



Holy Family Catholic Primary School

Special Educational Needs/Disabilities (SEND)

Information Report January 2025

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The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how Special Educational Needs support works in our school.

This Information report was developed in co-produced with parents, pupils and outside agencies.

If you want to know more about our arrangements for children with SEND, read our SEND policy. This can be found on our school's website.

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

Our School



School SEND Information

Holy Family Catholic Primary currently has 207 children on roll.

There are currently 39 children on SEND register with a range of needs from universal to specialist. (18.9% compared to January 2024 14.2% a rise in 4.7%). Of these children:

11 children (28%) have SEND needs that can be accommodated through quality first teaching (universal need).

23 children (59.2%) have SEND needs that requires targeted interventions through quality first teaching and support planned by class teacher (targeted need).

5 children (12.8%) have significant/complex needs that require support over and above in class provision (specialist need).

3 children have an EHCP (7.7%) and 2 children have a SEND Support Provision Plan (5.1%)

The national statistics for pupils with SEND in January 2024 were 18.4%, of these children 4.8% had an EHCP.

Meet our SENDCo



Mrs L. Evans is the school's Special Educational Needs and Disability Co-ordinator (SENDCo) who is responsible for co-ordinating provision for children with SEND.

Mrs Evans is a qualified teacher with over 20 years' experience working in a wide range of schools. She is a member of the school's Senior Leadership Team and achieved the National Award in Special Educational Needs Co-ordination in 2018.



She keeps up-to-date with new research and accesses training provided through the Birmingham Local Offer, the Catholic Partnership and other external agencies/providers and achieved a Masters' Degree in Leadership of Educational Inclusion in 2022.

If you would like to contact Mrs Evans, please call school on: 0121 675 2670 or email: l.evans@holyfam.bham.sch.uk

Definition of Special Educational Needs and Disabilities (SEND)



A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:





1. has a significantly greater difficulty in learning than the majority of others of the same age, or
2. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.




For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

SEND Broad Areas of Need

At Holy Family Primary, we support children with a variety of differing Special Educational Needs and Disabilities (SEND) and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following four broad areas of need in the SEND Code of Practice (2015):

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

<p>Cognition and Learning</p> 	<p>Children with cognition and learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate adaptations. A child with a specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling), dyscalculia (difficulties with maths), dyspraxia (difficulties with co-ordination) and dysgraphia (difficulties with writing).</p>
<p>Communication and Interaction</p> 	<p>Children with speech, language and communication needs (SLCN) find it more difficult to communicate with others. They may have difficulty taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. It may be that when they hear or see a word, they are not able to understand its meaning, leading to words being used incorrectly or out of context and the child having a smaller vocabulary.</p> <p>Children with Autism have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition, they may be easily distracted or upset by certain stimuli, have difficulty with change to familiar routines or have difficulties with their co-ordination and fine-motor functions.</p>
<p>Social, Emotional and Mental Health</p> 	<p>For some children, difficulties in their social and emotional development can mean that they require additional and different provision in order for them to achieve. Children who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour. Some children may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.</p> <p>We offer support from the Pastoral Team which include: Mrs Evans (Assistant Headteacher & SENDCO), Mrs Jemma Farrell (Family Support Worker), Mrs Julie Lloyd (Mentor) and Mrs King (Headteacher & Wellbeing Lead).</p>

Sensory and Physical



There is a wide range of sensory and physical difficulties that affect children across the ability range. Many children require minor adaptations to the curriculum or the physical environment. Many such adaptations may be required as reasonable adjustments. If children require special educational provision, then they are identified as having a special educational need. Children with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Pupils may have difficulties in more than one of these areas and we will always do our best to support their needs.

Identification




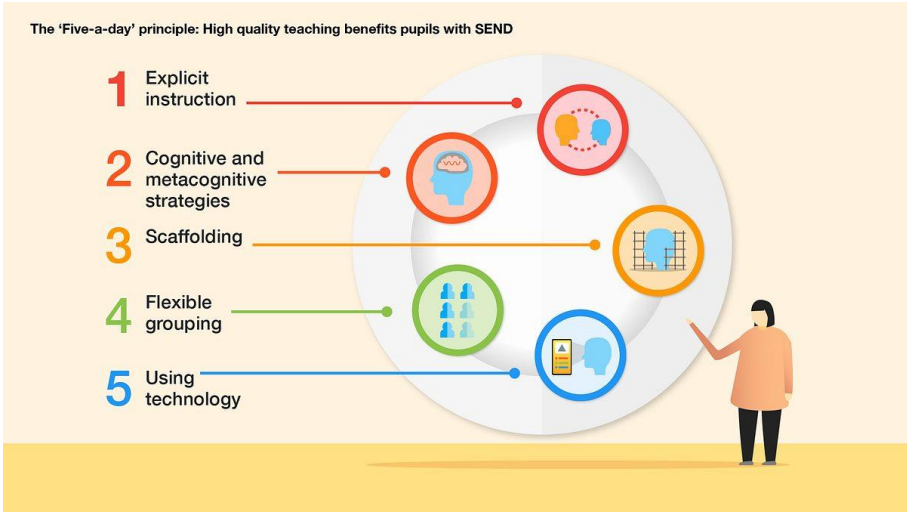
The progress and development of all pupils is monitored and tracked using the school's assessment tracking system. Pupils are assessed regularly using teacher marking, observations and questioning, as well as more formal assessments such as standardised tests.

At Holy Family we work closely as a team. If staff have a concern about a child, they discuss concerns with parents and the Special Educational Needs/Disabilities Coordinator (SENDCO). A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'

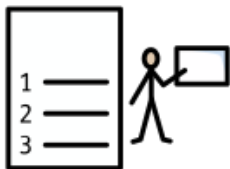


After a period of monitoring (one to two cycles of assess, plan, do, review), we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the support they are receiving and plan next steps.

Some children will be monitored using the Birmingham Toolkits Continuum, this allows the children who are working at below key stage

	<p>standards to have small step targets set in lessons to allow them to achieve and begin to work independently.</p> <p>Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can. Staff can access the 'Ordinarily Available Guidance' document (2024) produced by Birmingham Local Authority to help support children's learning within the classroom.</p> <p>The progress and development of all pupils is monitored and tracked using the school's assessment tracking system. Pupils are assessed regularly using teacher marking, observations and questioning, as well as more formal assessments such as standardised tests.</p>
<p>Support for children with SEND</p> 	<p>We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.</p> <p>Teachers adapt their high-quality teaching to cater for their pupils' needs and plan for them individually where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support. We use the Endowment Education Foundation (EEF) guidance 'Five-a-day' and embed the key principles into all our lessons.</p> <div data-bbox="496 1122 1407 1632"><p>The 'Five-a-day' principle: High quality teaching benefits pupils with SEND</p><ol style="list-style-type: none">1 Explicit instruction2 Cognitive and metacognitive strategies3 Scaffolding4 Flexible grouping5 Using technology</div> <p>We also use the Ordinarily Available Guidance (2024) produced by Birmingham Local Authority to complement our teaching.</p>




Curriculum Adaptations



We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.

Visual timetables	Task boards	Peer mentoring
Assistive technology	Talk partners	Peer marking
Self-assessment	Word banks	Positive behaviour
Ear defenders	Timers	Explicit instruction

<p>Securing School Resources</p> 	<p>It is possible that your child's needs mean we need to secure:</p> <ul style="list-style-type: none"> • extra equipment or facilities • more teaching assistant hours • further training for our staff • external specialist expertise <p>If that is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.</p>
<p>Inclusion in all aspects of school life</p> 	<p>All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.</p> <p>All children are encouraged to go on our trips such as residentials, ski-trips and overnight stays at school.</p> <p>All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.</p> <p>All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, technical team etc.</p> <p>No child is ever excluded from taking part in these activities because of their special educational need and/or disability.</p>
<p>Transition</p>	<p>We aim to make transition to the next class or school as easy as possible for all children.</p>
<p>Starting School</p> 	<ul style="list-style-type: none"> • Meet with you and your child to talk about their needs and answer any questions you might have about our school • Meet/talk with staff at your child's previous school or setting • Provide your child with a transition book with photographs of key staff and areas around our school, if necessary • Read reports from people who have worked with your child • Arrange visits to our school so your child gets to see it before they start properly • Give any adult working with your child a one-page profile describing the things that help to support them in school.

Nursery to Reception	<ul style="list-style-type: none"> • We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENDCO. • We hold a 'taster' session in the second half of the summer term in preparation for their September start and thereafter into each successive year-group, which is supported by meetings, information leaflets and taster sessions in each new class.
End of Year Transition	<ul style="list-style-type: none"> • When children move up a year, we provide transition sheets which include photos of the teacher/support staff and classroom environment. • We hold transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher. Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. • Class teachers and support staff meet with each other during the summer term to discuss the needs of the children and share information about the things that help to support your child in school. • We will talk to you and your child in the summer review meeting so we can answer any questions you may have.
Transition to Secondary School	<ul style="list-style-type: none"> • We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. • We may hold a review in some instances and invite key staff from the new school • Talk to key staff at the new school about things that help your child to learn well and be happy at school • Arrange extra visits to the new school with a member of staff from our school if necessary.
Mid-Year New Starters	<ul style="list-style-type: none"> • When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.

Evaluating Provision



Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term.

Monitoring by the SENDCO/Leadership Team. Regularly using a tracking tool to update targets and measure progress.

Review progress in pupil progress meetings and discussing next steps.

Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

Holding termly & annual reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support.

Asking our children if they feel the adjustment or intervention is helpful and makes a difference.

Feedback from Teachers, Teaching Assistants, SENDCO and any other professionals.

Feedback from parents.

Pupil Views



Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school. Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND. Pupils are given regular opportunities to:



Self-assess how they are doing



Attend meetings and help decide the support needed.



Feedback and Review progress/interventions.

Parent Consultation



At Holy Family Catholic Primary, we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

Our school has an open-door policy to parents/carers ensuring we are always approachable. We hold drop-in sessions every term and Mrs Evans, SENDCO is available at parents' evenings to discuss any concerns.

We also hold a minimum of three coffee mornings a year where parents can meet up and support each other in a safe environment. During these sessions we gather parent feedback on SEND provision at Holy Family, direct to training courses and support groups and offer opportunities to meet up with outside agencies.

Parents' Evenings are held twice a year. At the end of the year, you will receive a written report and you will be given the opportunity to discuss the report at a Parents' Consultation meeting.

For children who have an Education, Health and Care Plan, SEND Support Provision Plan or require specialist support (over and above what is ordinarily available) we will invite you in for 3 further meetings a year in the Autumn, Spring and Summer term. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps.

Some children may have a home/school diary so information can be shared between home and school for example, in the instance where a child receives transport to and from school via Birmingham Travel Assist.

During the year a parental questionnaire is sent out to gain views on the school and the SEND provision. If a concern has been raised about your child's progress you will be invited into school to speak to your child's Class Teacher. This is an opportunity for you to share relevant information about your child. You may also be invited to a meeting with Mrs Evans, our SENDCO.

Support for Parents



As part of our open-door policy the class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and at school so similar strategies can be used.

Mrs Evans, the SENDCO, is available to meet with you to discuss your child's progress and any worries/concerns you may have.

All information from outside agencies will be shared with you.

Your child's provision will be reviewed three times a year with your involvement.

A home/school book may be used to support communication with you in some instances.

We will signpost you to parent support groups.

National charities that offer information and support to families of children with SEN are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

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

Staff Training










At Holy Family Primary, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.




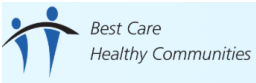


When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.





The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training may be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions. Some of our staff have completed training in the following areas.

Play Therapy	Lego Therapy	Child Development	Bucket time
Autism (Level 1)	Makaton (Level 1)	Phonics keep up	Team Teach
Specific Learning Difficulties	Complex Needs training	Emotion Coaching	Speech and Language
De escalation	Attachment	Sensory Circuits	Sensory needs

<p>Outside Agencies</p> 	<p>Where a child continues to make little or no progress, despite support that is matched to their need, the school will consider involving specialists, including those from outside agencies. Referral to these agencies will always be discussed with you and you may be asked for parental consent to complete a referral. Here are some of the main outside agencies who work with pupils and their families. Once the feedback has been received, we will share the advice.</p>
<p>Educational Psychology Service (EPS)</p>  Educational Psychology	<p>Support for children with complex needs.</p> <p>Our Educational Psychologist is Dawn Dance</p>
<p>Pupil and School Support (PSS)</p> 	<p>Support for children who are working significantly below the level expected for their age.</p> <p>Our PSS representative is Debbie Smart</p>
<p>Communication and Autism Team (CAT)</p> 	<p>Support for children who have Autism or communication difficulties.</p> <p>Our CAT representative is Shifa Begum</p>
<p>City of Birmingham School (COBS)</p> 	<p>Support for children with emotional, social or mental health difficulties that impact on their behaviour in school.</p>
<p>Speech and Language Therapy (SALT)</p> 	<p>Support for children with speech and language difficulties.</p> <p>Speech and Language Therapy Website</p> <p>Our SALT representative is Patrina Nasiri</p>
<p>Physical Difficulties Support Service (PDSS)</p> 	<p>Support for children with physical difficulties which impact on their access in the school setting.</p> <p>Our PDSS representative is Afia Begum</p>

<p>Occupational Therapy Service (OT)</p> 	<p>Support children to carry out activities they need, want, or are expected to do, but are prevented from doing due to impairments, injuries or developmental conditions.</p> <p>Paediatric Occupational Therapy Website</p> <p>We are currently working with Victoria Smith</p>
<p>Sensory Support Service (SSS)</p> 	<p>Support children with a visual or hearing impairment.</p> <p>Hearing Impairment representative is Carolyn Hasler</p> <p>Visual Impairment representative is Mohammed. M.Shazad</p>
<p>Forward Thinking Birmingham (FTB)</p> 	<p>Provide a mental health assessment and treatment service to children and their families.</p> <p>Home Forward Thinking Birmingham</p>
<p>Community Paediatric Service</p> 	<p>Medical service for both pre-school and school age children and their families and carers.</p> <p>Community Paediatrics Website</p>
<p>School Nurse</p> 	<p>Support for children with medical needs.</p> <p>Our School Nurse: Nurse Jo</p>
	<p>As a school we make reasonable adjustments to ensure that all children are fully included. Typical adjustments include:</p> <ul style="list-style-type: none"> • the school building is accessible to children with a physical difficulty via ramps, • the first floor of the building is accessible via the lift, • a disabled toilet and changing facilities, • extra-curricular activities are accessible to all children, • purchase or hire of specialist equipment recommended by outside agencies, • additional adult support where necessary. <p>Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favorably than other children and the arrangements we have made to help children with special educational needs and disabilities access our school.</p>

<p>Looked after Children (LAC)</p> 	<p>Mrs Evans is the Designated Teacher for Looked After Children. She works with all staff to make sure that they understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications might be for their school life.</p> <p>Children who are looked-after or previously looked-after will be supported in much the same way as any other child who has SEN. However, looked-after pupils will also have a Personal Education Plan (PEP).</p> <p>We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another. The school works closely with Virtual Schools in order to secure any extra support or funding that the child might need to enhance their school experience.</p>
<p>SEND Policy</p> 	<p>Our school's Special Educational Needs and Disability (SEND) policy can be found in our Policies section on the school website:</p> <p>Policies and Documents Holy Family Catholic Primary School</p>
<p>SEND Governor</p> 	<p>A member of the governing body has specific oversight of the school's arrangements for SEND. Mrs Bernadette O'Brien is the SEND Governor.</p> <p>A SEND report is shared with the governing body to ensure all governors are aware of how children with special educational needs and disabilities are being supported in the school and how well this support is working.</p> <p>Mrs Linda Mockler is the Chair of Governors.</p>
<p>Complaints</p> 	<p>Your first point of contact is your child's class teacher and/or phase leader. If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Assistant Headteachers/SEND CO. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.</p> <p>If you are not happy with the response, then you may contact the Governors through the school office. Mrs Linda Mockler (Chair of Governors) /Mrs Bernadette O'Brien (SEND Governor).</p> <p>In the unusual event that your issue cannot be resolved successfully you will then be referred to the school's complaints policy.</p>

Birmingham Local Offer



By law, Birmingham Local Authority has to provide information on a website detailing all services available in Birmingham for children with Special Educational Needs and Disabilities.

This information is called The Local Offer, which can be found on the Birmingham Local Offer website: [Home - Local Offer Birmingham](#) (external link)

SENAR	0121 303 0829
School Health Advisory Service	0121 465 5457
Forward Thinking Birmingham	0121 250 1560
Child Development Centre	0121 465 1582
Birmingham Children's Trust	0121 303 1888
SEND Information Advice Support Service	0121 303 5004

Glossary

Access Arrangements	Special arrangements to allow pupils with SEN to access assessments or exams
Annual Review	an annual meeting to review the provision in a pupil's EHC plan
Area of Need	the four areas of need a pupil with SEN can have. These are: Communication and Interaction; Cognition and Learning; Physical and/or Sensory and Social, Emotional and Mental Health Need
Adaptations	when teachers adapt how they teach in response to a pupil's needs
Co-production	the involvement of parents and professionals in the design and delivery of services. In primary schools, this involves parents working with teachers to improve the educational development of their children.
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 (EHC) plan is a legally-binding document provided by the local authority that sets out a child's needs and appropriate provision be that within a mainstream school or more specialist provision
Graduated approach	an approach to providing SEN 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 adaptation to teaching or SEMH support for a child with a specific outcome in mind
Local offer	information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area. School has no direct input regarding what the local authority is able to provide
Outcome	target for improvement for pupils with SEN. These targets do not necessarily have to be related to academic attainment
Reasonable Adjustments	changes that the school can make to remove or reduce any disadvantages caused by a child's needs within the confines of a mainstream school
SENDCo	the Special Educational Needs and Disabilities 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 children with SEND
SEN Information Report	a report that schools must publish on their website, that explains how the school supports pupils with SEN
SEN Support	special educational provision that meets the needs of pupils with SEN
Transition	when a pupil moves between years, phases, schools or life stage