**Publishing Information: Holy Family Catholic Primary Blackpool**

**SEN information report**

**November 2026 – Mrs S Whitehead**

## The kinds of SEN provided for

37 children on the SEN Register 18% which is below the average of 20.8%.

There has been a decrease from 19.4% in June 2026.

A factor in this change will be that the school leavers in July 2026 had a significant number of additional need.

6 children with EHCPs with 1 more awaiting assessment and another waiting to be submitted. This puts us at 3.8% - the same figure as June 2026. The national average stands at 6%.

The kinds of SEN provided for and % at HF

Cognition and learning 16%

Sensory and Physical needs 8%

Communication and Interaction 38%

Social Emotional Mental Health 11%

Autistic Spectrum disorder 19%

SPLD 8%

The most common need nationally is Communication and Interaction

## Policies for identification.

We use a graduated approach to identify children with additional needs- see SEN policy. This begins with;

- Discussions between the class teacher and parents
- T.A. support/ learning mentor- interventions.
- SENDco involvement (S Whitehead)
- Paula Brayshaw has completed the National qualification in SEND and supports SWhitehead.
- External support - Link Advisory teacher, EP, SLT, OT, School nurse, Paediatrician, Blenheim house, CAMHS, Early Help.
- Application for EHCP

## Arrangements for consulting with the young person.

We use the 1-page profile and children are invited into reviews to share their views. This demonstrates to the child that family and school are working together.

**Arrangements for assessing and reviewing the young person.**

Children with an EHCP are reviewed annually and the information is now stored on the Blackpool Hub.

School uses the person centred planning meeting to review progress and set targets.

School also uses a system of Assess- plan-do-review

Class teachers review pupil progress at the termly staff meeting.

**Arrangements for transition.**

School supports children moving from class to class using a transition booklet containing photos and information that can be shared at home in preparation for change. Where needed extra visits are organised to support transition.

When a child makes the transition to High school extra visits can be organised - the SENDco and Learning Mentor support this move. All High Schools the children are to attend liaise with the SENDco.

**Approach to teaching children with SEND**

Holy Family school is inclusive and wherever possible children with SEND have access to a full and varied timetable. Additional staff are deployed to support the class teacher's management of this. It is important that all children have access to both teachers and T.As. Adaptations are made which include the use of; 1-1 sessions, small group work, interventions e.g. active spelling, precision teaching, colourful semantics, Now and Next boards, visual timetables, manipulatives, fidget toys, slanted writing boards, pencil grips, walk and talk, access to a safe space, additional lunchtime supervision, wobble cushions, sensory play, sensory room, friendship groups, adapted instructions, access to IT.

The school have a Key Stage 1 sensory room that is used to support small group work and to support children with sensory needs.

The school have a Key Stage 2 room that has been developed by Mrs Unsworth to included opportunities for small group work and sensory/ brain break opportunities.

**Specialist support**

The school has a link advisory teacher that will support with advice for staff and strategies to support pupils with SEND.

School has bought into COMMUNICATE a SLT team.

Communicate used the WellComm assessment tool to provide a baseline for all reception pupils. This has helped identify need to enable early intervention.

School has access to an Educational Psychologist – Sam Clarke.

School accesses a private Educational Psychologist, Ian Corbain.

School also use Coordinated kids a private O.T service.

As part of the Academy trust school have support from the Trust SEND Lead who has offered the school:

- support in meetings with parents
- support to the SENDco,
- Advice when completing consultations
- training opportunities- Elklan, adaptive teaching

**Evaluating Provision**

Regular Pupil Progress meetings

Tracking progress of SEND

Milestones assessment tool

Dyslexia portfolio

Lesson drop-ins

**Training for Staff**

Adaptive teaching

Staff training in Dyscalcula

Blank level questioning.

NASEN modules – Inclusive practice

**Activities available to children with SEND**

All children with SEND are able to access after school clubs. Provision is made to help children with SEND access after school events. There is a range of lunchtime clubs available also.

Our school Learning Mentor helps a number of families in need of emotional and social support.

**Activities available to parents of SEND**

With the support of our SEND Governor, Mrs E Grimshaw, we hold Parent Forum, which enables parents the freedom and time to come and talk in a safe space about SEND and any concerns. We hold these once a term and the next meeting is on November 26th 2026.

**Handling of Complaints**

We follow the BEBCMAT complaints policy. Most parents' concerns are resolved informally through face to face meetings.

A concern may be defined as 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'. A complaint may be defined as 'an expression of dissatisfaction however made, about actions taken or a lack of action'. It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. We take concerns seriously and will make every effort to resolve the matter as quickly as possible.

There have been no formal SEN complaints raised this year.