

## Holy Family School SEND Information Report September 2025



Throughout Essex all schools offer similar provision for pupils with SEND in line with the County's Information Report.

Holy Family School's provision looks like this:

<p><b>School Ethos for SEND</b></p>	<p>All children will have a positive and inclusive primary school experience that builds their self-esteem and independent learning skills for their future; so that they feel confident and ready for transition to the next phase of their education when they leave us. Ensuring that children with, Speech, Language and Communication needs, Cognition and Learning Needs, Social, Emotional and Mental Health needs, Sensory and/or Physical needs, and those who are termed disadvantaged reach their full individual potential and have complete curriculum access, that is adapted and differentiated to meet their needs where appropriate.</p> <p>This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. This will include adapting the curriculum to make it accessible for children with SEND.</p> <p>We will continue to seek opportunities to audit, evaluate and collaborate with others. We will continue to enhance through CPD our specialist in house inclusion team and ensure that all staff have a good understanding of Inclusion practices.</p>
<p><b>What is SEND?</b></p> <p><b>How does the school know if my child needs extra help?</b></p>	<p>A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age. Special educational provision is educational provision that is additional to, or different from, that made generally to children of the same age.</p> <p>For identification of special educational needs, we refer to the SEND Code of Practice 2014 which sets out four broad areas of need:</p> <p><b>Communication and interaction</b></p> <p>Children with speech, language and communication needs have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Every child is different, and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with ASD needs are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p> <p>At Holy Family School we assess each child in the Foundation class using formal assessments, observations and interactions with</p>

children to build a profile for each child. Teachers and LSA's in all classes will monitor the progress of all children continuously. The class teacher will discuss any concerns with the SENDCO and then decide on the most appropriate intervention for that child, at that time.

### **Cognition and learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation within lessons. Learning difficulties cover a wide range of needs which could be classed as moderate, severe, profound or multiple learning difficulties. Specific learning difficulties affect one or more aspects of learning. This includes a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.

At Holy Family School we use assessment for learning throughout our teaching which means that we constantly monitor and assess each child's learning achievements across the curriculum. Teachers are skilled at noticing where a child is having difficulty in learning and adapting their teaching to enable each child to progress. The class teacher will discuss any concerns with the SENDCO and then decide on the most appropriate intervention for that child, at that time.

### **Sensory and/or physical needs**

Some children require specialist provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may change over time. Specialist equipment may be needed in order to enable children with these needs to access all the opportunities available to their peers.

At Holy Family School we will always seek professional advice to support a child with these particular needs. Regular reviews with the child and their parents or carers will take place to ensure that the sensory and/or physical needs for the child are being met

### **Social, emotional and mental health difficulties**

Children may experience a wide range of social and emotional difficulties which can show up in different ways. Children may become withdrawn, isolated or display challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression for example. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

At Holy Family School we monitor classroom and individual behaviour through a whole school Behaviour and Relationships policy and a variety of classroom strategies. Where a pattern of behaviour is noticed we will discuss this with parents or carers as soon as possible and work in partnership to identify the underlying cause. Sometimes this will involve a request for specialist teacher support to visit the school or a referral to a health professional.

At Holy Family School we place high priority on the early identification of children with special educational needs. Some children are identified at pre-school nurseries and liaison with nurseries enables us to plan effectively for meeting such needs. Other pupils are identified through Class teacher observations and a range of assessments such as National Curriculum tests, Phonics Screening and assessments recommended by Essex.

Pupil progress is also closely monitored by class teachers using the school's tracking data which is regularly updated. If it is felt that a child is not making the expected progress, the initial response is to review the strategies being used. At this stage a child might be placed on 'Monitoring' where the class teacher and SENDCO will liaise to observe how a child is progressing over a period of time. If it is felt that a child requires provision beyond the normal adapted classroom approaches, a child will be given special educational

	needs support and a more personalised teaching and learning approach is implemented. This is known as SEN Support and will involve setting achievable targets in collaboration with staff, specialists, other professionals, parents and the child (where possible).
<b>How do we work in partnership with parents and carers in supporting a child with special educational needs and disability?</b>	<p>At Holy Family School we strive to maintain positive relationships with the parents of pupils with special educational needs. Should any parent have concerns about their child's learning and progress they are advised to contact their child's class teacher in the first instance, either in person or via the school office.</p> <p>If a parent continues to have concerns a meeting will be arranged involving both the school SENDCO and the class teacher. The Head Teacher will attend meetings if it is deemed to be necessary.</p> <p>We will formally notify parents when it is decided that a pupil will receive SEN support. Parents will then be invited to attend termly meetings to discuss the progress that has been made and next steps.</p> <p>Parents of children who have an EHCP (Education, Healthcare Plan) are invited to discuss their child's progress at termly meetings, one of which will form the annual review.</p> <p>Parents can contact or make an appointment to see the SENDCO at any convenient time if they have a concern or need advice.</p>
<b>Who oversees this provision in the school?</b>	<p>The Inclusion Manager and SENDCO, Mrs. E. Hale, oversees Holy Family School's provision.</p> <p>Mrs. J Everett is the SEND Governor.</p>
<b>How will my child's views be heard?</b>	<p>At Holy Family School we ensure children's involvement in their education. All children identified as having SEND will have a 'One Page Profile', created in partnership with the child., This identifies the child's strengths, what is important to them and how they like to be supported. We have age-appropriate conversations about targets and progress. There will be opportunities for pupils to attend review meetings and to be involved in 'next step' target setting. We celebrate the achievements of our pupils in a positive and encouraging way.</p> <p>All pupils are encouraged to participate fully in all aspects of school life. Reasonable adjustments are made to ensure inclusion for all children to participate in the whole curriculum, including extracurricular activities.</p>
<b>How will I know how my child is doing?</b>	<p>Children with SEND will be offered three meetings a year with their class teacher. Additional meetings will take place where they are needed to aid communication and ensure that parents and carers are kept up to date.</p> <p>Annual review meetings are held for children with EHCP's to review progress, set new targets and determine strategies to improve attainment.</p> <p>The SENDCO and class teachers are available after school for a quick chat or if a longer appointment is required this can be booked through the office or directly with the class teacher.</p>

<p><b>How does the school support children when they start and when they leave school</b></p>	<p>When pre-school children are identified as having special educational needs, close liaison takes place between school and nurseries. School staff visit nurseries and become involved in the transition process. This enables school staff to put support in place at the start of the school year where it is appropriate to do so. Additional visits to Holy Family School are arranged for children. Photo books are sent home if required.</p> <p>When moving classes in school, all information about a child and SEN paperwork is passed on and discussed with the new teacher.</p> <p>In preparation for secondary school transition, there is close liaison between primary and secondary professionals. All relevant paperwork is passed to the new school. A transition and induction process will be discussed to make the transition to the next stage of education easier for the pupil. This might involve visits from staff to different settings and the pupil making visits to the new school, as well as a person-centred transfer meeting. When a pupil has an EHC Plan, transition arrangements are usually discussed during the year 5 Annual Review. Parents are involved at each stage of the process.</p>
<p><b>What expertise is there in the school to support children with SEND?</b></p>	<p>All teachers are teachers of children with SEND. All staff have regular opportunities to update knowledge and to ensure they can meet the specific needs of children in their class.</p> <p>As part of the school's 'Development Plan' and continuing professional development plan (CDP) staff have opportunities to receive training to improve the teaching and learning of children, including those with SEND. Individual teachers and support staff have attended courses run by outside agencies that are relevant to the needs of specific children. (E.g. ASD, Behaviour, Speech and Language, Bereavement).</p> <p>There is an experienced team of learning support assistants who are trained to work in classes to assist children in their learning. In addition, we have learning support assistants who work with children across the school in the following areas: -</p> <ul style="list-style-type: none"> <li>• Speech and Language.</li> <li>• Pastoral.</li> </ul> <p>Detailed information about such provision is available in separate leaflet format which is available from the school office and on the website.</p> <p>At Holy Family School, we strive to work in partnership with health and social care professionals, local authority support services and private organisations in order to meet the needs of the child with SEND and to support their families or carers. This means that all teaching staff have access to information and resources to meet the individual needs of children in our school.</p> <p>A discussion will always take place with the family or carer of a child before any referral is made.</p>
<p><b>How does the school know what provision is and isn't working for a child?</b></p>	<p>The method of identification and provision follows a 'graduated approach' and the four-part cycle of <b>assess, plan, do, review</b>. Children entering EYFS will be assessed and monitored within usual classroom practice. Concerns are first raised and addressed between the class teacher and the SENDCO. A range of assessments and interventions are available to us within school to find the most appropriate method to teach and support the child.</p> <p>Interventions have a pre and post assessment measure to evidence progress. The class teacher, LSA and SENDCO discuss a child's progress regularly to check that the child is learning and achieving targets that have been set for them. This could be through daily conversations or reports. Class teachers use this information to plan appropriately for each child. Provision beyond normal, differentiated classroom approaches and learning arrangements take the form of a 'One Plan'.</p>

<p><b>How accessible is the school site?</b></p>	<p>We have an Accessibility Plan in place.</p> <p>We are a one-story building, providing a good level of accessibility. Some children will require specialist equipment or resources at times.</p> <p>Specialist resources are used to aid learning and accessibility across the school. E.g. social stories, disabled toilet access, sand timers, visual timetables, left handed scissors, easy grip rulers, tri faceted pencils, pencil grips, dyslexia friendly reading books, sit and move cushions and writing slopes.</p> <p>Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise and recommended by outside agencies.</p> <p>Our teaching team work hard to be inclusive for all children in all lessons and activities which take place in school and on school trips.</p>
<p><b>Where can I find further support?</b></p>	<p>Essex County Council provides details of its SEND provision to parents and carers of children with SEND on their website. <a href="https://send.essex.gov.uk/">https://send.essex.gov.uk/</a></p> <p>Further information is widely available on the internet, from your GP surgery, your health provider and Essex Library Services.</p> <p>Useful Contacts:</p> <p><b>SENDIASS</b>- a confidential and impartial information, advice and support service on issues related to special educational needs and disability (SEND).: <a href="http://www.essexsendiass.co.uk">www.essexsendiass.co.uk</a> <a href="http://www.kids.org.uk/sendiass">www.kids.org.uk/sendiass</a></p> <p><b>Families in Focus</b> – emotional and therapeutic support and training opportunities for parents: <a href="http://www.family-action.org.uk/">www.family-action.org.uk/</a></p> <p><b>Autism Anglia</b>- practical advice and resources for people with autism: <a href="http://www.autism-anglia.org.uk">www.autism-anglia.org.uk</a></p> <p><b>The Maze Group</b> - free monthly drop in sessions, a specialist weekly programme and additional workshops to guide, advise and</p>

	<p>support for families of children with additional needs: <a href="http://www.themazegroup.co.uk">www.themazegroup.co.uk</a></p> <p>Young Minds- Mental health support: <a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a></p> <p><a href="#">The Essex Educational Psychology Service</a> - provide a parent helpline which is available term time only on Mondays between 1pm- 5pm on 01245 433293</p>
<b>What is the complaints procedure?</b>	<p>We aim to resolve any concerns swiftly coming to a mutual understanding and agreement.</p> <p>In the unfortunate event where a parent continues to have concerns about their child's education they will be advised to access the school's Complaints Policy. Information relating to the procedure for complaints is available from the school office/website.</p>
<b>How can I comment on the SEND Information Report?</b>	<p>You are welcome to contact Mrs. Murray, head teacher, or Mrs. Hale, SENDCO / Inclusion Manager with any comments that you wish to make including useful websites that can be shared with other parents and carers.</p>