



## **SEND INFORMATION REPORT**

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Welcome to The Holy Family Catholic Primary School's SEN Information report. The Special Needs Code of Practice requires us to provide you with specific information about how we support children who have specific needs. This document will provide you with information about how, here at Holy Family, we implement our policy for children with special educational needs and disabilities. This school information report forms part of Hertfordshire Special Educational Needs and Disabilities (SEND) local offer.

### **1. How does the school know if children/young people need extra help? What should I do if I think my child may have special educational needs?**

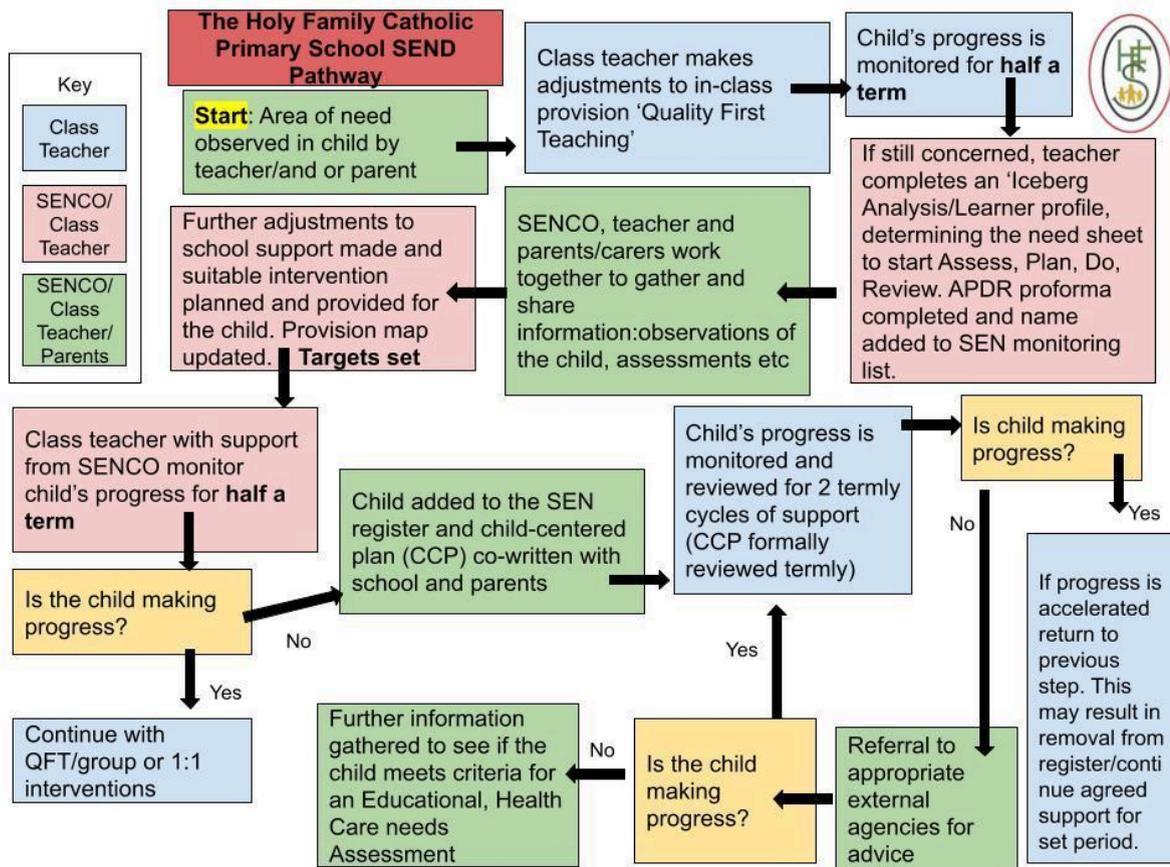
According to the SEND Code of Practice 2015, *"a child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age."*

Class teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils. If these assessments identify pupils making less than expected progress given their age and individual circumstances, further assessment may be necessary. Information can also be gathered from other settings and outside agencies where necessary.

If you are concerned about your child's progress or feel that they may have a special education need, then please **arrange to meet with your child's class teacher in the first instance** to discuss your concerns.

The first response to such progress should be **high quality teaching targeted** at their areas of weakness. Where progress continues to be less than expected, the class teacher working with the SENDCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and parents) we will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

The SEND pathway below shows an overview of our graduated approach for your reference.



## 2. How will school staff support my child?

The first step in supporting pupils who have, or may have, SEND is high-quality teaching that is carefully tailored to their individual needs. If a pupil continues to make less progress than expected, the class teacher will work closely with the SENDCO to explore whether the child has an identified special educational need.

Through ordinarily available provision, class teachers plan and deliver a scaffolded curriculum that supports all pupils to succeed. When a child is identified as having SEND, the school takes proactive steps to reduce barriers to learning and put effective support in place. This support may include short- or longer-term interventions, targeted and well-timed adult support within the classroom, the use of appropriate resources, or reasonable adjustments to teaching and learning. The SENDCO works alongside class teachers to offer guidance, recommend strategies and resources, and ensure that each child's needs are being met. Parents and carers are kept informed throughout this process.

Every child receiving SEND support has a Child Centred Plan (CCP). This personalised plan is reviewed at least three times a year with parents and pupils, and adjusted as needed to reflect the child's progress and the effectiveness of the support provided. Class teachers regularly monitor all interventions using class provision maps, which are overseen by the SENDCO.

We know that parents and carers have a deep understanding of their children. We encourage open communication and welcome conversations about any concerns regarding a child's development. We listen closely to families and ensure that children's own voices are heard and valued.

### **3. How will I know how my child is doing?**

Class teachers closely monitor pupils' progress on a daily basis and carry out more formal assessments each term. Assessment information is carefully analysed and discussed with the Senior Leadership Team on a termly basis to ensure that provision for all pupils is appropriate to their level of need.

This structured *assess, plan, do, review* approach helps ensure that support and interventions are effective. Staff delivering interventions complete impact records, which are used to inform discussions and evaluate the progress pupils are making.

We run an open door policy at Holy Family and we encourage informal discussions between parents/carers and class teachers. You are also welcome to make an appointment to meet with the SENDCO to raise any concerns or to discuss your child's progress further.

Termly meetings with your child's class teacher give you the opportunity to discuss your child's academic progress, their targets and emotional wellbeing.

If your child is identified as having a Special Educational Need, you will also be invited to attend three Parent-SENCo CCP meetings each year. These meetings allow for more in-depth discussion about your child's progress and for targets to be agreed as part of the *Assess, Plan, Do, Review* cycle. Where appropriate, pupils are encouraged to share their views and attend part of the meeting.

We have found that holding these meetings after the class teacher consultation gives families time to reflect and supports more meaningful discussions.

We aim to use the most effective and appropriate methods of communication so that parents feel well informed. Where more regular communication is needed, alternative approaches such as communication books or personalised communication systems may be used.

Joint meetings with families, professionals and outside agencies are also organised when required. Parents who have further concerns can arrange to meet with the phase leaders, Assistant Head Teacher or Head Teacher.

### **4. How will the school's approach to teaching and learning be matched to my child's needs?**

At Holy Family, high-quality teaching, following Hertfordshire's *Ordinarily Available Provision* guidance, ensures that the needs of all children are carefully considered and planned for. Children's learning is monitored daily, in addition to more formal assessments.

When a child is identified as having SEND, specific targets are set in collaboration with the child and their parents or carers. These targets are reviewed regularly, and at least once each

term, using the *Assess, Plan, Do, Review* cycle. Detailed information is included on the child centered planning document which parents and children are regularly encouraged to contribute to.

When additional support is needed, the class teacher, with support from the SENDCO where required, plans activities and interventions tailored to the child's targets. Where appropriate, outside agencies may also set targets which the school will help to achieve. Progress towards all targets is monitored and reviewed with teachers, the SENDCO, parents or carers, and the pupils themselves.

If a child has an Education, Health and Care Plan (EHCP) with complex SEND, and is waiting for a specialist placement, we may offer short-term access to our informal alternative provision. This decision is made in consultation with the Senior Leadership Team. As with all support we provide, this provision is regularly reviewed, and parents are kept fully informed about how effectively it is meeting their child's needs

## **5. What support will there be for my child's overall wellbeing?**

Holy Family has been awarded the Well Being Quality Mark which demonstrates our commitment to improving wellbeing across the entire school community. Mrs Angela Micklethwaite is the school's mental health lead practitioner along with Miss Rebecca Parmley and both can be contacted via the school office on 01707 375518.

Our school embraces a holistic approach to learning, and sees a child's wellbeing as crucial to their progress in learning. We endeavour to nurture the potential of all children and place great importance on the positive emotional well-being and social development through a range of different means. Daily collective worship encourages a range of skills such as reflection, self-worth, spiritual growth and empathy. All children complete a wellbeing check-in as they come into the classroom and can change it according to how they feel throughout the day (check in, check up, check out). The class teacher monitors this closely to provide support for children identified. At the beginning of each term, the class completes a 'stress tank' activity as a strategy to support children to talk about what may be worrying them and explore coping strategies. For further information, please see the school's mental health and wellbeing policy.

When a child needs additional support beyond what is already provided in the classroom, staff may complete a Nurture referral form. A meeting is then held with parents/carers, the class teacher and the SENDCo to agree the most appropriate next steps for the child.

We provide a range of support programmes to help children develop social skills, confidence and positive relationships. Our Emotional Literacy Support Assistants (ELSAs) support children's emotional wellbeing through planned programmes, which usually run for between 6 and 12 weeks. Support is planned in partnership with parents and reviewed at the end of each programme to evaluate its impact and agree next steps.

In addition, our wellbeing practitioner provides further therapeutic support where appropriate, including Drawing and Talking, Sand Play and Lego Therapy. If a child requires more specialist support, we will work with parents/carers to make referrals to relevant mental health or therapy services.

Where needed, Medical Health Care Plans are written and shared and regularly reviewed with parents/carers and appropriate staff.

## **6. What specialist services and expertise are available at or accessed by the school?**

For children who have needs that cannot be addressed through Quality First Teaching in the classroom, Holy Family works closely with a range of external agencies and specialist advisory staff to ensure that we are providing the best possible opportunities and educational experiences for our pupils. Dependent on need we are able to access the following services:

- Independent Speech and Language Therapist
- Behaviour Outreach Support
- Educational Psychologist
- NHS Speech and Language therapists
- Speech, Language, Communication and Autism Team
- Specialist Advisory teachers
- School Nursing Team
- Family Support Workers Service
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Service
- Children's Services
- Virtual School for Children Looked After
- DSPL5 SEND Team
- DSPL Sensory Library
- ASK SALI team
- Send Information and Advice Support Service SENDIASS
- Neurodiversity Support Hub

## **7. What training have the staff, supporting children and young people with SEND, had or are having?**

The SENDCo regularly updates her knowledge and skills by attending relevant training and courses. Key information and good practice are then shared with staff as appropriate to ensure consistent and effective support for children with SEND.

A termly training offer, provided by a range of organisations, is shared with all staff. Targeted courses are signposted directly to staff who work closely with children who have specific areas of need. Staff regularly attend training delivered by Hertfordshire County Council, Herts for Learning and DSPL5.

Recent training has included Autism Spectrum Disorder (ASD), including Pathological Demand Avoidance (PDA); speech and language development; early years approaches for ASD; the Rainbow bereavement programme; Zones of Regulation; sensory circuits; safeguarding; first aid; executive functioning, metacognition and self-regulation; sensory processing (Signs, Signals and Solutions); Protective Behaviours; and specialist maths teaching and diagnostic assessment for children with maths difficulties.

## **8. How will you help me to support my child's learning?**

We place great importance on working in partnership with parents to support their child. The class teacher is available for both informal and formal discussions and can be contacted by making an appointment through the school office.

The SENDCo is also available to provide additional information related to your child's individual needs and to signpost further support where appropriate. If you would like guidance on supporting your child's learning at home, please speak to the class teacher.

Further information about the curriculum, ways to support learning at home and home learning expectations can be found on the individual class pages on the school website. In addition to this, curriculum evenings and information evenings are also held to inform parents of how to support their children's learning.

The school website includes a *Key Information* section under *SEND*, where parents and carers can find links to additional training opportunities and sources of support.

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

We recognise that parents and carers know their child best, and we value their views and experience. A strong partnership between home and school is central to how we support children with SEND. Termly Parent Inclusion Meetings are led by the Headteacher and SENDCo, providing parents and carers the opportunity to be involved in discussions about inclusion at Holy Family. These meetings help us to reflect on and continually develop our inclusive practices, ensuring they meet the needs of all children.

As well as informal meetings you will be invited to attend CCP meetings to discuss a tailored target plan (Assess, Plan, Do, Review.) If a 'Families First Assessment' has taken place and/or your child has an EHCP (Education, Health and Care Plan) we will meet regularly to share information and discuss your child's progress with you.

## **10. How will my child be included in activities outside the classroom including school trips?**

Holy Family is a fully inclusive school, and no child is excluded from any activity, when a reasonable adjustment will mean that they can be included. All such activities are planned well in advance and any necessary adaptations are made and additional staff put in place if needed. Parents/carers will be consulted. Risk assessments are carried out as appropriate for individual children.

## **11. How accessible is the school environment?**

Holy Family complies with the Equality Act (2010) and carries out an accessibility plan every three years and makes reasonable adjustments as necessary. The following facilities are available to access the building and curriculum:

- 1 disabled toilet
- 4 ramps for restricted mobility access to the building and external play areas
- On receipt of additional funding, staff training, specialist furniture and resources can be accessed.

We follow Hertfordshire's Ordinarily Available Provision Guidance, which sets out the support schools are expected to provide to ensure learning is accessible for all children. At Holy Family, this may include adapting the environment to meet individual needs, for example by using different methods of communication such as objects of reference or visual symbols, or by improving classroom acoustics, such as adding padding to chair legs to reduce noise.

Where appropriate, we work closely with external professionals to support children with visual and/or hearing impairments. This may include specialist advice and additional staff training, such as British Sign Language (BSL), to ensure we are meeting individual needs effectively.

All classrooms have a designated calm area, usually a book corner, which children can use if they need a quieter space. In addition, the school has two separate quiet intervention rooms that are available to support children who benefit from a low-stimulus environment.

For further detailed information, please see the school's accessibility plan.

## **12. Who can I contact for further information?**

Appointments can be made by either emailing the address indicated below or by calling the school office on 01707 375518.

- SENDCo: [sendco@holyfamily.herts.sch.uk](mailto:sendco@holyfamily.herts.sch.uk)
- Class Teacher: emails are year group@, for example: [year6@holyfamily.herts.sch.uk](mailto:year6@holyfamily.herts.sch.uk)
- Phase Leaders: Mrs Kelly (KS2 Phase Leader) & Miss Clifford (KS1 Phase Leader)
- Head teacher: Mrs Linnane
- Governor for SEND: Mrs Sarah Cafferty
- Chair of Governors – Father Norbert
- SENDIASS
- Herts Grid for Learning
- Ofsted Website

## **13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

At Holy Family, we work closely with all settings at the time of transition. We arrange 'home visits' for all children prior to joining our school Nursery or Reception Class and visits are made by key staff to other settings in the Early Years as appropriate. We hold Nursery and Reception induction days so that parents/carers and pupils can meet the EYFS staff and visit the setting. There are internal transition meetings between each year group at the end of each academic year and opportunities for children to visit the school after the summer holidays to see their new classroom set up before all children return. We work closely with local Secondary schools to ensure a smooth transition for our year 6 pupils in the summer term. This includes the children visiting their new secondary school as well as visits from Year 7 staff.

Additionally, for in-year admissions, we will hold a meeting for new parents to discuss our expectations, procedures and policies.

On the school website, under the *Parents* section and *Special Educational Needs and Inclusion*, you will find our "Offer on a Page," which provides clear information about the support we offer, including how we support children during transitions.

#### **14. How are the school's resources allocated and matched to children's special educational needs?**

The notional SEN budget is used to ensure that children with SEND are able to access learning alongside their peers. Funding may be used to provide additional adult support, targeted interventions, staff training, specialist resources and, where appropriate, support from external professionals.

Budget planning is overseen by the Headteacher and Governors, who determine the level and type of resources needed to support pupils with SEND. Support is allocated flexibly and in line with individual needs, taking account of available funding, including Pupil Premium where appropriate.

The SENDCo works closely with the Headteacher and Senior Leadership Team to review provision regularly and ensure funding is used effectively. For pupils with an Education, Health and Care Plan (EHCP), funding is allocated in line with the provision outlined in their plan. In exceptional circumstances, additional support may be requested through the Local Authority's High Needs Funding process.

#### **15. How is the decision made about how much support my child will receive?**

If a child receives Local High Needs Funding (LHNF), that funding will be used to support the child. If a child does not receive LHNF the school will identify the provision needed and endeavour to address it within the school's budget.

If a child has specific targets from professionals, the school will distribute the provision according to need within the schools budget.

If a child has funding linked to their EHCP, the school will use this funding to support identified needs.

#### **16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

You can access the LA Local Offer at:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

If you are ever unsure, please email the SENDCO at [sendco@holyfamily.herts.sch.uk](mailto:sendco@holyfamily.herts.sch.uk) who can assist you in finding the information or support needed.



*Hertfordshire's Outcome Bees framework aims to ensure a shared vision for all children and young people and their parent/carers.*

## **Glossary of Terms**

### **APDR (Assess, Plan, Do, Review)**

A cycle used to assess needs, plan support, deliver it and review progress.

### **Accessibility Plan**

A plan showing how the school improves access for pupils with disabilities.

### **ASD (Autism Spectrum Disorder)**

A developmental condition affecting communication, interaction and learning.

### **CAMHS**

An NHS service supporting children's mental health.

### **CCP (Child Centred Plan)**

A plan outlining a child's needs, targets and support, reviewed regularly.

### **DSPL (Delivering Special Provision Locally)**

A Hertfordshire partnership supporting SEND provision.

### **Drawing and Talking**

A therapeutic approach using drawing to help children express feelings.

### **EHCP (Education, Health and Care Plan)**

A legal plan setting out support for children with complex SEND.

### **ELSA (Emotional Literacy Support Assistant)**

A trained staff member supporting emotional wellbeing.

### **Executive Functioning**

Skills that help with planning, focus and managing behaviour.

### **Graduated Approach**

A step-by-step way of increasing support based on need.

### **High Needs Funding (HNF)**

Additional Local Authority funding for pupils with significant needs.

### **Inclusive Practice**

Teaching approaches that enable all pupils to participate and succeed.

### **Intervention**

Targeted support provided in addition to classroom teaching.

### **Local Offer**

Information about SEND services available in Hertfordshire.

### **Local High Needs Funding (LHNF)**

Local funding to support pupils with high needs without an EHCP.

**Lego Therapy**

A structured activity to develop communication and social skills.

**Medical Health Care Plan**

A plan outlining how a child's medical needs are managed in school.

**Metacognition**

Understanding and managing one's own learning.

**Neurodiversity**

The recognition that differences in learning and thinking are natural.

**Notional SEN Budget**

School funding used to support pupils with SEND.

**Ordinarily Available Provision**

Support schools are expected to provide as standard for SEND.

**PDA (Pathological Demand Avoidance)**

A profile linked to autism involving demand avoidance and anxiety.

**Provision Map**

A record of SEND support and interventions available in school.

**Pupil Premium**

Funding to support pupils who may be disadvantaged.

**Quality First Teaching (QFT)**

High-quality, inclusive classroom teaching for all pupils.

**Reasonable Adjustments**

Changes made to remove barriers to learning.

**Sand Play Therapy**

A therapeutic approach using sand and play.

**SEND**

Special Educational Needs and Disabilities.

**SEND Code of Practice (2015)**

Government guidance on identifying and supporting SEND.

**SENDCo**

The teacher responsible for SEND provision in school.

**SENDIASS**

A free advice and support service for SEND families.

**Sensory Processing Difficulties**

Difficulties managing sensory input such as noise or touch.

**Virtual School (Children Looked After)**

A service supporting the education of children in care.

**Wellbeing Practitioner**

A professional providing emotional or therapeutic support.

**Zones of Regulation**

A programme supporting emotional understanding and regulation.