

Special Educational Needs and Disabilities (SEND) Information Report

Holy Family Catholic Primary School



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Kent SEND Information Report

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Kent SEND Information Report

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

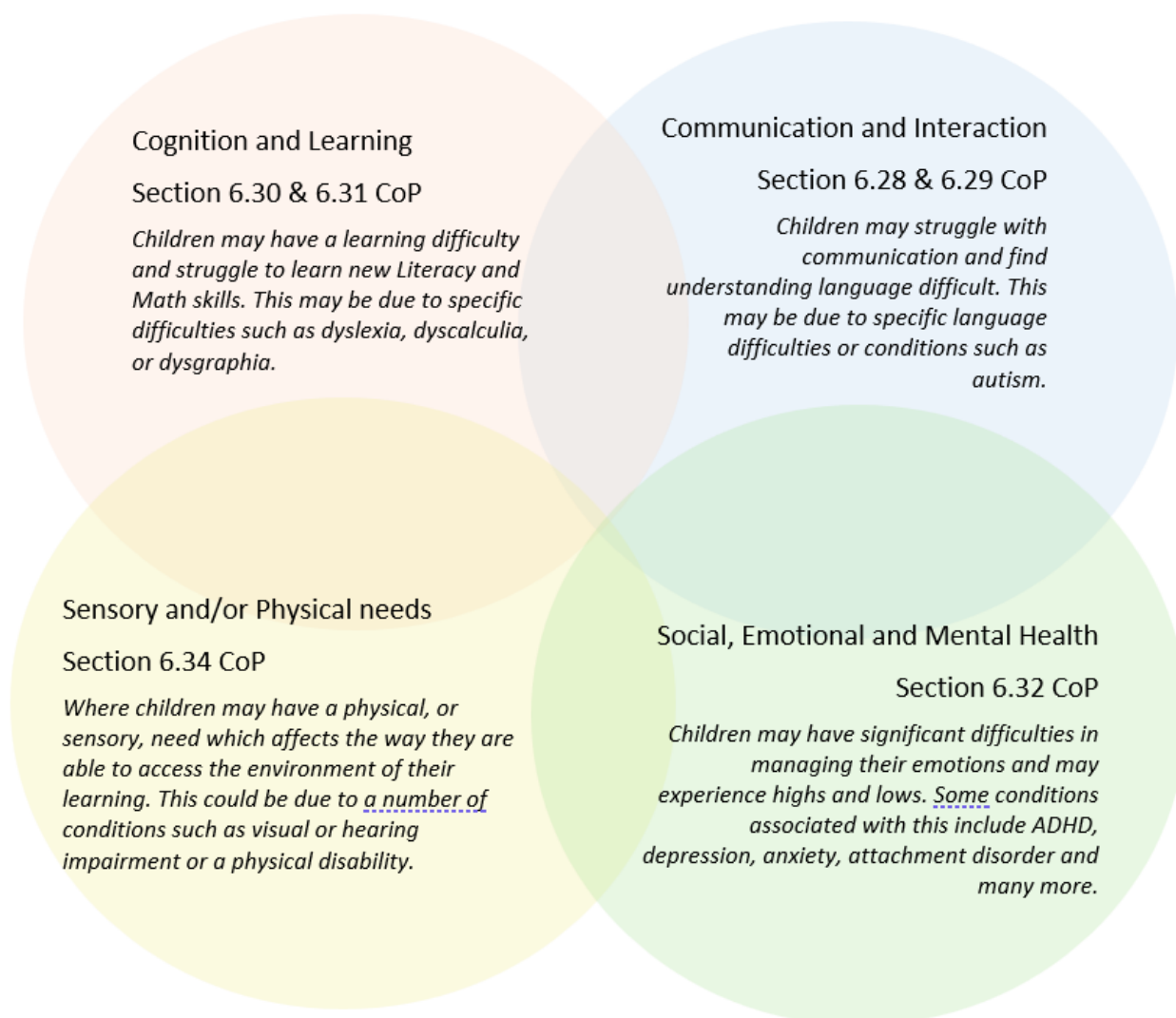
You can find our SEND policy on our school website (<https://www.holyfamily.kent.sch.uk/>)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

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Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/262322/SEND_Code_of_Practice_January_2015.pdf)

2. Which staff will support my child, and what are their key responsibilities?



At Holy Family Catholic Primary School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Mrs Georgina Kershaw.

The SENCO has over 12 years of experience in this role and has worked as a Class Teacher and EYFS Lead (12 yrs) and a SENCO in three schools and in two different Local Authorities. The SENCO is a qualified teacher.

Mrs Kershaw achieved the National Award for Special Educational Needs Coordination (NASENCO) in 2015.

Class/subject teachers

All of our teachers receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have SEND.

Teachers have received training on diabetes, anaphylaxis, epilepsy, how to effectively adapt the curriculum, how to make Writing and Reading accessible, Neurodiverse conditions including Autism, Rosenshine's Principles of Instruction as well as a wide range of other training.

Teaching assistants (TAs)

We have a team of 16 TAs, including 1 higher-level teaching assistant (HLTA) who are trained to deliver SEND provision.

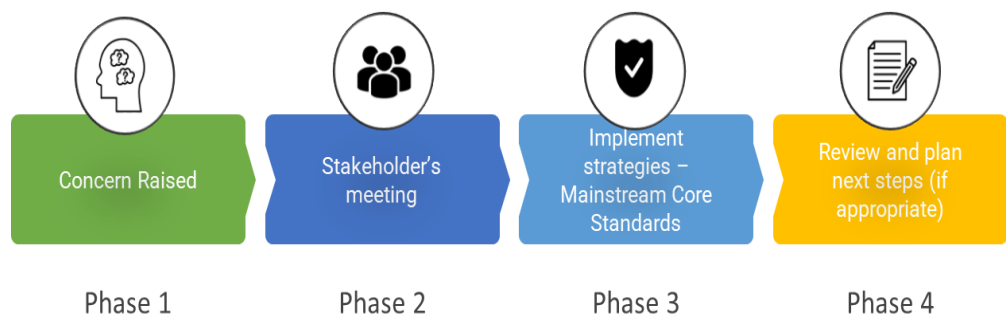
Many of our teaching assistants are trained to deliver interventions such as intensive interaction, speech and language programmes, physiotherapy programmes, phonics interventions, reading interventions and Precision Teaching.

External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Educational psychologists
- GPs or paediatricians
- Community of Schools
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Safeguarding services
- School Counsellor
- KPAS (Attendance)
- School nurses
- SEND Inclusion Advisor
- Specialist Nurses
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisations

3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the school – speak to your child's teacher so that they can make the SENCO aware. Speak with your child's class teacher in the first instance.
Phase 2	School staff (Class Teacher and/or SENCO) will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: Mainstream Core Standards This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the Assess, Plan, Do, Review model.

4. What happens if the school identifies a need?

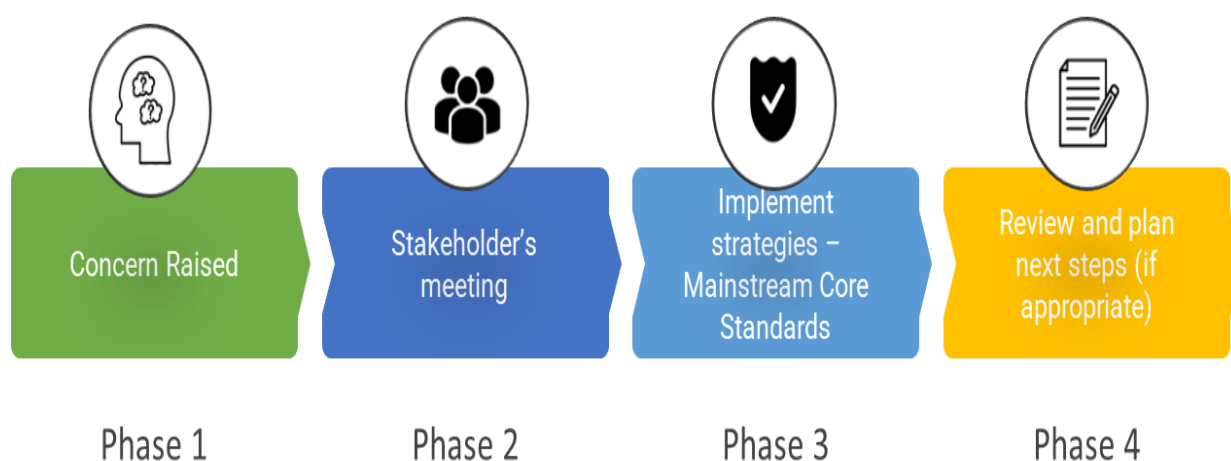
If we believe that your child should be identified as having an Additional or Special Educational Needs, we will speak with you. Together, you as parents/carers and the class teacher will meet to make a plan. Any support or learning outcome agreed at this meeting will be recorded in an ILP (Individual Learning Plan). You will be asked to sign this plan and you will be given a copy.

Strategies discussed in the meeting will be put in place to help your child to make progress. After an agreed time period, we will meet again to review whether the additional support has been successful. If good progress has been made, then it might be decided that the additional support is no longer required. In this case, your child will no longer be considered to have Special Educational Needs.

However, if the support has not been successful, then the support will continue. Sometimes, your child may require a higher or more intensive level of support and it may be necessary for the school to speak with professionals from other organisations, to find more effective ways of helping. We will always speak with you if we are thinking about speaking to professionals from external organisations.

There will be further ILP meetings to review the progress and set new outcomes, three times a year.

The same process is followed if a concern is raised by the school.



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include difficulties with reading, writing, number work, mental health, social interactions or speech and language.

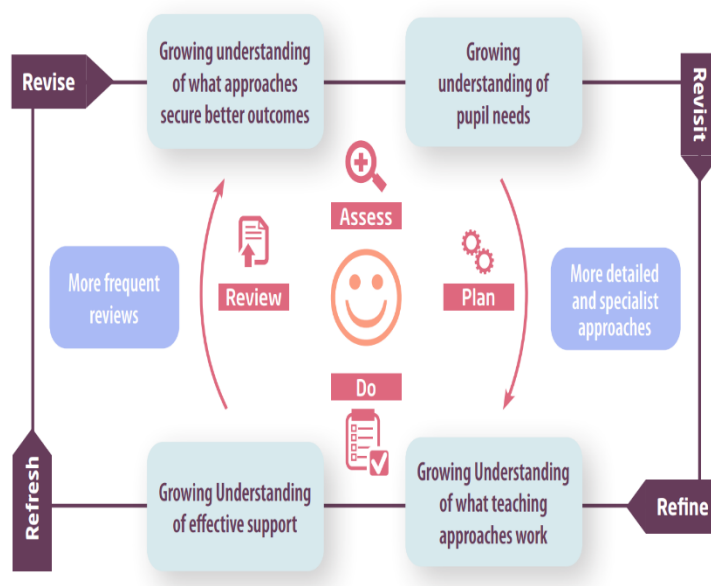
If the teacher notices that a pupil is having difficulties, they try to find out what the barrier to their learning is. Once the barrier has been identified, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once, the provision has been adapted to mitigate the barrier.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and you will be contacted to discuss the possibility that your child has SEND. The school will follow the graduated approach (see previous page).

5. How will the school measure my child's progress?

We will follow the 'Graduated Approach' to meeting your child's SEND needs.

The Graduated Approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended. We will be using Mainstream Core Standards for the types of support we may be able to offer your child.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

A member of staff who knows your child well, usually the class teacher, will meet you three times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

In some circumstances, the SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact Mrs Kershaw (01622 756778).

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey



8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches and how we teach, to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



- Adapting our resources and staffing



- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.



- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need



- Scaffolding lesson materials

We may also provide the following interventions:

Precision Teaching, Colourful Semantics, Communication Approaches, Read, Write, Inc. interventions, Inference Groups, Speech and Language Interventions, Clever Fingers, Lexia, etc.

These interventions are part of our contribution to Kent County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals at least once per term
- Reviewing the impact of interventions after every half-term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using pupils progress meetings to measure progress
- Holding an annual review (if the pupil has an Education, Health and Care (EHC) plan)



10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



The expectation is that all schools provide an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip in year 6 to Thriftwood.

All pupils are encouraged to take part in Sports Day, theatre visits, science workshops and visiting speaker workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



At Holy Family Catholic Primary School, we welcome all pupils, whether or not they have SEND.

Priority is given to those pupils with an EHCP and those pupils who are looked after by the local authority.

For pupils with SEND (including those with an EHCP) we will liaise closely with the child's previous school to establish the level of need. We will have discussions with you as parents/carers to work out if/how we can meet the child's needs.

We can be flexible in our approach to supporting the transition, if necessary.

Wherever possible, we will endeavor to support your child and welcome your family to The Holy Family.

13. How does the school support pupils with disabilities?



All of our classrooms have easy access to the outside; our EYFS classroom has a sloped access.

Our school is built on a single floor and all of our classrooms are spacious and could accommodate a wheelchair.

We have an accessible cloakroom with a shower.

Please see our [Accessibility Plan](#) for further information.

You're disabled under the Equality Act 2010, if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of our social skills groups to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND through ELSA, Talk Time and our School Councillor

We have a 'zero tolerance' approach to bullying. Our Catholic Gospel Values and Catholic Social Teaching encourage our pupils to learn how to treat one another with respect and compassion. We prevent bullying in the school by frequent lessons within the RHE curriculum, assemblies, positive reinforcement and strong relationships with pupils and parents.

15. What support is in place for looked-after and previously looked-after children with SEND?



The person responsible for children who are looked after by the Local Authority (the Designate Teacher) is Mrs Kershaw. The Designated Teacher will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEND support plans (ILP) or EHC plans are consistent and complement one another.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we will:



➤ Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed

➤ Plan for two transition afternoons, where children spend time doing activities with their new teacher

➤ Schedule lessons with the incoming teacher towards the end of the summer term

➤ Some children, who may face greater difficulty with transition, will be given a photobook to take home with them. This book will have photographs of their new classroom, their teacher, Teaching Assistant and other important things in it.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

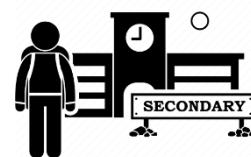
The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

➤ Practising with a secondary school timetable

➤ Learning how to get organised independently

➤ Plugging any gaps in knowledge



17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the KCC local offer. Kent County Council publishes information about the local offer on their website:

[KCC SEND Information Hub](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[IAsk](#)

Local charities that offer information and support to families of pupils with SEND are:

Parents and Carers Together [Kent PACT](#)

National charities that offer information and support to families of pupils with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

18. What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the class teacher in the first instance. If your concerns remain, please speak with the SENCO or Headteacher.

If necessary, you will then be referred to the school's [complaints policy](#).

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Please visit [Global Mediation](#)

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*

- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan

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- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages