



Sacred Heart.

RC Primary School Westhoughton

More than a school. A community of love.

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Annual SEN Information Report | 2026

Sacred Heart RC Primary School, Westhoughton • October 2026

Ut Diligatis Invicem — That you love one another. | Love • Learn • Serve • Shine

1. Introduction and the needs we support

Sacred Heart RC Primary School is a two-form-entry mainstream Catholic primary school. We seek to provide an inclusive education in which pupils with special educational needs (SEN), with or without an Education, Health and Care Plan (EHCP), belong to their class and participate in school life. Inclusion means access, participation, belonging and appropriate support; it does not mean separation. We do not operate a designated resource provision or a separate inclusion room. Classes ordinarily have 30 pupils.

We make provision for pupils across the four broad areas of need: communication and interaction (including speech, language and social communication); cognition and learning (including specific and general learning difficulties); social, emotional and mental health; and sensory and/or physical needs. These areas overlap, and provision is planned for the individual rather than determined by a label or diagnosis. Some pupils have complex or multiple needs requiring coordinated professional advice.

2. SENCOs and key contacts

SENCOs: Miss M. Fairhurst and Mr M. Stubbs. Head of School: Mrs Bernie Furey, with strategic oversight of inclusion. Contact the school office: office@sacred-heart.bolton.sch.uk | 01942 634681. Meetings with the SENCOs or Head of School can be arranged through the office.

3. Identifying and assessing special educational needs

Class teachers monitor learning, development, participation and progress through everyday assessment, observation, discussions with pupils and families, standardised assessment where appropriate, and information from previous settings. The SENCOs help consider whether a pupil has a special educational need, the barriers they experience, and what support is appropriate. External professional assessment may contribute where needed. A diagnosis is not a prerequisite for SEN Support, and a pupil who is making expected attainment may nevertheless have SEN.

Concerns should initially be discussed with the class teacher. Parents may also contact either SENCO. We distinguish SEN from other factors affecting progress and avoid assuming that a difference in attainment alone establishes SEN.

4. SEN Support: assess, plan, do, review

Our graduated approach uses a termly Assess–Plan–Do–Review (APDR) cycle. Many pupils have an individual Support Plan without an EHCP. Support is adjusted according to identified needs and reviewed at least once each term, or sooner where circumstances change.

- Assess: gather evidence of strengths, needs, barriers, pupil and parent views and progress.
- Plan: agree intended outcomes, provision, responsible adults and a review date with parents and pupils, as appropriate.
- Do: the class teacher remains responsible for teaching, assessment and progress, including when a special needs assistant (SNA) or other adult provides support. SENCOs advise and Mrs Furey oversees inclusion.
- Review: evaluate progress towards outcomes, impact and independence; agree whether support should continue, change or end. Parents and pupils contribute to decisions.

Parents are invited to discuss progress and provision at least termly. Information about the effectiveness of support is considered by class teachers, SENCOs and leaders through pupil progress reviews, assessment, observations, participation and the impact of planned interventions. Governors oversee the effectiveness of the school's SEND arrangements.

5. Teaching, curriculum access and additional provision

High-quality, adaptive classroom teaching is the starting point for every pupil. Teachers use explicit instruction, modelling, scaffolding, appropriate assessment, visual supports, structured routines, practical resources and alternative methods of recording where needed. Additional provision may include targeted reading, phonics and mathematics support, speech and language programmes, social communication work, regulation support, individual or small-group teaching, sensory adjustments and reasonable changes to workload or presentation.

The aim is to build knowledge, confidence, participation and independence. An SNA does not replace the teacher and does not automatically work continuously beside one pupil. Support is allocated and reviewed in response to needs and agreed provision. Pupils remain members of their ordinary class, with flexible additional support when appropriate.

6. Participation in school life

We plan reasonable adjustments so pupils with SEN and disabled pupils can participate alongside peers in curriculum lessons, PE, prayer and liturgy, assemblies, school visits, clubs, performances, pupil leadership and wider activities. Staff consider accessibility, communication, sensory needs, supervision, risk assessments and practical adaptations in advance. Where an activity presents a particular barrier, the school works with the family to consider appropriate arrangements rather than assuming exclusion.

7. Emotional, mental and social development

Our Catholic ethos emphasises dignity, belonging and respect. Teachers, pastoral staff and support colleagues work together to support relationships, emotional regulation, positive behaviour, anti-bullying and wellbeing. Provision may include check-ins, social skills work, individual regulation strategies and appropriate referrals. Pupils are supported to express concerns and take part in decisions affecting them.

8. Specialist services and securing expertise

Where appropriate, and in discussion with families, the school seeks advice or input from Educational Psychology, Speech and Language Therapy, Occupational Therapy, behaviour and inclusion services, CAMHS, sensory impairment specialists, and Caritas social work or therapeutic services. Access depends on referral criteria, availability and commissioning arrangements; listing a service does not guarantee an immediate appointment or a particular intervention.

Specialist expertise may be secured through local authority or health pathways, service-level agreements, consultation, training, commissioned input and multidisciplinary planning, as appropriate. Staff training and development may include autism, speech and language, dyslexia-friendly practice, SEMH, de-escalation and regulation. The SENCOs advise on priorities and help staff apply recommendations in classrooms.

9. Equipment, facilities and accessibility

Sacred Heart is a single-storey school with step-free access throughout, accessible entrances, classrooms and toilets. A lift is not required because all teaching and school facilities are on one floor. These facilities support access for disabled pupils; individual arrangements are assessed and agreed according to each pupil's needs. Learning accessibility is planned into classroom provision, with adapted resources, visual supports, practical equipment, assistive technology or specialist advice provided where appropriate. The school considers and secures additional equipment and facilities through assessment, the graduated approach, reasonable adjustments and liaison with families and relevant professionals.

Where a pupil requires intimate care or assistance with mobility, the school agrees an individual plan with parents or carers and relevant professionals, setting out the support, dignity, privacy, safety and responsibilities involved. Pupils with medical needs are supported through an agreed individual plan where required, including arrangements for care during the school day and participation in school activities. Reasonable adjustments and individual planning support disabled pupils to take part alongside their peers in lessons, PE, prayer and liturgy, assemblies, educational visits, clubs, lunchtimes and wider school life. The school's published admissions arrangements apply to disabled pupils in accordance with admissions and equality law; disabled pupils must not be treated less favourably because of disability. The published Accessibility Plan explains the school's planned work to improve access to the curriculum, physical environment and information.

10. Education, Health and Care Plans

Most pupils with SEN can be supported through SEN Support. Where needs may require provision beyond that ordinarily available, a parent, young person or school may request an EHC needs assessment from the local authority. The statutory process includes decisions about whether to assess and whether to issue a plan; a request does not guarantee an EHCP. Families are supported to understand the process and may seek independent advice.

Where a pupil has an EHCP, the school plans and reviews provision in accordance with the plan, including statutory annual reviews alongside termly APDR. The local authority has the legal duty to secure the special educational provision specified in Section F. Bolton-

issued plans may specify SNA support and the school must consider how that provision is delivered; funding allocations do not themselves override the wording of an EHCP. For plans issued by other local authorities, the school liaises with the responsible authority about arrangements and services. The precise provision, rather than the issuing authority alone, governs what must be secured.

11. Consulting and involving parents and pupils

Parents and carers are partners in identifying needs, agreeing outcomes and reviewing support. We invite families to termly APDR discussions and arrange additional conversations where concerns arise. Pupil views are sought in accessible, age-appropriate ways, including discussion, observation and other communication methods. Pupils are encouraged to understand their strengths, identify what helps and contribute to targets and transition planning.

12. Transition and preparation for the next stage

Transition support is tailored when pupils join Sacred Heart, move between classes or phases, or transfer to secondary school. This may include meetings between staff, sharing relevant records securely, additional visits, visual transition materials, contact with families and coordination with receiving settings. We promote increasing independence, communication, confidence and practical readiness for the next stage of education.

13. Complaints, advice and independent support

Families should normally raise concerns about SEN provision with the class teacher or a SENCO first; Mrs Furey can also be contacted through the office. Unresolved concerns can be pursued through the school's published Complaints Procedure, including its provisions where a complaint involves a senior leader or governor. Complaints about decisions made by the local authority on EHC needs assessments or plans have separate routes, including mediation and tribunal rights where applicable.

Bolton Information and Advisory Service for SEND (IAS SEND) offers free, impartial information, advice and support to parents, carers and young people, including help with SEN Support, EHCP processes, disagreements and appeals. Telephone: 01204 848722; website: <https://www.bolton.gov.uk/sendlocaloffer/bolton-information-advisory-service>

14. Bolton Local Offer and partnership working

Bolton Council publishes its SEND Local Offer at <https://www.bolton.gov.uk/sendlocaloffer/>. It explains education, health and social care support, assessment pathways, services, family support and local arrangements. The school works with the local authority, health and social care professionals, voluntary organisations and families, where appropriate, to coordinate support and help families access advice and services.

15. Monitoring, publication and review

The school reviews this report at least annually and updates it sooner when material information changes. The governing body oversees the school's SEN arrangements. This report should be read alongside the school's SEN policy, Inclusion Strategy, Accessibility Plan, Admissions Policy, Equality Information and Objectives, and Complaints Procedure.

Last updated: October 2026 | Next annual review: October 2027