

### Holy Family Catholic School SEND Report

#### **What are Holy Family's Admission Arrangements for Students with SEND?**

Admissions for all students at Holy Family Catholic School go through the local authority guidelines, please see the link below.

<https://bso.bradford.gov.uk/content/admissions>

The Bridge offers an extended transition package for year 6 students with Special Educational Needs. Additional transition sessions are offered in The Bridge and take place over a 7 week period in the summer term.

The Senco, Assistant Senco, and Head of Year 7 liaise with primary schools to identify students with SEND. The Senco and Assistant Senco will attend any meetings relevant to those undergoing transition.

Students SEND files are transferred including IEP's, Statements, minutes from meetings and reports from external agencies. This information is used to allocate support and identify provision.

Initial contact with parents may start at the open evening in year 5. Parents are invited to attend an open evening in September. Parents are encouraged to visit The Bridge and speak with the Senco and Assistant Senco to discuss their son/daughter's needs and how they may be supported by the school. Additional visits may be arranged at this stage.

All support staff within The Bridge team are involved in transition. Morning sessions are run for the students to attend Holy Family and familiarise themselves with the surroundings and staff. Students will also meet their keyworker who will begin to build a positive relationship with the student.

The large amount of transition helps to ensure that student's needs are identified and support strategies planned for when they arrive at Holy Family. Some students may still arrive without prior identification. Students are closely monitored within the first term to identify any students who may be displaying traits of having Special Educational Needs. The Inclusion Register is reviewed after each Data Collection cycle.

SEND students are placed on the SEND Register which all staff have access to and teachers are responsible for

	keeping up to date with. Teachers use the information contained on the register to inform planning and delivery.
<b>How will school identify my child's needs?</b>	<p>If a teacher in school has concerns over a student's progress they will get in contact with the SENCO. The SENCO will contact the student's class teachers and Progress Leader to gather further information. A meeting will be held with the student to identify what they are finding difficult in school and if they feel they need any help or support.</p> <p>A member of the SEND team will contact parents to discuss the concern in more detail. The discussion will cover the following points:</p> <ul style="list-style-type: none"> <li>• Concerns of parents</li> <li>• Possible assessments</li> <li>• Possible support required</li> </ul> <p>Additional support may be sought from an external agency most relevant to the student's difficulty.</p>
<b>What kinds of Special Educational Needs and Disabilities are catered for at Holy Family?</b>	<p>Holy Family has a wide range of needs and difficulties.</p> <p><u>Communication and Interaction</u> – including Speech, Language and Communication Difficulties and Autism Spectrum Condition.</p> <p><u>Cognition and Learning Difficulties</u> – including Moderate Learning Difficulties, and Specific Learning Difficulties such as Dyslexia and Dyspraxia</p> <p><u>Social, Emotional and Mental Health Difficulties</u> – including Attention Deficit Hyperactivity Disorder, Attachment Disorder, challenging or disturbing behaviour, anxiety, depression, self-harm and eating disorders.</p> <p><u>Sensory and or Physical Needs</u> – including students with Hearing and Visual Impairments. Some students have Medical Needs which are managed within school.</p>
<b>What expertise and training do staff receive in relation to SEND?</b>	<p>The Senco and Assistant Senco deliver training sessions after school on the various areas of need within Holy Family. Teachers and TA's wanting additional training may approach the SENCO or Assistant SENCO at any point to request it.</p> <p>TA's receive training every 2 weeks on a variety of areas of need. TA's also share good practice every Monday morning to facilitate sharing of good support ideas and techniques.</p>
<b>How will Holy Family assess my child?</b>	<p>The assessments that your child will complete will be discussed with you as part of their provision. Sometimes an external agency will complete an assessment with your child. You will be notified of this in advance.</p>
<b>My child has medical needs who do I contact?</b>	<p>Our Assistant SENCO Julie Butterfield is responsible for students with Medical needs at Holy Family School. Student's needs are picked up as part of transition and a medical questionnaire is sent out to all students in Year 7 to identify needs. If your child's needs change after that time please contact the school.</p> <p>The Assistant SENCO liaises with external agencies including the school nurse.</p>

	<p>Staff are made aware of students with medical care plans. When students with medical needs participate in offsite activities a risk assessment is completed.</p>
<p><b>How will Holy Family communicate with parents?</b></p>	<p>The school planner is the main contact route between home and school. Planners are checked daily by Form Tutors. Contact with parents is also made by phone &amp; post.</p> <p>Holy Family holds regular parents evenings where parents will be able to speak to individual subject teachers. The SENCO or Assistant SENCO will be present on these evenings.</p> <p>Parents regularly receive a data collection sheet which shows their child's progress in individual subject areas. A report is sent home once a year with more detailed information about student's progress.</p> <p>Parents are also able to contact school by phone 01535 210212 or e-mail <a href="mailto:hfcs@holyfamily.ngfl.ac.uk">hfcs@holyfamily.ngfl.ac.uk</a></p> <p>SEND students at Range 3 or Range 4 are allocated a keyworker. The keyworker is responsible for maintaining contact with parents and supporting student's needs. Keyworkers meet with their students on a weekly basis (sometimes more often) to identify any concerns they may have. Keyworkers will contact parents regularly and are responsible for sharing their progress and development with them. Keyworkers are the first point of contact for parents of students with SEND at Range 3 or 4.</p>
<p><b>What is The Bridge?</b></p>	<p>The Bridge is the area of the school that looks after SEND and vulnerable students. Staff based there include SENCO, Assistant SENCO, E-Learning Co-ordinator, Learning Mentor, 8 Teaching Assistants.</p> <p>The Bridge is a specialist area within school designed to cater for the needs of all SEND students. It has been set up to manage the day to day needs of SEND students. The Bridge is staffed by SENCO, Assistant SENCO, Teaching Assistants, Teachers, and a Learning Mentor. The Bridge is a bespoke provision for students with additional needs. Students with difficulty in accessing mainstream education for a variety of reasons may use The Bridge.</p> <p>Any student on the SEND Register may at some point access The Bridge. Students not on the SEND register can be referred by teachers and Progress Leaders.</p> <p>Some students attend The Bridge for a fixed period of time. E.g. students with mobility difficulties following an operation. Students needs will be identified and in liaison with parents a placement will be organised. When students are placed in The Bridge for a fixed time, parents are contacted regularly.</p> <p>Some students attend The Bridge for specific interventions. Interventions include: literacy, numeracy, Social Skills,</p>

	<p>Speech and Language sessions, Motor Skills development and mentoring. An Alternative Curriculum is also offered for students in Key Stage 4. Students accessing interventions within The Bridge are on the SEND register at Range 3 or 4.</p> <p>The Bridge also has a drop in facility which supports students with Social, Emotional and Mental Health needs. Some students may visit The Bridge when they are finding things are particularly difficult or if the student is in crisis. Staff within The Bridge are trained in de-escalation and a variety of support strategies.</p>
<p><b>What additional activities are available for students with SEND?</b></p>	<p>The Bridge offers a Breakfast Club from 8am. Students are encouraged to attend to access a supportive start to the day. Students are encouraged to socialise with other students and to discuss concerns about the upcoming day. Not all students who attend breakfast club access the food available. Some students use the Breakfast Club to access additional support with homework.</p> <p>Registration interventions are available for those students who require some additional focussed support and intervention. Students accessing these groups are usually Range 3 or 4. These groups include: Social Skills, Literacy Intervention, Motor Skills, Nurture Provision and Wellbeing.</p> <p>The Bridge offers a supported social time for students at break and lunchtimes. There is a room available with PC access for students who require homework support. There is a space with a games console for students to play games at lunchtime. There is also a quiet room for students so sit and read or work quietly.</p> <p>The Bridge offers regular trips and visits. The Bridge also offers regular focus activities around special events to give the students confidence and to build self-esteem. Focus activities, trips and visits also support students social skills.</p> <p>There is an offsite allotment which is in the development stage. This will complement the in school gardening provision already available.</p>
<p><b>What support is available to improve social and emotional development of students with SEND?</b></p>	<p>In addition to the information of provisions given in the answers to ‘What is The Bridge?’ and ‘What additional activities are available for students with SEND?’ There is also a learning mentor who is attached to The Bridge and works with a timetable of students identified by the SENCO. The Mentor works 1:1 with students and in small groups.</p>
<p><b>How will Holy Family involve my child in decisions?</b></p>	<p>Student’s opinions are regularly gathered through student voice within subject areas. Students also meet with their form tutor on a daily basis.</p>

	<p>Students are able to call in to The Bridge to self-refer.</p> <p>Students who have been allocated a keyworker regularly meet with them to discuss how support is working and if they feel they require further support from school.</p> <p>Students with an EHCP are involved in the preparation for any review meeting and their views are shared with attendees.</p> <p>The Bridge is represented on the school Junior Leadership Team. The student on the JLT is responsible for student voice within The Bridge. Student voice questionnaires are collected once every half term. A student voice meeting is held once every half term.</p> <p>Students are encouraged to speak to any member of staff from The Bridge if they are having any difficulties.</p>
<p><b>How will Holy Family monitor my child's progress?</b></p>	<p>Progress of students is measured through regular data collection overseen by Deputy Headteacher Mrs Mather. Students regularly have progress reviews which are recorded in their planners. Students reflect on their progress and set themselves targets to work towards for the next Progress Review.</p> <p>Students with an EHCP will have an Annual Review where key people involved with the student will meet to review the student's progress. If the student is at a transition point then the future providers will also be invited to attend.</p>
<p><b>How will my child be supported?</b></p>	<p>SEND students are a whole school responsibility. All teachers are teachers of children with SEND. The SEND team within The Bridge will identify individual needs and address the following areas:</p> <ul style="list-style-type: none"> <li>• Support the student in class</li> <li>• Use the assessment process to identify learning difficulties</li> </ul> <p>The SEND Register is accessible to all staff. Clearly identifying students needs. Teachers are responsible for checking this list regularly and planning to support these students.</p> <p>Teacher's lessons are planned according to the specific needs of the students within the class to ensure that student's needs are met. Planning will be adapted to meet student's individual needs. Support is tailored to</p>

	<p>student's individual needs. This is provided by subject teachers but may include other members of staff.</p> <p>Some students may require additional support in lessons or an Alternative Curriculum to support their individual learning needs.</p> <p>The Headteacher will regularly receive a report on the impact of provision for SEND students.</p> <p>External agencies may provide support for identified students.</p>
<p><b>How does Holy Family support SEND Transition?</b></p>	<p><b>Primary Transition</b></p> <p>The Assistant SENCO is responsible for SEND Transition. She visits primary schools to gather information on students with SEND. The Assistant SENCO organises an extended transition for students who have been identified by the SENCO's at Primary schools. SEND Transition takes place on Wednesday mornings throughout May and June. This helps students to find their way around school and become familiar with the staff and students within The Bridge. The Progress Leader for year 7 visits primary schools to identify the needs of all students.</p> <p><b>Moving between phases of education</b></p> <p>Transition planning for the end of Key Stage 4 begins in Year 9. Students begin to receive information about careers. Students will complete a work experience placement in Year 10. In Year 11 there are visits to careers fairs. Keyworkers also arrange visits to colleges to identify where the student wants to go. Parents are invited to be involved in these visits.</p>
<p><b>How is Holy Family accessible to my child?</b></p>	<p>SEND students are involved with all school opportunities including school trips, presentation evenings, PSHE week, sports days. Risk Assessments are completed for trips offsite where the needs of SEND students are taken into account.</p>
<p><b>What facilities are available for students with SEND?</b></p>	<p>Access to all classrooms (ground floor classrooms are available in all faculties)</p> <p>Lift</p>

	<p>The Bridge Inclusion Faculty - this is a suite of classrooms including accessible classrooms, a kitchen, reading area, behaviour support unit and an accessible toilet.</p> <p>Breakfast Club, Break and lunchtime clubs run within The Bridge</p> <p>Accessible toilets (disabled access and Bridge Access)</p>
<b>How will Holy Family care for the wellbeing of my child?</b>	<p>SEND students are supported through their social and emotional development through the Bridge. Progress Leaders work closely with the SENCO to deal with pastoral care of SEND students.</p> <p>Holy Family has a behaviour policy that all staff follow. The policy is differentiated to SEND student's needs when required.</p> <p>Absence is closely monitored by our Attendance Officer.</p>
<b>What steps have Holy Family taken to prevent students with SEND being treated less favourably than other students?</b>	<p>Holy Family promotes inclusion of all students. All staff at Holy Family are expected to read the SEND Register and act upon the information contained within it. When students are at Range 3 and are approaching Range 4 additional information may be circulated to staff.</p> <p>Holy Family runs a curriculum support option for students who are not taking a full timetable of option lessons. These have been popular with students and parents. Students can focus on catch up learning, additional literacy and numeracy and study skills.</p>
<b>How is the SEND budget allocated?</b>	<p>Funding comes into school from the Local Authority and includes an allocation for SEND.</p> <p>The Headteacher identifies the SEND budget with the governors based on the need in school.</p> <p>The SEND budget is monitored by the Headteacher and SENCO and is reviewed regularly.</p>
<b>Who is involved in SEND provision?</b>	<p><b>Classroom Teachers</b></p> <p>Planning, Teaching and Assessing students with SEND. Ensuring that the curriculum is appropriate for all needs</p>

	<p>groups. Ensuring the schools Inclusion Policy is followed within their classrooms.</p> <p><b>Progress Leaders</b></p> <p>Responsible for the progress of all students within one year group.</p> <p>Referral of students who are not making progress to the SENCO</p> <p><b>SENCO</b></p> <p>Co-ordinate support for students with SEND to ensure that students receive appropriate provision dependent upon their need.</p> <p>Liaising with external agencies</p> <p>Maintaining the schools SEND register</p> <p>Organising training for staff</p> <p>Ensuring staff in school have access to relevant SEND information</p> <p><b>Assistant SENCO</b></p> <p>Medical needs, training TA's, monitoring TA development, Transition</p> <p><b>Teaching Assistants</b></p> <p>SENCO &amp; Assistant SENCO will allocate TA's to classes where support is required.</p> <p>Keyworkers for students at Ranges 3 and 4</p>
<p><b>How is SEND provision evaluated?</b></p>	<p>Teachers and TA's effectiveness is monitored through learning walks and faculty reviews.</p> <p>Student's achievement is monitored through Data Collection Cycles, student evaluation and student voice.</p>



<p><b>What External Agencies do Holy Family work with?</b></p>	<p><u>Provided by the Local Authority</u></p> <p>Autism Support Service</p> <p>Educational Psychology Team</p> <p>Cognition and Learning Team</p> <p>Hearing Impairment Team</p> <p>Visual Impairment Team</p> <p>Information on Local Authority Support is accessible on Bradford Schools Online</p>	<p><u>Provided by the Health Service</u></p> <p>School Nurse</p> <p>Speech and Language Therapist</p> <p>Occupational Therapist</p> <p>Paediatrician</p> <p>Physiotherapist</p> <p>Child and Adolescent Mental Health Services (CAMHS)</p>	<p><u>Other Services</u></p> <p>Parent Partnership Service</p> <p><a href="http://www.barnardos.org.uk/parentpartnershipservice.htm">http://www.barnardos.org.uk/parentpartnershipservice.htm</a></p> <p>Aspergers Community Support Service (ACST)</p> <p>Time to Talk (Counselling)</p> <p>Sharing Voices</p> <p>Catholic Care</p>
<p><b>What if I have a concern about SEND?</b></p>	<p>Please contact Miss Pritchard, SENCO in the first instance who will meet with you to discuss your concerns.</p> <p>If the concern is not resolved please put it in writing to the Headteacher Mr M Hings.</p> <p>The school will investigate the concern.</p> <p>If the concern has not been resolved satisfactorily please contact parent partnership.</p> <p><a href="http://www.barnardos.org.uk/parentpartnershipservice.htm">http://www.barnardos.org.uk/parentpartnershipservice.htm</a></p>		

This report was compiled by Miss A Pritchard SENCO who can be contacted on 01535 210212