new school or to the next stage of education?

There is a comprehensive induction programme for all pupils joining Year 7 and all pupils joining the school 'In-Year' are allocated a 'buddy' to support them in transition. There are 'Settling In Meetings' for parents of pupils in Years 7 & 12 and there is a 'Transition Evening' for Year 7 parents. In June, there is a 'Welcome Afternoon' for the pupils who are the only ones joining us from their primary schools. PCR Meetings are held with the SENDCO and primary schools for pupils joining us who have an EHCP. This ensures that teachers are fully prepared to support their needs when they start in September.

Options Evenings and a 'Higher Education Evening' prepare pupils for transition to KS4, KS5 and Post 18 education. There is a full careers programme from Year 9 –13 which prepares pupils for the world of work and higher education. A Careers Advisor gives support to pupils from Years 9 -11 and pupils with SEND are offered individual sessions rather than group appointments. At the start of the academic year the school holds an information evening for all parents of pupils in 7, and a Transition Evening for all parents of pupils in year 10. We aim to ensure that transitions are positive and we implement a bespoke package if appropriate. We involve appropriate agencies at points of transition to ensure that the processes run smoothly with good outcomes. We are always keen to discuss and plan with parents/carers to ensure that the transition is a positive experience for them as well as the young person.

How does the school know if children need extra help? What should I do if I think my child may have special educational needs?

We routinely use information provided for us by parents/carers, primary or previous schools and professionals from other agencies to plan interventions. In addition, subject teachers, Subject Leaders and the Learning Support Team regularly monitor attendance, learning data and other well being indicators to identify the need for additional support. If a parent feels that their child has not received sufficient support, they are encouraged to contact the school and share concerns which will always be thoroughly investigated.

How is the decision made about how much support my child will receive?

Decisions about how much support is allocated is dependent on the level of need and impact of interventions. If a young person has an Education and Health Care Plan, we ensure that statutory requirements are met (as a minimum). We also seek and follow guidance from other professionals working with the child/ family and take on board the wishes and feelings of the young person and parents/carers.