# SEND Information Report
# September 2026



# Our school's approach to supporting pupils with SEND

At Holy Family Catholic Primary School we strive to be as inclusive as we possibly can, welcoming all children and families. Our high expectations for all pupils extends to just that – ALL pupils. Every child is different – every child is special.
The school has a clear approach to identifying and responding to pupils with SEND. Early identification and effective provision improves long-term outcomes for the pupils. Effective communication and relationships between home and school are vital in supporting pupils. All staff follow the SEND policy and regular termly meetings mean that pupils are regularly monitored. A clear graduated response is followed by staff with high quality first teaching being priority. The approach of 'review', 'assess', 'plan' and 'do' underpins our provision.

"Pupils with special educational needs and/or disabilities (SEND) are well supported. Leaders and staff work together to identify pupils' needs quickly. Teachers know the individual needs of pupils well and work closely with support staff so that all pupils can access the curriculum. Pupils show respect for those with SEND. They support them and look after them.." (Ofsted, 2022)

# Catering for different kinds of SEND

**Communication and interaction**

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The SENDCo will work with pupils, parents and language and communication experts (where necessary) to ensure pupils with communication and interaction difficulties reach their potential.

**Cognition and learning**

Pupils with learning difficulties may require support and interventions.

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). The SENCO will ensure that any provision offered will be suitable to the needs of the pupil.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

# Catering for different kinds of SEND

**Social, emotional and mental health**

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour.

The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, attachment or trauma and and the school will implement a Social, Emotional and Mental Health (SEMH) Policy to support pupils with these difficulties.

**Sensory and/or physical needs**

This may include hearing, visual or physical impairments. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

As a school we aim to support these needs and ensure children are included in the full curriculum and extra curricular activities where possible.

# Key Staff and who to go to for support

## • Class Teacher

Responsible for:

- Checking on the progress of a child and identifying, planning and delivering any additional help they may need (this could be things like targeted work, additional support) and letting the SENDCo know as necessary.
- Writing Communication Passports and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with a particular child in school are helped to deliver the planned work/programme for the 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, as well as differentiated quality first teaching.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

## • SENDCO Miss Bliss

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy and action plans to make sure all children get a consistent, high quality response to meeting their needs in school. This includes developing and monitoring the schools graduated response of support for our SEND pupils and supporting the assessment of progress and impact.
- Ensuring the changes under the SEND Code of Practice 2014 are implemented in line with the schools SEND Development Plan.
- Ensuring that parents are involved in supporting their child's learning and kept informed about the support their child is getting as well as involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into school to help support a 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 the child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- To evaluate, in conjunction with all relevant stakeholders, the effectiveness of the schools SEND provision.
- Applying for additional support and funding where necessary for our most vulnerable children
- Coordinating Learning Support Assistants and Teaching assistants to ensure the best support is given to the children on the SEND register and those with Education, Health and Care Plans.
- Rebecca Bliss 01909 473917 rbliss@hfcps.co.uk

# Key staff and who to go to for support

| • Headteacher | • SEND Governor |
| --- | --- |
| Responsible for:<br>• The day to day management of all aspects of the school, this includes the support for children with SEND<br>• Giving responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.<br>• Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.<br>• Support the school SENCO in terms of budgeting the SEND provisions. | Responsible for:<br>• Making sure that the necessary support is made for any child who attends the school who has SEND.<br>• Challenging the schools SEND department to ensure ALL children are reaching their full potential. |

# Training

Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENCO as well as external agencies, where appropriate.
Training will cover both the mental and physical needs of pupils with SEND.
The training offered will be delivered to ensure equality, diversity, understanding and tolerance.
Mental health will be a key consideration for all training that the SENCO participates in, along with any training that staff are given.
During staff induction, all staff will receive training which includes the following:

- Identifying SEND in pupils
- Liaising with the school's SENCO
- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques
- How to develop peaceful learning environments
- How to develop lessons so they are engaging for pupils with varying forms of SEND
- Reasonable adjustments
- How to help with emotional development

As part of the Worksop Family of Schools, we all receive regular training around Autism Awareness as well as further training where needed or necessary eg Demand Avoidance Training, Epipen training etc.

# Identifying and assessing pupils with SEND

The school has a clear approach to identifying and responding to SEND. We recognise that early identification and effective provision improves long-term outcomes for the pupils.
With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.
Progress will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

The school will use different ways of measuring attainment such EAZ MAG, Bsquared, PIVATS, Boxall Profiles etc according to children's needs.

# Consulting with pupils and parents

Parents of pupils with SEND are encouraged to share their knowledge of their child; the headteacher and SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.
The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

The class teacher, supported by the SENCO, will meet with pupils, and their parents at separate intervals throughout the academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

Pupils' views are central to the process. Children are consulted with at all times and their opinion is valued, listened to and acted upon. Regular pupil voice activities take place throughout the year and these are shared at review meetings. Their interests, aspirations and difficulties are noted and this informs future targets and planning.

# Involving key stakeholders

The governing body, headteacher, SENCO, senior leaders and teachers are involved in SEND meetings and pupil progress meetings. SEND provision is discussed at governors meetings and the SENCO regularly meets with the Chair of Governors.
All authority services are used and regularly consulted with. This can be as a professionals meeting or one which involves all parties.
SFSS, Communication and Interaction Team, Cognition and Learning Team and speech therapists are frequently in school and meet with pupils, SENCO and parents on a regular basis.

# Teaching approach and adaptations to the curriculum

We believe in quality first teaching for all pupils. Teachers plan for individual learning needs. Effective communication and relationships between home and school are vital in supporting pupils. All staff follow the SEND policy and regular termly meetings mean that pupils are regularly monitored. A clear graduated response is followed by staff with high quality first teaching being priority. The approach of 'review', 'assess', 'plan' and 'do' underpins our provision. Pupils are at the centre of their own learning and regular pupil voice activities take place where pupils take an active role in their learning styles and work with teachers to help cater for their needs.

We are very proud of our curriculum here at Holy Family, where our promises are at the heart of it all. We believe that it is exciting and unique and gives all pupils the opportunity to learn and develop new understanding and skills. Learning environments are taken into consideration and we like to look at corridors as extensions to the classroom. There are several 'quiet' areas where pupils can be taken for small group or 1:1 intervention as well as a sensory room. The children engage in regular outdoor sessions with specialist providers and we have residentials from Year 2 upwards.

To help support some of our SEND pupils, we have created a smaller space called 'The Hub', where children go to throughout parts of the day to help them access the curriculum at their level or receive bespoke interventions linked to their areas of need.

# Transitions

The Foundation school staff liaise with all settings prior to the start of school in September. Transition meetings and reviews can be held up to a year before the start of school to ensure the right provision is available for your child. This may involve meeting with health care professionals or other groups.
Stay and Play sessions are also offered by the Foundation staff team prior to the summer holidays. Staff also operate a home visit programme to ensure all children's needs are known.

Additional transition visits are planned for all children with SEND. Staff from feeder Comprehensive schools also visit to provide additional support and a 'friendly face'. At the end of Year 6, key staff from secondary are invited to review meetings. Some children will be offered bespoke transition packages where we work closely with the secondary to support each child's individual needs.

Within school additional transition support is provided for items such as timetables, organisational issues and new vocabulary of lessons. Additional support is often given to children at the start and the end of the day.

# Inclusivity in activities

We firmly believe in inclusivity in all activities for children with all SEND. Activities should be adapted and made available for all children, regardless of their need. Staff are committed to inclusivity for all children and adults in school.

When planning trips and residential activities, the pupils needs are well thought out and considered in all aspects of planning. Risk assessments are carried out and meetings are often held with parents to look at the supervision during particular trips, particularly residentials.

School clubs are made available to all and adapted when needed.

# Evaluating effectiveness

In line with the statutory requirements, we hold termly reviews to discuss progress and effectiveness of interventions.

Aditionally, all staff complete pupil progress reviews where children are identified to need intervention – the effectiveness is then discussed at the following puil progress review.

Teachers complete termly progression maps where all children requiring and receiving intervention are identified. This is monitored by the SENDCo regurarly and progress is noted. The SENDCo observes the effectiveness of interventions and gives feedback to staff and SLT.

Detailed assessments will identify the full range of the individual's needs, not just the primary need.

# Further information

Further information can be found on our website of our local offer

https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/service.page?id=1zCeGSG7kt0&directorychannel=0

If you have any other questions or queries please contact

Headteacher
Mrs Alexia Fox
headteacher@holyfamily.notts.sch.uk

SENDCO
Mrs Rebecca Carannante
rcarannante@hfcps.co.uk