

Holy Family Catholic High School & Sixth Form Centre



SEND Information Report

Updated February 2024

SENDCo: Miss Michelle Palmer
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Local Offer Contribution:

Sefton LA Local Offer can be found [here](#).

Liverpool LA Local Offer can be found [here](#).

Whole School Approach:

At Holy Family High School, we recognise the need to provide a fully inclusive curriculum in a supportive and positive learning environment. The skill, enthusiasm and supportive approach of the class teacher is the key to effective learning of all pupils, in particular those with Special Educational Needs and/or Disabilities (SEND) who need additional and/or different targeted teacher input to meet their needs, improve their confidence and self-esteem and enable them to achieve and maximise their full potential. High quality teaching, adapted for individual pupils is the first step in responding to pupils who have SEND. Additional intervention and support cannot compensate for a lack of inclusive 'Quality First' teaching.

High Quality Teaching and additional interventions are defined through our regular dialogue across the school contributing to our provision management approach. These dialogues help us to regularly review and record what we offer EVERY pupil in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about Quality First teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

'BEST' Resource Base

At Holy Family High School, we have a 'Bespoke Education Skills & Teaching' (BEST) Resource Base for pupils who transfer up from Year 6 into 7 with Education Health Care Plans, whose primary area of need is cognition and learning and who are working more than three years below their chronological age on arrival.

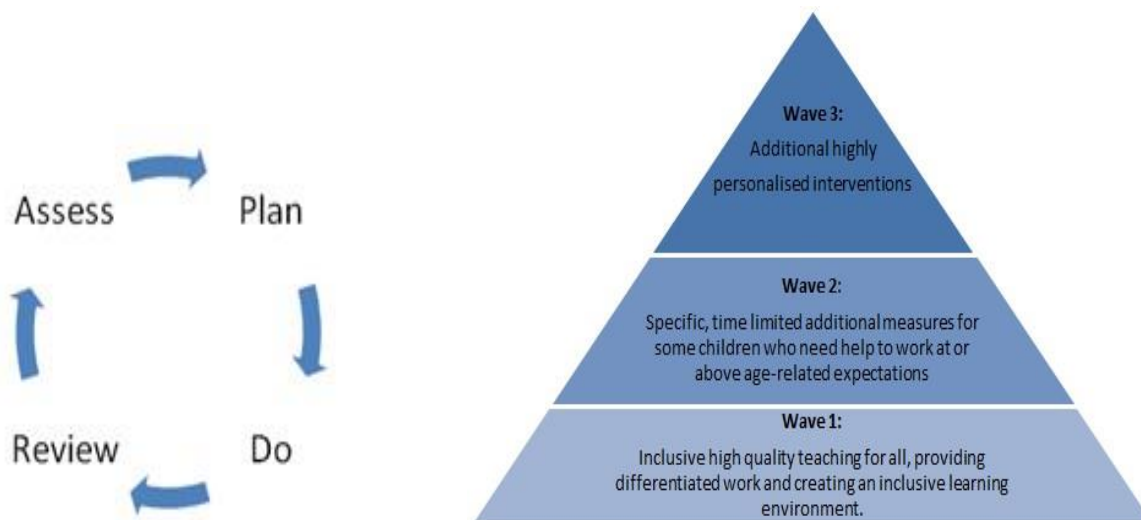
At Key Stage 3, part of their subject delivery is provided by a primary school teacher mirroring the curriculum of their peers in the mainstream but delivered at an appropriate level to allow for access. These subjects are delivered simultaneously to their mainstream peers to allow fluidity between the two should a pupil in the BEST provision become mainstream ready in a particular subject.

At Key Stage 4, pupils accessing the BEST provision follow a bespoke pathway tailored to their cognition and learning needs which can include entry level pathways in core subjects, level one qualifications within BTEC subjects and additionally, access to an ASDAN Award and an NCFE qualification in Food and Cookery skills.

Furthermore, this bespoke pathway is underpinned by the quest to provide the opportunities for pupils to be able to achieve the absolute best outcomes of which they are capable, so as well as accessing appropriate KS4 qualifications in accordance with ability, pupils are also able to access GCSE and BTEC level two options where this is appropriate. Parents and Carers work together with school staff to look at pathways which provides pupils with the skills and qualifications they need in order to take the next step into Key Stage 5 as they prepare for adulthood.

Graduated Approach

Underpinning ALL our provision in school is the **graduated approach** cycle and **waves of intervention** model:



Assess:

“Every teacher is a teacher of SEND. Every leader is a leader of SEND.”

Holy Family Catholic High School has a clear approach to identifying and responding to SEND. In identifying a pupil as requiring SEND support, the subject **teacher**, refers the pupil to their Subject **Leader** and/or the relevant Progress **Leader** and presents evidence of strategies trialled to meet need through high quality teaching. This evidence is largely drawn from the subject teacher’s assessment and experience of the pupil, their previous progress and attainment, as well as information from our core approach to pupil progress, attainment and behaviour. The relevant middle leader can then determine whether additional subject/pastoral support is required to address the need or whether the evidence presented points to a possible unidentified SEND need. With regards to the latter, a referral is then made to the SENDCO by the relevant middle leader.

In responding to this referral, the SENDCO then undertakes a series of assessments and draws on other subject teachers’ experiences where relevant. The pupil’s development in comparison to their peers and national data is also considered, along with the views and experience of parents/carers, the pupil’s own views and, if relevant, advice from external support services. We always take seriously any concerns raised by a parent. These are recorded and compared to our own assessment and information on how the pupil is developing.

Through our clearly defined assessment programme, we are able to identify any additional needs at the earliest possible stage and promptly implement effective provision to improve the long-term outcomes for all our pupils. This assessment is reviewed regularly. This helps ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social care may already be involved with the pupil. These professionals should liaise with us to help inform the assessments. Where professionals are not already working with school staff, the SENDCO or the Inclusion Manager will contact them if the parents/ carers agree.

At Holy Family, SEND is assessed through a range of methods including:

- Information from primary schools including previous assessment data and reports from any external professionals
- Analysis of academic data to identify pupils making less than expected progress given their age and individual circumstances
- Diagnostic assessments conducted both in school and from outside professionals including Educational Psychologists, Sefton SEN & Inclusion Service (SENIS), Occupational and Speech & Language Therapists.

Those pupils whose special educational need then calls for long term provision to be made for him or her, namely provision different from and/or additional to that which is normally available to pupils of the same age, will be placed on the SEND register. Other pupils who may have a special educational need and require reasonable adjustments to be made for them to be able to access the curriculum but who are making at least expected progress both academically and socially, will be placed on the school's Monitoring Register. Both the SEND and the Monitoring Register are regularly reviewed by the SENDCo.

Plan:

Where it is decided to provide a pupil with SEND support, the parents/carers are formally notified, although parents/carers will have already been involved in the 'Assessment' stage. The relevant staff as mentioned above, along with the SENDCo agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. All of this information is contained within a SEND Support Plan which is then regularly reviewed throughout the year with parents/carers.

Adaptive teaching is the standard practice which is planned for by all teaching staff at Holy Family to provide high Quality First Teaching. This could include adapted resources, targeted questioning, pupil grouping, classroom arrangements and/or the use of additional adult support where applicable, to ensure that pupils with SEND are able to engage and succeed in all activities.

Every subject teacher completes a progress review for all of the pupils in the classes that they teach after each round of assessment. Within this process, teachers review the current progress for all pupils in their class against their targets in order to plan for these pupils going forward. Using this review as a tool, it is the expectation that all teachers will adapt the curriculum and learning environment to ensure all pupils can access learning and make progress. Through careful planning, teachers should adapt the work and make considered decisions about their learning environment and resources used, including any adult support to ensure that all pupils, including those with SEND, are able to fulfil their potential.

Do:

The subject teacher remains responsible for working with and supporting pupils on a daily basis. Where interventions involve group or one-to-one teaching away from the classroom, they still retain responsibility for that pupil. They should work closely with any TAs or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo should support the teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

At Holy Family we are wholly inclusive to all pupils and we endeavour to ensure that all pupils are given the appropriate support to achieve their full potential. It is the collective responsibility of all teachers to deliver Quality First Teaching (QFT) and adapt their teaching accordingly to support pupils both with and without SEND. Where a teaching assistant (TA) is supporting a pupil or groups of pupils, the teacher should include this in their planning and ensure that the TA is actively deployed at all times. It is the responsibility of the TA to look for opportunities within the lesson to enhance learning and maximise progress. When a pupil has been identified as having a special educational need, it is essential that as a school we adopt a family centred approach to create a robust plan of support focused on achieving personal outcomes for the pupil.

Review:

The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents/carers and these both feed into the analysis of the pupil's needs. The subject teacher, working with the SENDCo and other staff in school, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents/carers will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a pupil has an EHCP (Education Health Care Plan), the local authority **must** review that plan as a minimum every twelve months and school fully co-operate with the relevant LA in the review process.

We evaluate the effectiveness of our SEND provision through our whole school monitoring system by assessing the impact of support for individual pupils with SEND following each round of assessment, although this can sometimes happen more regularly for pupils with SEND. This includes analysis of assessment data, ascertaining the views of parents/carers, subject teachers, TAs and other adults working with the pupil and most importantly, the views of the pupils themselves. This review takes place routinely following each round of assessment and, as explained above, if necessary reviews can happen in between these assessment points if difficulties arise.

SEND Needs:

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction - Our reasonable adjustment approaches to support communication and interaction:

- Clear and simple instructions
- Clear classroom organisation and structures
- Clear unambiguous use of language
- Time provided for students to process language
- Outcomes modelled and demonstrated
- Opportunities to work independently, without interruption
- Teacher able to access and employ method of communication appropriate to need
- Visual timetables and supports
- Access to alternative methods of recording
- Strategies and approaches to manage change and transitions

2. Cognition and learning - Our reasonable adjustment approaches to support cognition and learning:

- Adapted curriculum, pertinent to pupil's level of attainment or development
- Reading material accessible to students
- Opportunities for students to present knowledge / views in a variety of ways
- Students made aware of the next steps in learning and how to achieve them
- Access to personalised learning aids such as word banks, number lines, memory prompts
- Collaborative working opportunities
- Repetition and reinforcement of skills
- Visually supported learning environments
- Multi-sensory approaches to learning
- Methods to summarise and highlight key teaching points
- Questions differentiated in accordance to level of understanding and emotional needs
- Interactive learning opportunities
- Teaching adapted to a range of learning preferences

3. Social, emotional and mental health - Our reasonable adjustment approaches to support social, emotional, mental health:

- A clear and understood behaviour policy, detailing rewards, sanctions and other motivators
- An environment where students feel safe, and free from bullying and harassment
- A range of opportunities to support social and emotional development, including strengthening resilience and self-confidence
- Consistent use of positive language and clear expectations from adults
- Positive, regular communication with parents/carers and carers
- Providing opportunities and encouragement to use self-calming techniques
- Time Out arrangements
- Access to a quiet space

4. Sensory and/or physical needs - Our reasonable adjustment approaches to sensory and/or physical needs:

- Recognition of sensory needs and appropriate adjustments made
- Access to equipment to support mobility as provided by health professionals
- Awareness of seating positions to take into account sensory difficulties
- Adaptations to resources to ensure accessibility
- Access to developmentally appropriate materials and resources
- Adaptations to presentation of learning
- Effective use of resources and technology
- Support as detailed in Educational Health and Care plan or medical care plan
- Access to a quiet space
- Adjustments to alleviate visual stress

- Use of tactile sensory objects supported

Reference: SEND Policy – Revised January 2024

As of 5th February 2024, there were 153 children or young people receiving some form of SEND support additional to and/or different from their peers without SEND. There are 35 pupils in school with EHCPs with a further 4 pupils currently under assessment to receive an EHCP and 7 planned applications at the time this report was produced. This information is broken down by year group in the table below:

	SEND Support	EHCP in place	EHCP under assessment	Planned EHC Assessment Applications
Year 7	19	7	0	3
Year 8	23	7	2	3
Year 9	17	3	1	0
Year 10	21	14	1	1
Year 11	27	4	0	0
Year 12	6	0	0	0
Year 13	5	0	0	0

Consulting with children, young people and their parents/carers

Involving parents/carers and pupils in the dialogue is central to our approach and when a pupil is identified as having a special educational need, parents/carers will be informed and invited into school to meet with Miss Palmer (SENDCo) and the relevant Progress Leader. At this meeting a thorough plan will be discussed and Specific, Measurable, Achievable, Relevant and Time-based targets set (SMART targets). At any point during the process parents/carers are welcome and encouraged to contact school to discuss their pupil's progress and any additional needs. Pupils with SEND are involved from the outset in any plans drawn up to support them. From the initial identification of SEND, pupils are consulted and their views are ascertained through regular discussion and are recorded on their Pupil support plans.

There are external support services available for parents/carers of children with SEND. The contact details for these services are set out within the LA local offer.

Sefton's Local Offer can be found by pressing the 'control' button and clicking [here](#). As some of our pupils reside within Liverpool LA, the Liverpool Local Offer can also be accessed by pressing the 'control' button and clicking [here](#).

Staff contacts and development

The SEND provision within our school is co-ordinated by the SENDCo, Miss Michelle Palmer, who can be contacted at the school by phone 0151 924 6451 or via email send@hollyfamilyhighschool.co.uk. Alternatively, the Deputy Headteacher with responsibility for SEND, Mrs Karen Parker, or the Headteacher, Mr Symes, can also be contacted regarding any SEND matter by calling the telephone number above.

We are committed to developing the ongoing expertise of our staff. Within the area of SEND, we have the following current expertise in our school:

Name	Role	Area of expertise	Level	Year
Michelle Palmer	SENDCO	Special Educational Needs – Annual Update/Refresher for Access Arrangements	External Provider INSET	2023
Michelle Palmer	SENDCO	Sefton Behaviour Strategy	External Provider INSET	2023-2024
Kate Samra & Sarah Davies	KS2 Teacher & TA	Fresh Start Phonics delivery training	External Provider INSET	2023
Alex Meadows	TA	Next Steps Communication Training	External Provider INSET	2023
Louise Jones & Sarah Davies	English Teacher & TA	Reciprocal Reading Training	External Provider INSET	2023
Louise Green	Assistant SENDCO	Special Educational Needs – National Award for Special Educational Needs Coordinators	Post Graduate level	2023
Michelle Palmer	SENDCO	Special Educational Needs – National Award for Special Educational Needs Coordinators	Post Graduate level	2018
Michelle Palmer	SENDCO	Special Educational Needs – Specialist Assessor for Access Arrangements	Post Graduate level	2018

All staff receive at least annual training from the SENDCo in relation to the SEND Code of Practice 2015 and High Quality Teaching. In addition to this in the last year, the SENDCo at

Holy Family has accessed up to date training provided by both Sefton LA and other external providers and disseminates this to all staff. Additional training has been provided in previous years to all staff by the Inclusion Team at Sefton.

In order to continually explore improvement in the area of SEND and improve staff knowledge across the school, two external SEND Reviews were commissioned (summer 2022 and spring 2023) which have identified many strengths in terms of SEND provision and some areas for development to improve even further. There is also a plan to engage with the Sefton roll out of NASEN SEND Review triads in 2024, working together with other Sefton secondary schools to improve provision of SEND.

In recognition of the ever increasing complexity of need of some of the pupils coming up from primary school and the increasing number of pupils requiring EHCPs to support their specific needs within a mainstream setting, the school has invested in training a second SENDCO as of January 2023. Once completed will provide additional expertise to the SEND team. Furthermore, the school has recruited

Deployment of Resources

Considerable thought, planning and preparation goes into utilising our additional adult support to ensure pupils achieve the best outcomes, achieve independence and are prepared for adulthood from the earliest possible age. This resource often dictated by EHCPs whereby targeted adult support is deployed.

Children with SEND may, from time to time, require access to different equipment or facilities. We will aim to support these needs by taking advice from recognised external professionals and by following an evidence based approach utilising internal and external resources.

Where the school needs additional support or expertise to meet the needs of a pupil with SEND, it may be necessary to call upon support from external agencies (e.g. Educational Psychologists, Speech & Language Therapists, Autism Outreach Professionals, Local Authority services, Inclusion Consultants, Occupational Therapists etc).

School Partnerships and Transitions

Holy Family works with a number of external partners including school health, social care, local support services and other organisations. Holy Family also works closely with local authorities which retain a strategic role across the area to support SEND provision. Details of that support are set out in the local offer.

As stated above, Sefton's Local Offer can be found by pressing the 'control' button and clicking [here](#). As a number of our pupils reside within Liverpool LA, the Liverpool Local Offer can also be accessed by pressing the 'control' button and clicking [here](#).

When SEND pupils make the transition to Holy Family from primary, the SENDCO, the Year 7 Progress Leader and the Assistant Headteacher liaise with all primary schools to gather information regarding all new pupils. In more complex cases, the SENDCO will meet with primary colleagues and parents/carers to formulate a separate, more enhanced transition plan.

Furthermore, there are transition plans for SEND pupils when moving between Key Stages 3 and 4 and this is a key focus, where relevant, in a pupil's annual SEND review.

Transition from Year 11 to post 16 education is completed with the pupil and their family, the relevant forwarding provider, careers advisor and where appropriate the Local Authority (LA) SEND department. We closely monitor children and young people's destination data.

When pupils join Holy Family in-year, we ascertain relevant information from the previous school and conduct baseline assessments in the form of Cognitive Ability Tests (CATs) and reading and hand writing assessments prior to the pupil starting. This allows us to inform the subject teachers of a pupil's ability to better inform their teaching.

Complaints

We aim to foster an open line of communication with all parents/carers whose children have SEND, for example through regular feedback and meetings. It is hoped by having an open line of communication this would limit the need for complaints. However, any complaint received would follow the school policy on complaints and be dealt with seriously. Please note that appeals and complaints about decisions taken by the Local Authority should be made to that body.

Legislation and Guidance taken into account when compiling this report include:

- Children & Families Act 2014
- SEND Regulations 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015

Date of next review: Spring Term 2025