

What is the SEN information report?

The SEN Information Report will detail the offer for SEN within The Holy Family Catholic School and ways in which **parents, children and young people may access the support required**

Overview of the Holy Family Catholic School:

The Holy Family Catholic School values the contribution that every child can make. We are committed to offering an inclusive curriculum to ensure excellence for all our students whatever their needs and abilities to enable them to achieve their dreams. All children with SEN are valued and respected. Every effort is made to ensure that students identified as having SEN are fully included in all lessons across the school and have full access to the National Curriculum and out of lesson opportunities.

School Cohort

21% of students at The Holy Family Catholic School are currently listed as SEN. This is above the national average (All SEN: 14.4%). The list of students at SEN Support (K) is under review at every data collection point.

53 students currently have Education, Health and Care Plans (EHCPs): this is significantly above the national average in part due to the school led Resource Provision which provides 20 places for students with EHCPs for Communication and Interaction needs.

Which Special Education Needs do we provide for at The Holy Family Catholic School?

The Holy Family Catholic School aims to include students with a wide range of needs and neurodiversity. In the SEN Code of Practice 2015 these fall into the following categories:

Communication and Interaction – including Speech, Language and Communication Difficulties and Autism Spectrum Conditions.

Cognition and Learning – including Specific Learning Difficulties such as Dyslexia and Dyspraxia

Social, Emotional and Mental Health – including attachment conditions, challenging behaviour which impacts the learning of the child or others, anxiety, depression, self-harm and eating disorders

Sensory and or Physical Needs – including students with Hearing and Visual Impairments. Due to the nature of the school site some areas are inaccessible to students with significant physical needs.

Which legislation and guidance informs this report?

This SEND information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for Students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

What do we mean by SEN?

SEND refers to a learning difficulty or disability which calls for special educational provision to be made, for example, where a child has:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is additional to, or different from, any provision made generally for other children or young people of the same age by mainstream schools.

Identifying Students with SEN, assessing need, and involving Students and parents.

Each student's current skills and levels of attainment are assessed at the beginning of Year 7. Teachers are responsible for ensuring high quality teaching and where appropriate will make regular assessments of progress for all students and identify those whose progress is a concern. This may include progress in areas other than academic attainment, for example, social or communication needs.

When deciding whether special educational provision is required, the process starts with identifying areas of need and monitoring desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed – therefore being recorded as SEN.

An early discussion will be held with the student and their parents when identifying whether they need special educational provision. These conversations will ensure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- The parents' and Students' views are considered

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Parents and Student views will be included on a passport to be shared with all staff. Parents are also encouraged to participate as fully as possible in supporting their child’s learning needs and request additional meetings with relevant staff in order to make this possible. **Slow progress and low attainment will not automatically mean a student is recorded as having SEN.**

How will The Holy Family Catholic School monitor and track my child’s SEND support?

At The Holy Family Catholic School we consider the needs of the whole child and will continue to assess and monitor your child using the graduated approach (see Fig 1.) and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCO and SEN Team to carry out a clear analysis of the student’s needs.



To identify and assess students who may require the support of the SEN Team, the following information is considered:

- Data and information provided by staff at The Holy Family Catholic School and outside agencies
- Information from previous schools
- Information from parents/carers, for example, results of tests by medical staff
- Initial and regular screening for literacy difficulties



Fig 1. The Graduated approach to SEN

What is The Holy Family Catholic School’s whole school approach to teaching Students with SEN?



Delivered By:	Type of support available	Who receives this
Class teacher via good/ outstanding classroom teaching.	<ul style="list-style-type: none"> The teacher will have the highest possible expectations for your child and all Students in their class. This is referred to in school as “High Quality Teaching” and is linked into whole school virtues for all staff. All teaching is based upon building on what your child already knows, can do, and can understand. This is achieved through ongoing assessment and focused marking of children’s work. Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using practical learning or providing different resources adapted for your child. The Holy Family Catholic School promotes the use of 	All children in the school receive this

	<p>micro-adaptations in class to enable all students to access the lesson.</p> <ul style="list-style-type: none"> • Putting in place specific strategies (which may be suggested by the SENCo or staff from outside agencies) to enable your child to access the learning task. This may include occasional support from a teaching assistant/key worker to help with a particular difficulty. 	
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What is The Holy Family Catholic School’s targeted approach to teaching Students with SEN?



Delivered by:	Type of support available	
<p>A meeting between the SENCo and class teacher/Head of Faculty using evidence concluding that a Student needs the additional targeted support.</p>	<ul style="list-style-type: none"> • Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to ‘close the gap’ between your child and their peers. • Parents/Carers will be informed. The term intervention is used to refer to additional support that a child receives to help move them forward in a particular area of learning. This support is always time limited (it lasts for a certain number of weeks) and will have clear targets to help your child make more progress. • The class teacher will plan with parents/carers, the Student and the SENCo to put in place interventions that support your child’s learning. • Interventions may include small group work or individual sessions. • We acknowledge that a number of children will have special educational needs (SEN) at some time in their time at school. Some of these Students may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs, children may be added or 	

	<p>removed from the list of students with SEN at any time based on current need for intervention.</p> <ul style="list-style-type: none">• Students identified with special educational needs require a response from the school that goes beyond the differentiation or micro-adaptations that should typically be available to every child in every classroom.• Particular care will be needed with Students whose first language is not English. Teachers will closely follow their progress across the curriculum to see whether any problems arise from uncertain command of English or from special educational needs. School will need to assess their proficiency in English before planning any additional support that might be required. In assessing the SEN of children who speak English as an Additional Language, home language assessment may also be used where appropriate to inform provision.• Where children’s behaviour has been identified as a cause for concern in line with steps taken to support students in the school behaviour policy, the school acknowledges that children’s behaviour is often the product of other underlying needs.• Where small group sessions are put in place they will be run by a Teaching Assistant, Learning Support Assistant, teacher or an outside professional (like a Speech and Language Therapist) using a recognised programme. These small group sessions are often referred to in school as ‘interventions’ and steps have been taken to ensure that there is a strong ‘evidence base’ for the interventions that we have selected to use.• All Teaching Assistants providing additional support to students in school have been provided with additional training. This may be in school or external training.• In addition to interventions that take place whether in the classroom, or during the school day, we may offer some additional support to students outside of normal school hours.	
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The Holy Family Catholic School's Intervention 'menu'

Intervention	Staff/student ratio	Frequency	Definition	Intended Outcome
Pre Teaching	1:6 Max	Up to 6 hours weekly	Teaching of knowledge and basic skills shortly before the delivery in mainstream classrooms	Students to have confidence and knowledge to access the lessons alongside non SEN peers
Re Teaching	1:6 Max	Up to 6 hours weekly	Reinforcing key skills shortly after the delivery in mainstream lessons.	Students to have confidence and knowledge to access the lessons alongside non SEN peers
Guided Reading – Basic Skills	1:6	Up to 1 hour weekly	Group reading with a focus on vocabulary, comprehension and reading confidence.	Accelerated progress in reading
Basic Skills	1:4	At least 1 hour weekly	Identification of gaps in learning, working alongside classroom teachers to ensure that any misconceptions are addressed and basic skills for learning are delivered	Accelerated progress in maths and English
Talkabout	1-1/1-6	1 hour weekly	Talkabout is a structured programme for teaching and measuring social skills. Developing a child's self-awareness and self-esteem before progressing onto body language. Then moving onto conversation skills and then onto friendship skills and assertiveness.	Improved social interactions and relationships. Improved Self Esteem

Starving the Anxiety Gremlin	1:4/1:1	1 hour fortnightly	A cognitive Behaviour Therapy approach to Anxiety Management for Young People.	To reduce the impact of anxiety on young people.
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Who are the other people providing services to children with SEN in this school?



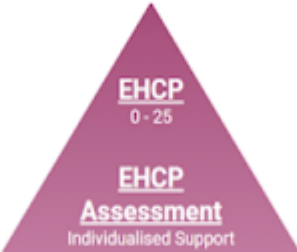
At times specialist professionals may work with your child to understand their needs and make recommendations, these may include:

- 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 professional expertise.
- Your child’s involvement in a group run by school staff under the guidance of the outside professional e.g. Speech and Language Support.
- A group or individual work in school run by an outside professional.

You will always be involved in decisions about how the support will be used and what strategies that will be put in place. You will be provided with the contact details for any agencies or services outside the school who are or will work with your child.

Funded by:	Type of service
Directly funded by school	<ul style="list-style-type: none"> • Educational Psychology • Catholic Care
Paid for centrally by The Local Authority	<ul style="list-style-type: none"> • Speech and Language Therapy • CAMHS
Provided and paid for by Health Service	<ul style="list-style-type: none"> • School Nurse

What happens if my child requires an Education Health and Care Plan (EHCP)?



If, despite all the above support, your child needs further or more specialist input the school, or you, can recommend that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this in the Bradford and Local District Local Offer which can be found here: [Bradford Local Offer | SEND Provision in Bradford](#)

This will occur where the needs of your child are complex and require a multi-agency approach to assessing that need, to planning provision and identifying resources.

Steps to Education Health and Care Plans

1. The application for an Education, Health and Care Plan will combine information from various sources including you, your child, teachers, the SENCO, Social Care and Health professionals. Information will be gathered about the current provision provided, action points taken, and the preliminary outcomes of targets set.
2. This information will be shared with the Local Authority when a request is made for an Education and Health Care Plan. After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you).
3. A decision will be made by people from education, health and social care about whether the child is eligible for an EHC Plan. You have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.
4. If an EHC Plan is not approved, the school will continue with the SEN Support in School.
5. If the application is approved by the Local Authority, an EHC Plan will be prepared. It is called an Education Health and Care Plan because it brings together all educational health and social care needs your child may have in one plan.
6. The EHC Plan will state in detail your child's strengths, needs and the provision required to meet the long- and short-term outcomes being sought.
7. The school must make its best endeavours to put in place the support identified in the EHC plan.
8. A review of an EHC Plan will be conducted annually in which you, your child, teachers and other agencies (including health and social care professionals) will be invited to attend to discuss and review the progress of your child, set new outcomes, and amend the EHCP where necessary.

How will we support Students moving between phases and preparing for adulthood in The Holy Family Catholic School?

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and Students which information will be shared as part of this.

How are the adults in The Holy Family Catholic School supported to work with children with SEND and what training do they have?

Staff Roles	Training and support
SENCo	<ul style="list-style-type: none"> • QTS • PGC Inclusive Education • National SENCo Award • Emerging Leaders in SEN (SSAT) • Mental Health First Aid
Teacher/TA's	<ul style="list-style-type: none"> • Whole school SEN • ASD • Dyslexia • ADHD • Attachment • Visual Impairment • Hearing Impairment • SEMH