



# Holy Family Primary School

## Parent Information: SEND Information Report



"I feel confident that my children get the help they need at Holy Family. The school really help with my youngest child's speech and language and have really supported my older child to express her emotions well." – Mum to two children at Holy Family.

"Holy Family School gave me a chance when no one else would." – Previous Year 6 pupil.

At Holy Family Catholic Primary School all staff are committed to meeting the needs of all of our children to ensure they make the best possible progress in school. We pride ourselves on providing a high quality inclusive environment where we are quick to identify and assess need and effectively plan for and review the adjustments and provisions we make. We are reflective on our knowledge and skills as a staff team, and plan for appropriate training to support us in meeting the needs of the children in our care. Central to what we provide, is the contribution that parents and carers make in reviewing and planning for their child's support, meeting regularly with class teachers throughout the academic year. Our fabulous parent SEND committee are also integral to influencing the decisions we make on a whole-school SEND level, sharing valuable views, insight and experiences.

**Definition of SEND:** High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something additional to and different from what is provided for the majority of pupils. This is what is meant by special educational provision.

At Holy Family Primary School, we support children across the four broad areas of need, which is detailed in the SEND Code of Practice, 2015:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical

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## Key Contacts and Responsibilities

### **Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?**

#### **Class teacher**

Responsible for:

- Being the first point of contact for any parent who is concerned about their child's progress or well-being in school. The teacher is available to talk about any concerns and meet with parents to discuss additional SEND support if needed.
  - Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCo know as necessary.
  - Writing Individual SEND Support Plans and sharing and reviewing these with parents at least three times a year.
  - Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
  - Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
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#### **Special Educational Needs or Disability Co-ordinator (SENDCo) – Mrs Stephanie Collins**

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Monitoring the progress of children with SEND, at least three times a year.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND achieve the best progress possible.
- Coordinating staff training needs.

## Headteacher – Mr Will Harding



Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
  - Giving responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
  - Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
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## SEND Governor – Tracey Turri

Responsible for:

- Liaising with the SENDCo on a regular basis and reporting back to the Governing Body that the school is meeting its statutory duties for SEND provision.
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## Parent Support Worker – Mrs Helen Marples

- Our highly experienced families' worker, available for individual appointments when advice and support is needed.

“Helen has been a massive help and reassuring during mine and my son’s time with being at Holy Family, she has helped me to fill in forms to help with applying for DLA, grants and housing, this can be stressful for some parents and Helen has helped in many ways. She’s very supportive and always a phone call away for any help or reassurance parents may need, she is a credit to the school with the service she provides.” – Mum to Year 3 child on SEN Support.

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## Local Authority SEND team

Responsible for:

- Supporting teachers, teaching assistants, children and parents in the Local Authority. Parents can contact South Gloucestershire SEND team and find out further information on the South Gloucestershire Local Offer at [www.southglos.gov.uk/localoffer](http://www.southglos.gov.uk/localoffer)
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## **SEND and You**

Responsible for:

- 'SEND and You' are South Gloucestershire's SENDIAS (Special Educational Needs and Disability Information Advice and Support) service, providing impartial information, advice and support about SEND to children, young people and their parents and carers. See their very helpful website for more information on what they do and how to access support <https://www.sendandyou.org.uk/>

### **Who are the other people providing services to children with a SEND within this school?**

- SEND teaching assistants - Miss Arthur, Ms Doinik, Mrs Nyarko, Mrs Eyres, Mrs Bush, Mrs Migdzinska, Mrs Spratt, Mrs MacCallam, Mrs Emissah, Mrs Scriven, Ms Keary, Mrs Cross, Miss Watkins, Miss Miskella, Ms Grace, Mrs Miskella & Mrs Szabo
- Well-being Team Members - Mrs Cross, Mrs Eyres, Mrs MacCallam & Mrs Marples
- Education Mental Health Practitioner – Emma Smith

## School Resources

### **How are the school's resources allocated and matched to children with Special Educational Needs and Disabilities?**

- The school budget includes money for supporting children with SEND.
- The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including:
  - the children getting extra support already
  - the children needing extra support
  - the children who have been identified as not making as much progress as would be expected

And decide what resources/training and support is needed.

- If a child's needs are complex, the school will seek advice from other professionals to ensure the right support and provision is in place to enable a child to achieve their best. This may result in the school applying for an **Educational, Health and Care Needs Assessment** from the Local Authority in order to access further support for the child. As parents, you will be consulted and included all the way.

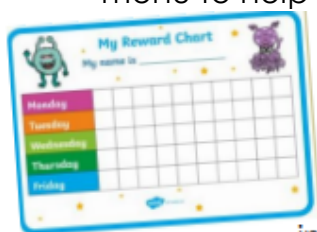
## Support for Children with SEND

### **What are the different types of support available for children with SEND at Holy Family Primary School?**

High quality whole-class teaching, using differentiation, adjustments and scaffolding to meet the needs of all children on a daily basis.

For your child this would mean:

- That the class teacher has the highest possible expectations for your child and all pupils in their class.
- That class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specific strategies, adjustments and resources (which may be suggested by the SENDCo or outside agencies) are in place to support your child to learn within the class. Some examples include, the use of ear defenders for children with a sensitivity to noise, a visual



menu to help with lunch choices, reward charts, iPads and a consideration over where your child is seated to ensure distractions are minimised and they feel the most comfortable in the class. For children with SEND, these will be documented on their Support Plan.

- Your child's teacher will have carefully checked on your child's progress and will put extra support in place if they notice a gap in their understanding/learning. Sometimes this means a more targeted intervention is appropriate – see below.
- Any class visits/trips will be planned to include your child as fully as possible. Where necessary, we will consult with you in detail about these arrangements.

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### **Specific group work with a smaller group of children – Intervention groups.**



Your child may be taught in an intervention group during the school week.

- Run in the classroom or outside.
- Run by a teacher or most often a teaching assistant, directed by the teacher, who has had training to run these groups.

For your child this would mean:

- They will engage in group sessions with specific targets to help them to make more progress in key areas identified as priorities for their development.
- A Teaching Assistant/Teacher or sometimes an outside professional will run these small group sessions, overseen by the class teacher.



Some examples of the intervention groups we run at Holy Family are Talkboost, Bucket Time, Time to Talk & Brick Club.

## Spotlight on: Time with our ELSA (Emotional Literacy Support Assistant)

Our ELSA is Mrs Eyres.

Our ELSA works either in small groups or individually with children. Support includes:

- Self-esteem – what are my strengths? What do people like about me?
- Anxiety – how can I recognise when I feel anxious? What can I do to help?
- Anger – what does it feel like in different parts of my body when I feel angry? What are some calming techniques that work for me when I feel this way?

“The ELSA helped my daughter express her emotions, particularly with her teachers. Before she would say her belly hurt as she wasn’t able to express her anxiety. She really helped her have the words. I was telling my friend about the ELSA support because she hadn’t heard of it and it really did help.” – Mum to girl in Year 4.

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### Specified Individual support

This is usually provided via an **Education, Health and Care Plan (EHC Plan)**. This means your child will have been assessed as needing provision which cannot be provided from the budget available to the school.

This could mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with additional information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), are complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child’s needs.
- If your child’s needs meet the criteria, the Local Authority will write an EHC Plan.
- The EHC Plan will outline the additional support and funding your child will receive from the Local Authority and how the support should be used and what strategies must be put in place. It will also have long term outcomes for your child and break this down into what the support will entail in school.

## Sharing Concerns with School

### **How can I let the school know I am concerned about my child's progress in school?**

- If you have concerns about your child's progress you should speak to your child's class teacher in the first instance. At Holy Family we have an open door policy and will happily arrange a time which is convenient to meet with you and discuss your concerns. You can get in contact via class dojo or emailing [admin@holyfamilyprimary.co.uk](mailto:admin@holyfamilyprimary.co.uk)
- You can also speak to the SENDCo or Headteacher if you continue to have concerns.

## Sharing Concerns with You

### **How will the school let me know if they have any concerns about my child's learning in school?**

If the school has concerns about the progress your child is making, or about their wellbeing, they will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have too.
- Complete a 'Pupil Cause for Concern' form to give to the SENDCO.
- Plan any additional support your child could receive. This may be written as a SEND Support Plan and your child might be added to the school SEND Register.
- Discuss with you any referrals to outside professionals to support your child.

## Working with Outside Agencies

### **Which other agencies could support my child with SEND?**

We welcome support from outside agencies. We have involvement with the following specialists:

- Educational Psychology Service
- Speech and Language Therapy
- Mental Health Support Team
- Families Plus
- CAMHS
- Inclusion Support/Integra
- School Nurse Team
- Occupational Therapy
- Physiotherapy
- Paediatrician
- Behaviour Support Team





Sometimes children have been identified by the class teacher/SENDCo as needing some extra specialist input in school from an agency outside the school.

This would mean:

- You will be asked to give your permission for the school to refer your child to a specialist professional.
- The specialist professional may work with your child to understand their needs and make recommendations, which may include:
  - Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
  - Support to set targets which will include their specific expertise and provide advice where appropriate
  - A group run by school staff under the guidance of the outside professional e.g a social skills group
  - A group or individual work with outside professional
- You may be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

## Measuring Progress

### ***How will we measure the progress of your child in school?***

- Your child's progress is continually monitored by his/her class teacher and formally reviewed three times a year.
- Children with SEND will have a 'SEND Support Plan' which will be reviewed with your involvement, at least three times a year.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review meeting with all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

## Staff Skills and Training

### ***How are the teachers in school helped to work with children with an SEND and what training do they have?***

- The SENDCo's job is to support the class teacher in planning for children with SEND.
- School staff complete a 'SEND Skills and Knowledge Audit' annually which helps inform training.

- The SENDCO and Senior Leadership Team plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on different areas of SEND. **In 2022-23 academic year, staff had training on Emotion Coaching, Sensory Needs and Movement Breaks, Dyslexia and Demand Avoidance (often known as PDA).**
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. **In 2022-23 academic year, this included training on Autism and Girls, Making Reasonable Adjustments for Autistic Pupils, Colourful Semantics, Emotionally Based School Avoidance (EBSA), Sensory Diets, Attention and Engagement (based on Attention Autism approach), Precision Teaching and Memory Matters.**



## Parental Involvement

### ***How will the school involve me as a parent?***

We recognise that children achieve the best when there is a strong partnership between parents and school, and as such we want parents to be fully involved in their child's education. Throughout the school year, the school will provide a range of opportunities for parents to be involved:

- Pupils on the SEND Register will have 'Settling in phone call home' by class teachers, within 3 weeks of starting their new class in the Autumn Term. This will be a chance to gather your views on what's important for your child and your aspirations for the year ahead.
- SEND Support Plans will be reviewed with your involvement, three times a year – see the Communication Overview with Parents which can be found on our school website.
- We have a Parent SEND Committee, meeting three times a year, to discuss and plan around issues related to whole school SEND – see below.
- A yearly meeting (Annual Review) for any child with an EHC plan, involving parents, school and any relevant external agencies, to review the child's progress.
- Parent Consultation Meetings in the Autumn and Spring term. This is for all children. During these meetings parents have the opportunity to view books.
- End of Year Reports to parents.
- The class teacher is regularly available to discuss your child's progress or any concerns you may have.
- Our Parent Support workers/ELSA can work with and support parents and children on a number of issues including self-esteem, friendship issues, anger management, emotional issues and parenting support.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

## Parent SEND Committee

### **What is the Parent SEND Committee and how do I get involved?**

- Our parent SEND Committee is made up of a group of Holy Family parents (all of whom have children on our SEND Register), the SENDCO, SEND Governor and Head teacher.
- The committee meets three times a year to discuss key issues related to whole school SEND. This includes:
  - Opportunities to meet and chat with other parents who have children with SEND at Holy Family.
  - Opportunities to feedback on provision for children with SEND at Holy Family.
  - Opportunities to co-produce key documents such as our SEND Information Report and SEND Policy.
  - Opportunities to get involved in exciting new developments such as helping to develop a Sensory Room at Holy Family (completed during the 21-22 academic year).

## Accessibility

### **How is Holy Family Primary School accessible to children with SEND?**

- The building is accessible to children with physical disability via ramps.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.
- There is a disabled toilet.

School will seek advice for each child's additional accessibility needs and make any necessary adjustments to the environment where possible.

## Supporting Transitions

### **How will we support your child when they are leaving this school or moving on to another class?**

We recognise that careful consideration needs to be made when planning for transitions at all stages, particularly for those children with SEND.

- When your child moves from a pre-school/nursery setting into Holy Family:

- Initial contact is made with the setting previously attended. In some instances where a child is having SEND Support at preschool, a supported transition meeting will be set up.
- Transition plans will be put in place to support your child's transition into school. This could include us providing additional transition sessions, where your child may visit the school out of school hours when it is quiet, to explore the environment and meet key staff; a bespoke induction period to suit your child's needs such as a more gradual transition in or your child consistently doing mornings in the initial weeks and/or a photo book of the new school environment.
- When moving classes in school:
  - Teacher liaise together and information will be passed on to the new class teacher in advance. All SEND Support Plans will be shared with the new teacher.
  - Your child will visit their new teacher along with the rest of their class during the summer term.
  - If your child would be helped by further visits or a book to support them understand moving on, then arrangements will be made for this to happen.
  - If your child is moving child to another school:
    - We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
    - School will ensure that all records about your child are passed on as soon as possible.
- In Year 6:
  - Teachers and the SENDCo will pay particular attention to preparing pupils with SEND for transfer to secondary school, addressing both the learning and wellbeing concerns that may arise.
  - The school will be in contact with key staff members of the secondary school and ensure they know about any special arrangements or support that needs to be made for your child.
  - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
  - School will ensure that all records about your child are passed on as soon as possible.

## Complaints

### ***How do I make a complaint if I am unhappy about the provision for my child with SEND at Holy Family?***

- Please refer to our school Complaints Policy, which can be found on the 'Policies' section of our website

**This report was co-produced in November 2023 with our SEND Parent Committee.**

**To be reviewed November 2024**