SACRED HEART CATHOLIC SCHOOL PRIMARY SCHOOL SEND INFORMATION REPORT

AND LOCAL OFFER

(Academic Year 2026 - 2027)

Merton Education Partnership

The Local Offer from schools, settings and colleges.

Sacred Heart
Catholic Primary School

Learning in Love

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At Sacred Heart Catholic School Catholic Primary School, we aim to cater for the individual learning needs of all pupils in line with the SEN Code of Practice. The School information report links directly to the SEND Policy on the school website.

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

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils 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.

This SEND Information Report is a key document to support inclusive practice at Sacred Heart Catholic Primary School. It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their best possible learning outcomes and engage successfully in all aspects of the wider school community. It was developed by using statutory guidance, support from local authorities and through consultation with staff, school leaders and governors. It complies with the statutory requirements and guidance set out in relevant legislation and documents.

Aims
Our SEND information report aims to:

● ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision.

● ensure that children and young people with SEND can engage successfully in all school activities alongside pupils who do not have SEND, including making reasonable adjustments for those pupils with a disability, so that they have good access to the curriculum and wider school learning environment.

● ensure staff work in close partnership with parents, local authorities and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision.

● ensure a high level of staff expertise to meet pupils' needs through universal and targeted training and continued professional development.

● promote independence and resilience in pupils with SEND so that they are well prepared for transition to adulthood.

How does Sacred Heart Catholic Primary School know if a child/young person needs extra help?

Sacred Heart Catholic Primary School provides mainstream education for children from their second birthday.

When children join our school, we assess their skills and attainment during the first few weeks, building on information from previous settings where available. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of peers starting from the same baseline
- fails to match or improve on the child's previous rate of progress
- does not close the attainment gap between the child and their peers
- widens the attainment gap

Pupil progress is monitored not only in academic attainment but also in other areas, such as social and emotional development. Slow progress or low attainment does not automatically mean a child has a Special Educational Need (SEN).

When considering whether special educational provision is required, we start with the desired outcomes for example, expected progress, attainment and the views and wishes of the child and their parents or carers. This informs the support needed and whether it can be met through adaptations to our core offer (Quality First Teaching) and ordinarily available provision, or whether something additional or different is required.

The Merton Ordinarily Available Guidance can be found here:

- Early years foundation stage - ordinarily available guidance
- Primary - ordinarily available guidance

We hold termly tracking meetings for each class, led by the Headteacher and assessment lead, alongside the class teacher. These meetings review every child's academic progress as well as their health, behaviour, emotional wellbeing and general development. Where concerns are identified, targeted support is discussed and agreed.

We follow the graduated approach set out in the Special Educational Needs and Disability Code of Practice (0–25 years), supporting needs in the four main categories:

- Communication and Interaction – e.g., autistic spectrum disorder, speech and language difficulties
- Cognition and Learning – e.g., dyslexia
- Social, Emotional and Mental Health (SEMH) – e.g., attention deficit hyperactivity disorder (ADHD)
- Sensory and/or Physical Needs – e.g., visual or hearing impairments, processing difficulties, epilepsy

Our staff are committed to the early identification of SEN. Parents/carers and children are kept informed and involved throughout the process to ensure support is appropriate and effective.

Teachers and the senior leadership team (supported by the Attendance Officer) track attendance, punctuality, behaviour and progress half-termly and inform the SENDCo of any concerns. The SENDCo may observe or work with a child, advise on resources, adaptations or interventions and liaise with external agencies (such as Early Years Inclusion or health professionals including community paediatricians) to help identify needs and recommend appropriate strategies.

See Sacred Heart Catholic School's Identification of Need SEND flow diagram at the end of this document.

What should I do if I think my child may have SEND?

We pride ourselves on building positive, open relationships with parents and carers. If you have concerns about your child's learning, progress or wellbeing, please share them with us - we will always listen and take your concerns seriously.

Step 1 – Speak to your child's class teacher

Your child's class teacher knows them best in the school setting. In the first instance, speak to them about your concerns. Together, you can discuss:

- the difficulties you have noticed;
- what support is already in place;
- possible next steps, such as small group work, targeted interventions or bespoke planning / homework.

You should never feel worried about raising concerns – we are here to work with you in finding the best way forward for your child.

Step 2 – Speak to the Phase Link or SENDCo if needed

If your concerns continue, you may wish to speak to:

- Your child's Phase Link – for year-group-specific matters
  EYFS Phase Link – Mrs T Bastian; KS1 Phase Link – Miss Bonnie Rodger; KS2 Phase Link – Mr Bryan Connell
- The SENDCo (Special Educational Needs and Disabilities Coordinator) – for concerns about SEN support or specialist advice

If you are unsure who to contact, ask your child's class teacher, who will guide you to the right person.

If you have a high level of concern, or if you have reports from health professionals or private assessments to share, you may contact Mrs James, our SENDCo, directly:

- via the school office
- by email: djames@sacredheart.merton.sch.uk

A mutually convenient meeting will be arranged to discuss your concerns and agree the next steps to support your child's learning.

Step 3 – Find out what additional help is available locally:

Further information on local services can be found in Merton's Local Offer. This is an online guide to the support available for children and young people with special educational needs or disabilities and their families. (If you live in another Local Authority, look on their website for their personalised Local Offer).

Merton Local Offer

Step 4 – Access independent advice if you need it:

If you need free, impartial advice or support, you can contact: Merton Special Educational Needs Information, Advice and Support Service (SENDIASS) – for Merton residents

If you live in another Local Authority, you can find your local SENDIASS service via your Local Authority's Local Offer website.

Merton Local Offer

If at any time, you need independent support to approach the school, Merton Special Education Needs Information and Advice Service is available to support you:
https://directories.merton.gov.uk/kb5/merton/directory/service.page?id=8qBxmznqIaM

How will I know how Sacred Heart Catholic Primary School supports my child?

Our approach follows the SEND Code of Practice (2015) and the graduated response: Assess – Plan – Do – Review.

You can read the SEND Code of Practice here:
https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

We also use the Merton Ordinarily Available Guidance to select the most appropriate support. These can be found here:

- Early years foundation stage - ordinarily available guidance
- Primary - ordinarily available guidance

Our school policies detail how Sacred Heart Catholic School supports a child or young person with SEND https://www.sacredheart.merton.sch.uk/policies Information can be found in the following policies:

- Children at School with Medical conditions 2025 - 2027
- Children with health needs who cannot attend school 2025 - 2027
- First Aid Policy 2025 - 2027
- SEND Policy – 2025 – 2026 (due for review Autumn 2026)
- Intimate Care Policy 2025 - 2027

Working in partnership with parents and carers

When we identify that a child may need special educational provision, we will meet with parents/carers to ensure that:

- everyone understands the child's strengths and areas of difficulty
- the school listens to and records parent or carers concerns
- the desired outcomes for the child are agreed together
- the next steps are clear for all involved

Parent or carers will be formally notified if their child is added to the SEN register.

Pupil Profiles and IEPs

If your child is added to the SEN register, we will create a Pupil Profile that is:

- written by the class teacher in collaboration with the SENDCo
- reviewed termly with input from parents/carers and, where appropriate, the pupil
- updated with new targets and reviewed targets each term

The Pupil Profile outlines:

- the inclusive strategies and Ordinarily Available Provision used in the classroom

- specific targets that the school and family will work on together to help the child make progress

If your child has an Education, Health and Care Plan (EHCP), they will have an Individual Education Plan (IEP). The IEP breaks down the EHCP's long-term outcomes into smaller, achievable steps.

Roles and responsibilities:

The class teacher plans, overseesand delivers day-to-day support, ensuring your child can access learning. The SENDCo oversees provision for all pupils with SEND, supports class teachers and liaises with external specialists where needed. The assessment lead and leadership team track progress and ensure support is effective.

Termly review meetings between the class teacher and SENDCo follow the Assess – Plan – Do – Review cycle. Parent or carers are invited to meet with the class teacher to discuss Pupil Profiles (and IEPs for EHCP pupils). Any reports from external specialists are shared with parents or carers.

Specialist involvement

Having extra help in school does not automatically mean a child has SEN. A child will only be added to the SEN register if they require support beyond what is ordinarily available in the classroom.

For pupils with an EHCP:

- An annual review is held to ensure that provision remains appropriate.
- For children under 5, reviews take place twice a year.

Specialists (e.g., educational psychologists, occupational therapists, speech and language therapists) may be involved if specified in the EHCP. Reports from these professionals form part of the review process.

How does Sacred Heart Catholic School check that SEN provision is effective?

We regularly monitor and evaluate the impact of all levels of provision through:

- individual tracking of EYFS goals and development
- tracking progress and attainment in reading, writing and maths for individuals and classes
- tracking progress of specific groups (e.g. Pupil Premium, EAL, SEN)
- evaluating the impact of intervention groups using before-and-after assessments
- termly book scrutiny by subject leaders and the Senior Leadership Team (SLT)
- learning walks and lesson observations by subject leaders, SLT and SENDCo
- ongoing monitoring of subjects, children's work and progress by subject leads
- SENDCo meeting with those delivering interventions to assess progress and next steps

How will the curriculum be matched to my child and their needs?

At Sacred Heart Catholic Primary School, we are committed to providing an inclusive learning environment where every pupil has access to a broad and balanced curriculum in line with the National Curriculum. All teachers plan their lessons to ensure every child is included, with work provided at the right level so that all pupils can access learning and make good progress. Where needed, adaptations are made to remove barriers and support every learner.

In some rare cases, where pupils are working more than two years below their chronological age, we adapt and differentiate activities further to meet their specific needs.

Ordinarily Available Provision:

"Ordinarily Available Provision" refers to the interventions, strategies and resources that all schools should provide from within their own staffing, funding and expertise - without requiring additional external funding.

This provision is not just for pupils with Special Educational Needs and Disabilities (SEND) - it can benefit many learners. The SEND Code of Practice (2015) links high quality teaching with ordinarily available provision:

"Higher quality teaching ordinarily available to the whole class is likely to mean that fewer pupils will require such support." (Para 6.15)

At Sacred Heart Catholic Primary School, our ordinarily available provision is wide-ranging and tailored to the needs of each class and pupil.

Classroom Adaptations – What This Looks Like
Teachers adapt lessons so that all pupils can take part meaningfully. This may include changes to planning, delivery, support, resources and the environment.

Examples of adaptations include:

- **Grouping and adult support –** flexible grouping; higher pupil-to-adult ratios; targeted small-group support; working with peers.
- **Teaching style –** using multi-sensory approaches, breaking learning into smaller steps, offering different ways to show understanding.
- **Resources and equipment –** laptops/tablets, immersive reader, Clicker, writing slopes, ear defenders, coloured overlays, visual timetables, large-print resources, dyslexia-friendly fonts.
- **Adjustments to teaching –** pre-teaching vocabulary; reading instructions aloud; giving extra processing time; scaffolding tasks; using visual prompts.
- **Classroom environment –** ensuring learning spaces are calm, accessible and free from unnecessary distractions; individual work station.
- **Assessment and feedback –** using live marking, verbal feedback and immediate support to help pupils progress.

Teachers, the SENDCo and the Senior Leadership Team will regularly review the effectiveness of the support and interventions and their impact on a pupil's progress.

Planning:
- Teachers use both formative (ongoing) and summative (end-point) assessments to inform planning.
- Learning builds on what pupils already know and can do.
- Pupil Profiles and Individual Education Plans (IEPs) are used to ensure identified needs and strategies are included in lesson planning.

Delivery
- Inclusive teaching strategies are embedded in every lesson.
- Specific strategies for individual pupils are used consistently and adapted as needed.
- Teachers ensure that all pupils are active participants in learning, not passive observers.

Marking (See school marking policy.)
For many pupils with SEND, live marking during the lesson is used so feedback is immediate and actionable.

Support:
Each class teacher will plan pupil groupings and adult support as required and in some cases with SENDCo support. 1:1 support is rare. Sacred Heart Catholic Primary School consider that whilst there may be short-term advantages when providing 1:1 there are disadvantages such as loss of independence; a child can become isolated or perceive they are 'different' and it can create a 'social barrier' so that a child with individual support has very little involvement with the other children.

Resources, Tools and Equipment:

Each classroom environment is set up to support children in their learning. Any specific equipment identified on a child's EHCP and/or pupil profile will be provided and reasonable adjustments made.

All members of staff who work with a child will be made aware of their needs, the outcomes sought, the additional support provided and any teaching strategies or approaches that help them. Where appropriate we may also seek advice and guidance from external specialists such as Educational Psychologists; Occupational Therapists; School Nurse; Paediatricians; Dietitians; CAMHs and Speech and Language Therapists.

Every teacher at Sacred Heart Catholic Primary School is responsible and accountable for the progress of all pupils in their class – including those with SEND. We expect all pupils to be challenged appropriately and supported to achieve their full potential.

How will the school know how well my child is doing?

At Sacred Heart Catholic Primary School, we have high expectations for all pupils, including those with SEND. We measure each child's progress carefully, using detailed assessment criteria, to ensure they make good progress from their individual starting points.

Teachers monitor progress through:

- Lesson evaluations, observationsand marking.
- Careful planning that builds on prior learning.
- Ongoing formative assessments.
- Summative assessments.
- Feedback from support staff after lessons or interventions.

We evaluate the effectiveness of provision for pupils with SEND by:

- Class teachers reviewing individual progress towards targets each term.
- Assessing the impact of interventions each term.
- Monitoring by the SENDCo.
- Class teachers and SENDCo reviewing pupil profiles and Individual Education Plans (IEPs).
- Holding annual reviews for pupils with Education, Health and Care Plans (EHCPs) - twice yearly for children under 5.

Individual assessments used at Sacred Heart Catholic Primary School include:

- phonological screening;
- Test of Abstract Learning Comprehension;
- Phonological Assessment Battery;
- Helen Arkell HAST 2 spelling test;
- speech sound screenings;
- end of unit maths assessments;
- writing assessment;
- end of topic reviews in RE;
- times tables and spelling weekly tests.
- NFER reading assessments

External tests include multiplication table check in Year 4; EYFS profile; Year 1 phonics screening test and the Key Stage 2 SATs.

Emotional Wellbeing:
At Sacred Heart Catholic Primary School, we recognise that a child's emotional well-being is just as important as their academic progress. If your child needs social or emotional support, they may be offered strategies and activities designed to help them build confidence, resilience and positive relationships.

Support may include:

- 1:1 Emotional Literacy Support (ELSA) from trained teaching assistants or a qualified teacher.

- Participation in a nurture group to develop social and emotional skills in a small, supportive setting.
- Access to lunchtime clubs (e.g. Lego Club, Puzzle Club) for children who find the playground environment overwhelming.
- Use of Cognitive Behavioural Therapy (CBT) techniques to help manage emotions and develop coping strategies.
- Support from a mentor (e.g. through the Fulham FC Foundation Mentoring Programme).
- Time in our sensory pod for calming and self-regulation.
- Art Therapy or Play Therapy to explore feelings in a safe, creative way.
- Targeted monitoring in the playground by a named teaching assistant or teacher.

How will the school measure the personal and emotional needs / progress of my child?

We assess emotional and social needs in the same way we assess academic progress — by tracking changes over time and reviewing them regularly. Methods include:

- Zones of Regulation
- Standardised assessment tools such as the Strengths and Difficulties Questionnaire (SDQ) or Emotional Literacy Assessment.
- Teacher and support staff observations in class, small groups and during unstructured times (e.g., break and lunch).
- Pupil self-assessment using child-friendly scales or "feelings check-ins."
- Parent/carer feedback on behaviours, routines and mood at home
- Behaviour logs to track incidents, triggers and improvements.
- Well-being journals or "emotions diaries" completed by the child.
- Regular reviews as part of Pupil Profile or IEP meetings and Annual Reviews for pupils with an EHCP.

By combining these approaches, we ensure support is personalised and progress is clearly monitored, both in school and in partnership with home.

How will I know how well my child is doing?

At Sacred Heart Catholic Primary School, we aim to build a strong partnership with parents and carers, ensuring you are fully informed and involved in your child's learning journey. It is the class teacher's responsibility to keep you updated on how well your child, including those with SEND, is progressing.

All parents and carers are invited to attend two formal parent consultation evenings each academic year held in the Autumn and Spring terms. At these meetings, you can discuss your child's progress with their class teacher. These meetings include pupil progress reports indicating whether your child is working at, above, or below age-related expectations. A more detailed written school report is provided at the end of the academic year.

For pupils with SEND, parents and carers are invited to attend termly meetings to review and update Individual Education Plans (IEPs) or Pupil Profiles. At these meetings, you will have the opportunity to discuss your child's progress against agreed targets and set new targets. If your child has an Education, Health and Care Plan (EHCP), in addition to the above, an annual review will take place following the SEN Code of Practice guidance. For children under five, these reviews occur biannually. Additionally, if concerns arise, either parents/carers or the school can request an emergency annual review at any time.

Sacred Heart Catholic Primary School operates an open-door policy and you are welcome to arrange meetings with relevant staff at mutually convenient times to discuss any questions or concerns you may have about your child.

If staff have concerns about your child's emotional wellbeing, they will share these with you and may suggest support such as Emotional Literacy Support or nurture groups. You may also be offered additional assistance through, or referred to, the Family Liaison Officer.

If you have any questions about your child's progress outside of scheduled meetings, your first point of contact should always be your child's class teacher.

How will the school help me support my child's learning?

At Sacred Heart Catholic Primary School, we believe that a strong partnership between home and school is essential to support your child's learning and development. We provide various ways to keep you informed, involvedand equipped to help your child at home.

Individual Education Plans (IEPs) and Pupil Profiles include links to recommended websites and free apps to support learning outside of school. These resources are tailored to your child's specific needs and targets.

Each term, you will receive a Year Group newsletter that provides an overview of the curriculum topics for that term. These newsletters also include general ideas and suggestions for supporting your child's learning at home. All Year Group newsletters are available on the school website for easy access.

For families joining our Nursery class we organise stay and play sessions where we share with families resources and suggestions as to how to support your child as they start their school journey. In addition, for children joining our Nursery and Reception classes, we organise parent/carer meetings at the end of the summer term. These sessions explain the routines and organisation of the Early Years Department and offer advice on how to prepare children for starting school in September.

We understand the importance of regular communication and the SEN team offer parents and carers opportunities to participate in SEN and wellbeing workshops, such as sessions on supporting spelling development, masking or understanding the EHCP needs assessment process.

Parents and carers of SEN pupils are encouraged to attend termly Pupil Profile/ IEP meetings where class teachers discuss your child's progress and set new targets. During these meetings, class teachers share strategies and resources to help you support your child's learning at home. Your views on the targets and support methods are highly valued and actively sought.

If you need equipment or resources to support your child's learning at home, please let your child's teacher know. The school can provide items such as key vocabulary mats, flashcards, social narratives, adapted pencils or grip aids. We can also signpost you to organisations that offer additional resources.

We promote the use of a range of online resources, including virtual libraries for each Year Group and school-purchased programmes such as Times Tables Rockstars and Numbots, to reinforce learning at home.

When external professionals work with your child, such as speech and language therapists or educational psychologists, you may be invited to meetings to share your views and receive advice on how to support learning at home. For example, if your child sees a Merton Educational Psychologist, they will provide strategies tailored for home use and discuss their findings with you.

The school's Family Liaison Officer (FLO) is also available to support families with issues related to self-esteem, motivation, attendance and general wellbeing. She can signpost families to helpful services such as parenting programmes, short breaks and the school nursing service for support with eating, sleeping, behaviour and other concerns.

Families can access further support through Merton's Local Offer, which provides information about local services and resources for children with SEND. For families outside Merton, similar support is available through your local authority's website. *Merton Local Offer*

Optional home learning tasks are set and shared weekly with families. If you require additional support to help your child complete home learning, please contact your child's class teacher. Pupils with SEND may receive extra support and if a resource used at school would help at home (such as key vocabulary mats), the class teacher will provide adapted copies either as a hard copy or via Google Classroom.

Each child's SEN Pupil Profile outlines the best ways to support their learning and is reviewed with you at the end of each term. If your circumstances change or you discover a new or better way to support your child, please inform the class teacher promptly so we can adjust the support accordingly.

What support will there be for my child's overall wellbeing? How will my child's medical needs be met?

At Sacred Heart Catholic School, we believe that a child's wellbeing and high self-esteem are fundamental to their overall development and learning. Our caring and understanding staff team work hard to create a safe and supportive environment for every child. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. They will liaise with the SENDCo and other professionals if additional support or provision is needed to meet your child's needs.

Emotional and Mental Health Support
We have a qualified teacher who works with individual children and run nurture groups in a secure and supportive environment. Where appropriate, and with parental consent, children may be referred to external services such as Child and Adolescent Mental Health Services (CAMHS) for specialist support.

Children are encouraged to speak openly to their teacher or another trusted adult if they have worries or concerns. They can also leave anonymous messages in the class "Wish My Teacher Knew" box. We encourage parents/carers to contact their child's class teacher if they have any concerns

Sacred Heart Catholic School works closely with the Educational Wellbeing Service (EWS), which is led by senior mental health clinicians such as Clinical Psychologists and Wellbeing Practitioners. The EWS provides early intervention support, offering advice, consultations and evidence-based mental health and wellbeing interventions for children and families.

Families can self-refer to the EWS through the school website. There is also a YouTube channel with helpful videos on topics such as emotional regulation, sleep improvement and transition to secondary school: Education Wellbeing Service - SWLSTG - YouTube

Behaviour Support
Behaviour is managed in line with our Behaviour for Learning policy, which is available on the school website. Reasonable adjustments are made to support children with social, emotional and mental health (SEMH) needs. Where SEMH needs are identified, teachers will meet with parents or carers to discuss concerns, agree relevant support and set clear targets. These arrangements are regularly reviewed and risk assessments may be completed to ensure children's safety at all times.

Attendance Support
Sacred Heart Catholic Primary School will work closely with families whose attendance is a cause for concern.

Staff will reach out to families when they notice the signs of EBSA including frequent absences, recurring stomach aches, clinginess at drop-off, or sudden changes in mood.

To support pupils, staff can offer:

- starting the day with a favourite activity or meeting a trusted adult at the gate.
- safe spaces in school — a quiet, predictable room they can go to if they feel anxious.
- a named trusted adult — someone the child knows they can approach when overwhelmed.
- praise and reward for each step forward, no matter how small.

School also have access to an Educational Psychologist to help guide interventions for emotional based school avoidance (EBSA) through weekly consultations.

Pupils with attendance issues will be referred to the Educational Welfare Officer (EWO) for support and guidance.

Supporting Medical Needs
Our staff are supported by the school nurse service in managing children's day-to-day medical needs such as diabetes, epilepsy and allergies. The Family Liaison Officer (FLO) will develop individual medical care plans and when

necessary, medical risk assessments for children with diagnosed medical conditions. Advice can be sought from the school nurse service or NHS Specialist Nursing Teams who work with individual children.

Class teachers, with support from the FLO (and when necessary, the school nurse service), complete or update risk assessments as required. For children with significant medical needs, risk assessments are approved by the school nurse service and NHS Specialist Nursing Team and shared with all relevant staff members.

Parents and carers must inform the class teacher, school office and FLO about any medical conditions or changes to their child's health. It is the responsibility of parents/carers to ensure that medication kept at school is in date and to provide up-to-date information so that support can be adjusted accordingly.

Parents or carers will be invited to complete a healthcare plan with the FLO, which is shared with all staff working with the child. The school nurse team may be contacted to advise on the healthcare plan and provide staff training if necessary.

When medication is required during the school day, as prescribed by health professionals, the class teacher and office staff must be informed and parental permission must be given for school staff to administer medication. Sacred Heart Catholic Primary School has trained paediatric medical first aiders on site.

When a child requires high-level medical support from a specialist team, the SENDCo will work closely with these professionals to ensure the child's needs are understood and met within the school environment as far as possible.

Sacred Heart Catholic Primary School adheres to all safeguarding policies and procedures to protect your child's wellbeing. We ensure clear and ongoing communication with parents/carers and external professionals to provide coordinated support for your child's emotional, social and medical needs.

How will my child be able to contribute their views on how things are going?

At Sacred Heart Catholic Primary School, we strongly value and celebrate every child's right to express their views and opinions about all aspects of their school life. We believe that involving children in decisions about their education and wellbeing is crucial to their progress and confidence.

Pupils are encouraged to self-assess their work, responding to marking and teacher feedback, helping them to reflect on their learning. Your child may also have a mentor or trusted adult with whom they can regularly discuss how they feel things are going.

All children are encouraged to share their feelings and opinions with any member of staff, not just their class teacher. Our school community is committed to being approachable and supportive, ensuring children feel safe and listened to.

Throughout the year, pupils are invited to take part in pupil voice activities, including questionnaires and group discussions, so that their thoughts about the school environment, teaching and support can be heard and acted upon.

Children with Pupil Profiles and Individual Education Plans (IEPs) are actively involved in discussing and setting their targets alongside their class teacher. They share their views on what they enjoy, what they find challenging and how they prefer to be supported. Pupil Profiles also provide an opportunity for children and their parents or carers to share important information about themselves with new teachers, supporting smooth transitions within and beyond the school.

For children with literacy or communication difficulties, we provide a variety of alternative and accessible ways for them to express their views, including:

- The Blob Tree tool, which helps children communicate their feelings about different experiences.
- Simple scaling charts to rate how they feel about particular aspects of their learning or wellbeing.
- Questions created with communication software such as Widget to assist in expressing thoughts.
- Speech bubbles, picture cards and communication charts to help explain their views in a way that suits their needs.

For children with an Education, Health and Care Plan (EHCP), their views are an important part of the annual review (or biannual review for children under 5). Children are supported in contributing their thoughts on how well things are going and what changes or improvements they would like to see. This ensures their voice is central to planning their future support.

We are committed to ensuring that every child feels heard, respected and empowered to take an active role in their education and wellbeing.

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

We work with the following agencies to provide support for and receive advice about, pupils with SEN. This includes:

- Educational Psychologists
- Speech and Language Therapists
- Early years inclusion team
- Visual and Hearing impairment services
- Occupational Therapists
- School nursing
- CAMHS in school (Child & Adolescent Mental Health)
- Medical Specialists
- Merton Autistic Outreach Service based at Cricket Green school (MAOS).
- Merton Early Help
- Children's Services (Social Services)

Staff in the EYFS department can access support from the Early Years Inclusion team.

In addition, our team includes one staff member who has been trained as a Mediated Learning Support Approach Assistant (MeLSA)and one trained in the Early Language and Literacy Approach (ELKLAN). We also have a teacher who supports children with their emotional wellbeing.

Sacred Heart Catholic Primary School is part of the NHS Trailblazer project which provides families with access to an Emotional Wellbeing Practitioner who can offer strategies to address mild to moderate anxiety and behaviour difficulties in children. Through the NHS Trailblazer project, we have accessed Art Therapy sessions for some pupils.

Since Autumn Term 2021, Sacred Heart Catholic Primary School, have commissioned a specialist paediatric occupational therapist to support children who require support with their fine and gross motor skills. The therapist spends one day a fortnight at school. This is a project in collaboration with Merton School Sports Partnership. Not all children who access this support are added to our SEN register.

Since Spring 2025, Sacred Heart Catholic Primary School have commissioned a speech and language therapist who works with children without an EHCP but who have significant speech and language delay and/or a speech and language disorder. She spends one day a fortnight providing targeted support to pupils and delivering training to staff. All children who access this support are added to our SEN register.

In addition, Sacred Heart Catholic Primary School is proud to have a pet therapy dog as part of its pastoral provision. The therapy dog (Mishka) supports pupils' emotional wellbeing by providing comfort, reducing anxiety and promoting positive social interaction. The presence of the therapy dog can help build trust and improve motivation for learning, particularly for children who may feel anxious or withdrawn.

With parental and/or carer support, we can make referrals to specialist services including CAMHS, MAOS and paediatricians. Whilst waiting for CAMHs appointments or after a request has not met the threshold for support, the SENDCo can ask for an online meeting with a psychologist at CAMHs for feedback, advice and/or next steps.

Through these specialist partnerships, Sacred Heart Catholic School ensures that pupils receive tailored, expert support that complements the high-quality provision delivered within the school environment.

What training have the staff supporting children with SEND had or are having?

The SENDCo has achieved the NASENCO award and completed the SEND in Mainstream Schools two-year programme. She attends Local Authority SENCO forums, SENCO supervision in order to keep up to date with any legislative changes in SEND and research with regard to how to support pupils more effectively. The SENDCo is a visiting speaker for the Wandle Learning Partnership for the National Professional Qualification for Special Educational Needs Co-ordinators course.

The SENDCo has also contributed to the the Department of Education (DfE)'s project on resources to support inclusive and adaptive teaching in mainstream classrooms. The resulting report was used to provide DfE with insights on how adaptive teaching is being implemented in schools across the nation and how it relates to broader inclusive practice.

The SENDCo works in active partnership with Mrs Tina Harvey OBE, a former National Leader of Education who currently serves on the South East South London Regional SEND team for Whole School SEND (NASEN). This partnership drives provision forward, aligns best practice, develops key initiatives and ensures strategic oversight reflects recent research and government expectations.

Teaching and support staff are encouraged and supported to undertake continuing professional training. Our support staff are proactive to develop their understanding of the needs of pupils and many undertake training in their own time. The SENDCo provides a training support plan for all teaching assistants.

Training for staff has included but is not exclusive to:

- Mental health training from CAMHS to support pupil's emotional regulation and the introduction of the Zones of Regulation across the school.
- Safeguarding and child protection training for all staff is regularly updated.
- Dyslexia awareness training which included information regarding the definition of dyslexia; the identification of dyslexic tendencies and how to make reasonable adjustments in the classroom.
- Occupational therapy with regard to supporting children with sensory and motor needs. In addition, our PE specialist teacher has been trained in order to deliver individual and group OT sessions and to include OT good practice in his PE lessons.
- How to support children with Speech and Language delay and disorders.
- Ways to support SEND pupils record their work in the classroom. (Provided by the Educational Psychologist).
- MeLSA training
- Ordinarily Available Provision

Teaching Assistants have a schedule of training opportunities which is delivered by the SENDCo. This is often followed up by online training. This training has included: working memory training; behaviour management; echo reading; support for SEN learners in maths lessons; precision training; EEF 5-a-day principle and the forgetting curve.

Many teaching assistants are trained in numerous interventions including: Lego Therapy; mentoring of pupils; emotional coaching; Little Wandle phonics programme; Toe by Toe; Morph Mastery; Precision Teaching and Power of 2.

Visiting specialists such as speech and language therapists and occupational therapists are always supported by teaching assistants who can learn from the specialists during sessions and replicate strategies they have observed between professionals' visits as well as use this training to support children who do not have access to the specialists themselves. During the 2026 – 2027 academic year, OT and Speech and Language Therapists will provide CPD for teachers.

Staff (both teachers and teaching assistants) are supported by the SENDCo to deliver interventions, support in class or work closely with a child. Staff are expected to use Sacred Heart Catholic Primary School's guide to Inclusive Teaching; the SEND Teacher Handbook and Merton's Ordinarily Available document to support all children.

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

At Sacred Heart Catholic Primary School, we are committed to ensuring that all children, including those with SEND, are fully included in all aspects of school life and the curriculum, including activities and trips outside the classroom. Staff provide necessary adaptations and support to enable every child to participate successfully and safely.

We aim for all pupils to attend school trips and provide appropriate measures such as increased adult-to-child ratios; pre and practise visits; social narratives to prepare children for what to expect and encouraging older pupils who have previously attended to share their experiences with younger children. The duration and distance of trips are gradually increased to build confidence, supporting all pupils to participate fully, including the Year 6 residential trip.

Class teachers prepare pupils in advance for any changes to their usual routine, such as trips, award ceremonies, sports day or activity weeks, to ensure they feel safe and confident to take part.

A comprehensive risk assessment is completed for every off-site activity by the class teacher and overseen by the School Visits Lead. This risk assessment is then approved and co-signed by the Head Teacher or, in her absence, the Deputy Head Teacher. The safety and wellbeing of all pupils is a priority. Where additional support may be necessary to meet health and safety requirements, parents or carers will be contacted in advance. In some cases, an individual risk assessment will be conducted to identify specific needs and accommodations. This risk assessment will be shared and discussed with parents/carers prior to the visit.

To ensure your child's full participation and safety, parents or carers may occasionally be invited to accompany their child and the class on trips.

How accessible is the school environment?

At Sacred Heart Catholic Primary School, we make every reasonable adjustment possible. The school site is across three levels. We have a slope to enter the hall / dining hall and have a lift from the playground to access the first floor.

There are two disabled toilets on site. Where possible, the school and SEND budget will be used to make necessary modifications for a pupil to access the school environment safely.

The EYFS department have changing facilities and have access to a shower if needed.

All classrooms have blinds to the windows and the Key Stage 2 building has air conditioning to ensure an optimum room temperature.

For families who speak English as an additional language, home language translators are available in school (e.g., Cantonese; Urdu; Spanish; Portuguese; Korean; Tamil). We also encourage parents and carers to bring family or friends to translate at meetings if they feel more comfortable with someone familiar to them.

Staff can use recommendations from Merton's visual and hearing impairment team to ensure that pupils with auditory and visual impairments are able to access learning and the school environment safely.

Other ways Sacred Heart have made the school accessible for all include:

- Handrails on all stairs;
- Step free entrances;
- Accessible parking spaces close to the main entrance;
- Accessible bathrooms on each floor;
- Clear sightlines to the interactive whiteboard for all pupils;
- Quiet or sensory-friendly space available for pupils when needed;
- Access to speech-to-text software and assistive technology including Clicker; Chrome Books;
- All school events (assemblies, trips, performances) are accessible.

How will the school prepare and support my child when joining Sacred Heart Catholic Primary School, transferring to a new school or planning for the next stage of their education?

At Sacred Heart Catholic Primary School, we recognise the importance of smooth transitions for all pupils, especially those with SEND. We arrange opportunities for new children to visit the school before starting, helping them to become

familiar with their new environment. For children starting in our Nursery Provision, we offer play and stay sessions and for children joining our Nursery or Reception classes, home visits are conducted to build positive relationships between staff, pupilsand families. Sacred Heart encourage parents to come on a school and meet staff before their child joins Sacred Heart.

For pupils with special educational needs, we actively encourage additional visits and tailored support to ease their transition into our school or when preparing to transfer to secondary school or other settings. The SENDCo (or another member of teaching staff) may visit children in their current schools prior to joining Sacred Heart Catholic Primary School and, where appropriate, may accompany pupils to their new setting to support and settle them during the transition. In addition, staff – including the SENDCo – may visit pupils in their home.

When pupils move to a new year group within the school, comprehensive handover meetings take place between the current and new class teachers. These meetings cover attainment, progressand any special educational needs or additional requirements to ensure continuity of support. New teachers joining the school are encouraged to spend time in school prior to starting their role, allowing them to become familiar with the school community and pupils.

Additional transition support may include:

- Creating personalised transition books to help pupils understand changes in routine, classrooms and staff;
- Visits from new teachers to current classrooms;
- Opportunities for pupils to spend time with their new teacher and in their new classroom environment before the transition;
- Familiarisation with practical aspects such as toilets, playgrounds, dining halls and entry/exit points;
- Transition preparation beginning early in the Summer Term to provide ample time for adjustment.

In Year 6, pupils moving to secondary school receive targeted support, including access to a trained Emotional Literacy Support Assistant (ELSA) to help manage the emotional aspects of transition. Year 6 staff and the SENDCo work closely with receiving secondary schools, ensuring that all relevant information, including SEN documentation and pupil needs, is shared.

For children with an Education, Health and Care Plan (EHCP), transition planning begins early, typically in Year 4 and intensifies in Year 5. We support families in exploring suitable secondary schools. A senior Local Authority caseworker is invited to the Year 5 annual review to provide detailed information on maintained and non-maintained secondary schools and the EHCP application process. When a child's high school placement is confirmed, the SENDCos from the secondary school is invited to attend the Year 6 annual review to discuss transition arrangements.

Additional support for school selection is available from Merton Special Education and Advice Support Service advisor Ms Fran Turko – franturko@merton.gov.uk miass@merton.gov.uk https://directories.merton.gov.uk

The SENDCo and Year 6 class teachers participate in the Merton Schools Year 6 Transfer Day (either virtually or in person) to coordinate transition planning, supported by Year 6 teachers. The SENDCo or another member of staff may accompany pupils to transition days at new provisions if additional support is needed. Some High Schools choose to visit and observe the children that will be transferring to their Year 7.

Pupils with EHCPs may receive a bespoke transition programme and can be signposted to Merton's Safe Travel scheme to support independent travel to secondary school.

Most secondary schools in Merton offer open days for Year 7 pupils, with additional visits and tailored support available for children with SEND or other vulnerabilities.

Sacred Heart Catholic Primary School remains committed to working in partnership with families and external agencies to ensure that every pupil experiences a positive, well-supported transition at every stage of their education.

How are the school's resources allocated and matched to my child's educational needs?

The SEND budget at Sacred Heart Catholic Primary School is allocated annually and is used to provide additional support and resources tailored to pupils' individual needs. Allocation of resources is flexible and reviewed regularly - typically termly - through discussions involving the class teacher, SENDCo and other relevant staff during pupil progress meetings, or at other times if concerns arise.

Children's support needs may vary throughout their time at Sacred Heart Catholic Primary School, so the level and type of support provided can change from year to year. Resources may include deployment of staff, access to specialist equipment or targeted interventions depending on the child's specific circumstances. We strive to meet the needs of all pupils with SEN to the best of the school's ability within the constraints of available funding and specialist provision.

Our team of teaching assistants delivers a range of interventions designed to meet the needs of different groups of children. Pupils with the most complex needs are prioritised and may receive a higher adult-to-child ratio. Where appropriate, pupils with an Education, Health and Care Plan (EHCP) may receive additional "top-up" funding from their home local authority to provide further targeted support.

What happens if the funding is not adequate to meet my child's needs?
If your child requires support beyond the funding delegated to Sacred Heart Catholic Primary School for SEND provision, the SENDCo will work closely with you to apply to the Local Authority for high-level funding through the EHCP process (see flow chart on the school website).

How can we be sure that decisions are made based on needs, not on available resources?
Support and resources are always allocated according to the identified needs of the child, rather than available funding alone. However, as with all schools, Sacred Heart Catholic Primary School must balance the needs of all pupils. Resources—including adult support— will be shared between children. While waiting times for specialist support can occur, children with the most significant needs are prioritised.

We believe in maintaining open and transparent communication with families to ensure mutual understanding that all decisions are made with the child's best interests at heart.

The school's Governors monitor how the SEND budget and resources are managed to ensure they are used efficiently and effectively, maximising the benefit to pupils within the limits of available funding.

How is the decision made about what type and how much support my child will receive? How will I be involved?

Decisions about the type and level of support your child receives are made collaboratively by the class teacher and the Special Educational Needs and Disabilities Coordinator (SENDCo), based on a thorough understanding of your child's individual needs. Support is tailored to help bridge any gaps in learning with the intention for your child to achieve age-expected progress and attainment.

These discussions are ongoing and may involve not only school staff but also parents or carers, support staff and where relevant, external professionals working with your child. The effectiveness of any support is reviewed at the end of each intervention and staff convene on a termly basis to discuss your child's progress in detail.

Parents and carers are strongly encouraged to attend termly Pupil Profile or Individual Education Plan (IEP) meetings with your child's class teacher, where support, provision and progress are reviewed and discussed. Additionally, parent-teacher consultations are held in the Autumn and Spring terms and a comprehensive written report detailing progress and attainment is provided at the end of the Summer term.

If an Education, Health and Care Plan Needs assessment (EHCPNA) is requested and subsequently an Education Health Care Plan (EHCP) is granted, long-term outcomes will be developed in partnership with external agencies as part of the assessment process. These outcomes will be incorporated into the EHCP and the recommended support will be allocated accordingly. Families will be assigned an EHCP Support Coordinator from the Merton SEN team (or by the Local Authority where they reside), who will keep you informed throughout the process. Long-term outcomes from the EHCP will be broken down into small, manageable targets by school staff and incorporated into your child's IEP.

Ongoing tracking and monitoring ensure that the support provided is effective and making a positive impact on your child's progress.

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

At Sacred Heart Catholic Primary School, we believe that parents and carers are key partners in their child's education and we are committed to ensuring you are actively involved in all decisions and planning regarding your child's learning and support.

Your involvement will include:

- **Pupil Profile and/or Individual Education Plan (IEP) meetings –** held termly to review progress, discuss new targets and plan next steps for children with SEND.
- **Annual Review meetings –** for pupils with an Education, Health and Care Plan (EHCP), involving all relevant agencies and professionals. These meetings evaluate progress towards the agreed outcomes and ensure that provision remains appropriate. For children under five, reviews are held biannually.
- **Notification of changes to the SEND Register –** you will be informed if your child is added to, or removed from, the SEND Register, for example when they have made sufficient and sustained progress.
- **Termly Parent Consultation Meetings –** with your child's class teacher to discuss progress, attainment, wellbeing and next steps.
- **Gathering your views –** your insights and perspectives will be added to your child's Pupil Profile and considered when planning provision.
- **Involvement with external professionals –** if outside specialists, such as an Educational Psychologist, Speech and Language Therapist, or Occupational Therapist, work with your child, they will liaise with you to gather relevant information. Any written reports will be shared with you in full. Where appropriate, you will have the opportunity to meet with the professional to discuss their findings and recommendations.
- **SEND Information Meetings:** Our SENDCo team hosts termly coffee mornings to provide parents with practical guidance, key updates and direct access to visiting specialists in an informal, supportive environment.
- **SEND Parent Forum:** Meeting termly, our Parent Forum brings families and carers together to evaluate current SEND provision at Sacred Heart, share valuable feedback and discuss future improvements.

For a child with an EHCP:

- In addition to termly IEP and parental consultation meetings, Annual Reviews bring together parents/carers, the pupil (where appropriate), school staff and all agencies involved to review progress, provision and outcomes in the EHCP.
- All parties are encouraged to contribute their views and work collaboratively to ensure that the plan continues to meet the child's needs.

This collaborative approach is in line with the principles of the SEND Code of Practice (2015), which places parents, carers and children at the heart of decision-making.

How can I be involved in the school more generally?

At Sacred Heart Catholic Primary School, parents and carers are welcomed into the school throughout the year. Parents and carers are encouraged to join the Parent and Teachers Association (PTA) in order to make a contribution to the life of the school. The PTA plans events for the school and fundraising opportunities, such as the Christmas and Summer fair. We encourage your attendance at school celebrations such as class assemblies, plays, sports days and Masses.

Becoming a 'parent helper' will also give you the opportunity to be involved in the day-to-day activities at school and will allow you to see at first-hand how we support and work with children in school. Speak to your class teacher if you would like to be part of the parent-helper team at Sacred Heart.

Who can I contact for further information?

The first contact for parents and carers will be their child's class teacher. Class teachers work with the child on a daily basis and will be best placed to understand the needs of your child.

The Phase Leaders, SENDCo, Deputy and Head Teacher are also available to meet and discuss any concerns you may have. Appointments can be made through the office and/or email addresses can be found on the school website. Please make an appointment with your class teacher in the first instance.

For family and medical support, please contact our Family Liaison Office, Mrs Harris.

Merton Special Educational Needs Information, Advice and Support Service (MIASS) offer impartial advice and guidance to parents/carers and young people with regard to the identification of special educational needs and the requirement for multi-agency support and intervention in the form of an EHCP.

MIASS is aimed at families who have made contact with their school's SENDCo, their child's class teacher and other professionals who know the child/young person but require some additional direct and specialist help and advice.

Who to contact: Fran Turko 020 8543 8854 fran.turko@merton.gov.uk

Merton's Local Offer gives children and young people with special educational needs or disabilities and their families, information about what support services are available in their local area. Merton's Local Offer can be accessed online here: *Merton Local Offer*

What should I do if I am considering whether this is the right school for my child?

At Sacred Heart Catholic Primary School, we encourage all new parents or carers to visit our school and meet the staff. The Head Teacher regularly organises tours of the school where you will be welcomed to join and learn about Sacred Heart Catholic Primary School and what we can offer to support your child with their learning.

If your child already has an Education Health Care Plan or an application for one has been submitted to the Local Authority SEN department, contact your case worker for advice. If you are a Merton resident, they can be contacted via sen@merton.gov.uk

If your child has significant needs and is four years or younger you can talk to the Early Years Inclusion team. www.merton.gov.uk/...usion/sendis/targeted_inclusion_team.htm

The SENDCo may also meet families of pupils who have SEN and may be considering joining us at Sacred Heart Catholic Primary School.

Key Personnel:

Mrs Diana James SENDCo	djames@sacredheart.merton.sch.uk send@sacredheart.merton.sch.uk
Mrs Siobhan Murtagh SEND Admin Assistant	smurtagh@sacredheart.merton.sch.uk send@sacredheart.merton.sch.uk
Mrs Yolande Harris Family Liaison Officer	yharris@sacredheart.merton.sch.uk
Mr Bryan Connell KS2 Phase Link	bconnell@sacredheart.merton.sch.uk
Mrs Tanya Bastian EYFS Phase Link	tbastian@sacredheart.merton.sch.uk
Miss Bonnie Rodger KS1 Phase Link	brodger@sacredheart.merton.sch.uk
Mrs Siobhán Heffron Deputy Head	sheffron@sacredheart.merton.sch.uk

Concern identified and information collected by:

- Class Teacher
- Parents
- Health and External Professionals
- Schools termly tracking process

What are the concerns?

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

Low Level of Concern.
Class teacher completes cause for concern form and begins to implement and plan support and adaptations.
Child monitored and possible reasons for concern explored.
Child added to Cause for Concern Register.

Parents informed of concerns.

Parents work with school to see what services from the Local Offer the child can access to help them overcome any barriers to learning.

https://directories.merton.gov.uk/kb5/merton/directory/localoffer.page?localofferchannel=0

Higher Level of Concern.
Discussion with teacher, parents and SENDCo (and child) organised.
Child added to SEN register and letter sent home.
Family given link to Merton Local Offer.
Type of need and level of support identified and recorded on a Pupil Profile.

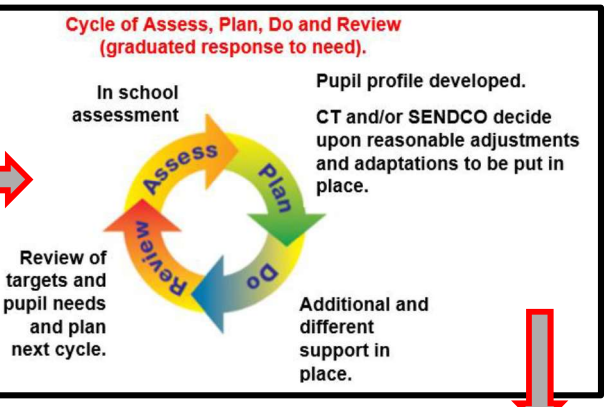
Progress Reviewed.

Some children with significant needs will bypass the graduated response

On track no further concern.

Concerns remain and/or are increased. Pupil added to SEN register. Letter sent home. Support and differentiation to continue and/or increased.

Cycle of Assess, Plan, Do and Review (graduated response to need).



Review of Pupil Profile targets. Parents discuss with class teacher how the interventions and adaptations are working and any changes that need to be made. A further review date is made.

On track no further concern – the child has made sufficient progress and no further additional support is required. Parents and carers can ask for SEN help again at any point if they think it is needed. Pupil added to the monitoring register and parents are notified.

Review identifies external advice needed.
Child added to the waiting list for external agencies for advice and assessment e.g.

- Paediatrician
- CAMHS
- Educational Psychologist
- MAOS
- SALT
- OT

Parents agree to request for involvement of additional professionals and are informed of outcome.

When report(s) have been received parents will meet with class teacher and SENDCo (and sometimes external agency) to revise interventions.

Where, despite school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment (EHCPNA). School or parent submit an EHCPNA to the relevant Local Authority.

Parents involved in application to Local Authority.

Request refused.

Request accepted LA assessment process begins.

SEND Glossary

This glossary explains common terms used in our SEN Information Report and other school documents.

Adaptations – Changes made to teaching, resources, or the classroom to help a child access learning.

Annual Review – A formal meeting held at least once a year for children with an Education, Health and Care Plan (EHCP) to review progress, update targets and discuss future provision.

Art Therapy – A form of therapy that uses creative activities such as drawing, painting, or sculpture to help children express emotions, develop self-awareness and improve mental wellbeing.

Assess – Plan – Do – Review – A four-step cycle used to identify a child's needs, plan support, put it into action and review its effectiveness.

Attainment – The standard of academic work a child has reached, usually measured against national expectations for their age.

Baseline – The starting point used to measure a child's progress, often assessed when they first join the school or a new year group.

Broad and Balanced Curriculum – A wide range of subjects taught so every child can develop skills, knowledge and interests.

CAMHs (Child and Adolescent Mental Health Services) – Specialist NHS services that assess and treat children and young people with emotional, behavioural, or mental health difficulties.

Chronological Age – A child's actual age in years and months.

Clever Classroom – An approach to classroom design that reduces distractions and supports learning.

Cognition and Learning – A category of SEN covering difficulties with thinking, understanding and learning skills (e.g. dyslexia, general learning difficulties).

Cognitive Behavioural Therapy (CBT) Techniques – Strategies to help children recognise and change unhelpful thoughts and behaviours, often used to manage anxiety, stress, or low mood.

Communication and Interaction – A category of SEN covering speech, language and communication difficulties, including autism spectrum disorder.

Differentiation – Adjusting the content, planning or outcome of learning to suit different needs and abilities.

Early Years Foundation Stage (EYFS) **–** The part of the school covering Nursery and Reception, focusing on early learning and development.

Early Language and Literacy Approach (ELKLAN) **–** A programme supporting the development of children's speech, language and communication skills.

Education, Health and Care Plan (EHCP) – A legal document describing a child's SEN, the support they must receive and their long-term goals.

Educational Psychologist – A specialist who assesses children's learning and emotional needs and advises schools and parents/carers on how to support them.

Educational Welfare Officer (EWO) – A professional who works with schools and families to improve attendance and address non-attendance issues.

Educational Wellbeing Service (EWS) – An early-intervention service offering mental health and wellbeing support to children and families.

ELSA (Emotional Literacy Support Assistant) – A trained member of staff who provides targeted emotional and social support to help children understand and manage their feelings.

Emotional Literacy Assessment – A tool for assessing a child's ability to understand, express and manage emotions.

Family Liaison Officer (FLO) – A member of staff who supports families with practical and emotional advice and helps them access local services.

Formative Assessment – Ongoing checks during lessons to monitor pupils' learning and progress.

Fulham FC Foundation Mentoring Programme – A mentoring scheme pairing pupils with trained mentors to support confidence, resilience and personal development.

Graduated Response – A step-by-step method of identifying and supporting children with SEN, moving from classroom strategies to more specialist support. There is an increasing level of support based on the child's needs.

Google Classroom – An online platform where teachers share learning materials and resources with pupils and parents/carers.

Healthcare Plan – A written plan developed with parents or carers and health professionals outlining how a child's medical needs will be met in school.

High-Quality Teaching (Quality First Teaching) – Well-planned lessons designed to meet the needs of all learners, with strategies to support those who need extra help.

Home Learning – Tasks and activities set by the school for completion at home to reinforce learning.

Individual Education Plan (IEP) – A short-term plan with specific, achievable targets and strategies to help a child meet their learning goals. At Sacred Heart pupils with an EHCP have an IEP.

Intervention Programme – A short-term, focused teaching programme designed to support children in a specific area (e.g. reading, maths, speech, social skills).

Local Authority Caseworker – A professional supporting families with children who have EHCPs, offering advice and assistance with placements and processes.

Local Offer – Information provided by the local authority about services and support for children and young people with SEND.

Medical Plan / Risk Assessment – A document identifying potential medical risks for a child and measures to ensure their safety in school.

Mediated Learning Support Approach (MeLSA) – A specialist teaching assistant who has undertaken a training programme with an Educational Psychologist.

Merton Local Offer – Information about SEND services and support in Merton. Each Local Authority have their own Local Offer.

Nurture Group – A small, supportive teaching group designed to help children develop social skills, emotional resilience and positive relationships.

Occupational Therapist (Paediatric) **–** A healthcare professional who supports children in developing or improving skills needed for daily activities.

Ordinarily Available Provision – Support and resources that every mainstream school should provide without extra funding, such as differentiated teaching or small group work.

Parent Consultation Evenings – Meetings where parents/ carers and teachers discuss a child's progress and any concerns.

Paediatric Medical First Aiders – Staff trained to provide emergency first aid for children's medical needs.

Pet Therapy Dog – A specially trained dog used to support pupils' emotional wellbeing.

Play Therapy – A therapeutic approach using play to help children express feelings, improve social skills and process experiences.

Pupil Profile – A summary of a child's strengths, needs, strategies that help them learn and current targets.

Quality First Teaching (QFT) – See High-Quality Teaching.

Reasonable Adjustments – Changes made to remove barriers to learning and participation.

Risk Assessment – A document identifying potential hazards and actions to reduce risks.

SEMH (Social, Emotional and Mental Health) – A category of SEN covering emotional wellbeing, behaviour, or social interaction difficulties.

SEN (Special Educational Needs) – When a child needs extra or different support to learn due to learning difficulties or disabilities.

SEN and Wellbeing Workshops – Sessions for parents or carers to provide strategies for supporting children's learning and emotional health.

SEND (Special Educational Needs and Disabilities) – When a child has learning, physical, or emotional needs requiring extra support in school.

SENDCo (Special Educational Needs and Disabilities Coordinator) – The teacher responsible for overseeing SEND provision, coordinating support and liaising with parents/carers and professionals.

SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) – A free, confidential service providing advice about education, health and social care for children with SEND.

Sensory and/or Physical Needs – SEN category including visual or hearing impairments, sensory processing difficulties, or medical conditions.

Sensory Pod – A calming space with lights, sounds and textures to help children self-regulate.

SMART Targets – Goals that are Specific, Measurable, Achievable, Realistic and Timed.

Special Educational Provision – Support or help that is different from, or additional to, what is normally available in the classroom.

Specialist Services – External professionals (e.g. speech therapists, educational psychologists, occupational therapists) who work with a child.

Strengths and Difficulties Questionnaire (SDQ) – A short behavioural screening questionnaire about a child's emotions, behaviour and relationships.

Summative Assessment – An overall judgement of learning, usually at the end of a topic or term.

Teaching Assistant (TA) – A member of staff who supports pupils' learning in and out of the classroom.

Wish My Teacher Knew Box – A confidential way for children to share thoughts, worries, or concerns anonymously with their teacher.

Year Group Newsletter – A termly newsletter outlining topics children will study, key vocabulary for the term and ways parents and carers can support learning at home.