

THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL

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SEND INFORMATION REPORT

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The Special Needs Code of Practice requires us to provide you with specific information about how we support children who have specific needs. 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 and 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 or subject teacher, working with the SENCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) schools should 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.

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2. How will school staff support my child?

The first step in responding to pupils who have or may have SEND is high quality teaching targeted at the area of need. Where progress continues to be less than expected the class teacher working with the SENCo, will assess whether there is a special education need.

Class teachers will plan and deliver a scaffolded curriculum to meet the needs of all pupils. If a child is identified as having SEND then the school will take steps to remove barriers to learning and put effective provision in place. This may be in the form of short, or longer term interventions, targeted and timed additional support from adults within the classroom, provision of appropriate resources or making reasonable adjustments. The SENCo will work alongside the teacher to advise on resources and approaches and ensure that the needs of the child are being met. The class teacher and SENCo (where appropriate) will keep the parents/carers informed.

Each child receiving SEND support will have a child centered plan (CCP). This personalised document will be reviewed at least three times per year in consultation with parents and pupils and adapted as necessary depending on how effective it has been in achieving the agreed outcomes. Class teachers monitor all the planned intervention on class provision maps which are updated regularly and overseen by the SENCo.

School staff understand that parents/carers know their children the best and it is important that staff listen and understand when concerns are expressed about a child's development as well as listening and addressing any concerns raised by the children themselves.

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

Class teachers monitor a child's progress on a daily basis and make more formal assessments on a termly basis. This data is analysed and discussed in depth alongside the senior leadership team on a termly basis and provision for all children is discussed according to the level of need.

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 SENCo to raise any concerns or to discuss your child's progress further. All children who have a special education need have the opportunity to book an additional meeting with the SENCo following on from termly consultations with the child's class teacher. Joint meetings with families, professions and outside agencies (when involved) are also organised. Parents who have further concerns can arrange to meet with the phase leaders, Assistant Head Teacher or Head Teacher.

As a parent of a pupil identified as having a Special Educational Need you will be invited to attend three parent-teacher-SENCO Child Centred Planning Meetings (CCPs) a year to discuss your child's progress and set targets for the Assess, Plan, Do and Review Action Plan. Input from pupils to this meeting and attendance where appropriate are encouraged.

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4. How will the learning and development provision be matched to my child's needs?

As well as more formal systems, children at Holy Family are assessed daily through their learning. Once a child has been identified as having SEND, in collaboration with the pupils and parents/carers, they will be set specific targets which will be reviewed regularly but at least termly using the graduated approach (assess, plan, do and review cycle). Class teachers will plan high levels of differentiation to ensure that every child's needs are being met within the classroom. When additional support is put in place the class teacher, with support from the SENDCo where necessary, will plan for activities that are specific to the child's targets. Where they are involved, outside agencies will also set targets which the school will support and work on. Targets are monitored and reviewed with teachers, the SENDCo (where involved), parents/carers and pupils.

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 and can be contacted via the school office. 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. 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.

Where additional support is required above what is already in place in the classroom, Nurture referral forms are completed by staff and meetings are held with parents/carers, class teacher and the SENDCo to discuss the best next steps. We run a range of programmes for children to develop social skills and awareness including strategies to enhance self-esteem and friendships. We also have an ELSA (Emotional Literacy Support Assistant) to support the emotional needs of children and sessions can last from 6-12 weeks.

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

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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 continually updates her training and knowledge by attending relevant courses and then feeds back to staff as necessary.

Staff attend relevant courses and training provided by Hertfordshire County Council, Herts for Learning and DSPL5.

Training has included Autism Spectrum Disorder (ASD) including Pathological Demand Avoidance (PDA), Speech and Language, Early years ASD approaches, Rainbow (bereavement) programme, Zones of Regulation, Safeguarding, First Aid training, Executive Functioning, Metacognition and Self-regulation, Signs, Signals and Solutions (Sensory Difficulties,) Protective Behaviours, Specialist maths teaching for children with maths difficulties and diagnostic assessment .

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

Our school places much importance on the collaboration of staff with parents to support their child. The class teacher is available for informal and formal discussion on a regular basis (please make an appointment through the office.) The SENDCo is also able to provide additional information specific to your child's needs and put you in contact with additional support if needed. Child Centred Planning Meetings are held termly and meetings in addition to the usual parent meetings can be scheduled to provide the time needed to fully discuss your child's needs. Children receive regular weekly homework

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Curriculum evenings and information evenings are held to inform parents of how to support their children's learning. If a child has very complex needs, we may seek to apply for an Education and Health Care Plan (EHCP). The school will submit a range of evidence including parent and pupil view to the Local Authority who will then assess as to whether the child should have an EHC plan.

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

We believe that parents/carers view is the most important. You know your child better than anyone else and therefore we work closely with parents/carers.

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.

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
- Class Teacher: emails are year group@, for example: 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 Fernandes
- SENDIASS
- Herts Grid for Learning

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- 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.

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

Through our budget planning, the Headteacher and Governors determine the amount and type of resources we will need to support the progress of our pupils with SEND. Within the budgetary constraints, support and resources are allocated according to need. This includes provision targeted at specific groups such as Pupil Premium funding where appropriate. In exceptional circumstances, additional funding can be applied for using our Local forum for High Needs Funding (HNF) for certain individuals.

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>

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If you are ever unsure, please email the SENDCo at sendco@holyfamily.herts.sch.uk who can assist you in finding the information or support needed.

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