



SEND Information Report 2026.7

Holy Family Catholic Primary School

As part of the family of Bishop Hogarth Catholic Education Trust, our school has at its core, the virtues, and values of:

Respect for others and themselves, recognising that we are all created in the image of God and therefore must be **compassionate** towards others, especially the vulnerable.

Confidence in their own abilities, knowing that their talents are gifts from God and **resilience** to persevere when things become difficult.

Honesty in regard to the world around them and themselves and the ability to take **responsibility** for the times we may fall short of the mark.

Gratitude for all the amazing gifts from God and **willingness** to share their gifts both personal and material.

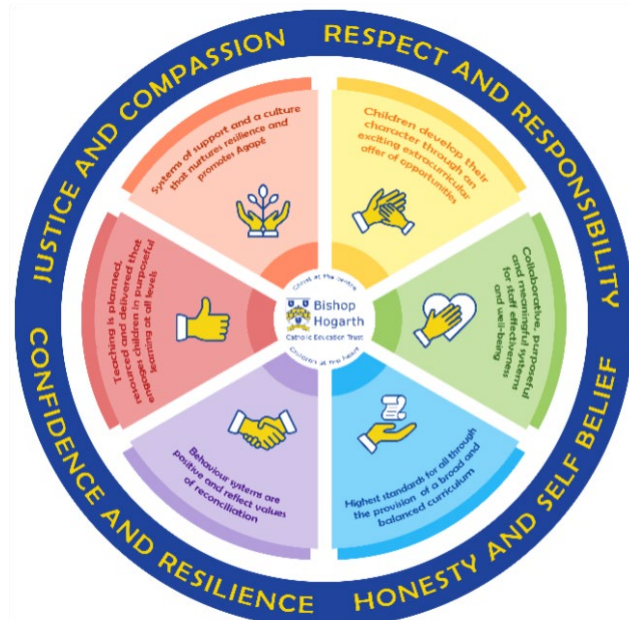
As an inclusive school, all teachers are teachers of pupils with Special Educational Needs & Disabilities. We deliver a curriculum and create an environment that meets the needs of every pupil within our school. We ensure that every pupil with Special Educational Needs and / or disabilities makes the best progress possible. We foster and promote effective working partnerships with parents / carers, pupils, and outside agencies. We consider the 'whole' child and strive to ensure that all our SEND pupils are prepared for adulthood.

At Holy Family we aim to secure the highest achievement attainable for each child. Teachers are responsible for the progress of ALL pupils in their class. High quality teaching is personalised to need, making appropriate use of ICT. This is the first step in supporting pupils who may have SEND. All are challenged to do their very best. All children are known well by the all the teaching and support staff within school.

They develop strong, nurturing relationships with the children they work with every day. Good behaviour and organisation is rewarded. Sanctions exist to support consistently high standards of behaviour, and our Behaviour Policy can be accessed from the school website. Your child can express their views in several ways, including via the School Council or directly to school staff. The role of the School Council Representatives is to ensure that all pupils have a voice in school.

We manage medical needs by working closely with parents and healthcare professionals. We listen to and act on their advice, providing staff training when needed. Our Supporting Children with Medical Needs Policy can be accessed from the school website. We work closely with outside agencies and external providers who are able to offer support, guidance and advice and where possible within the parameters of the school day this advice will form part of your child's SEN support plan.

We work closely with health visitors, speech and language therapy, school nursing, physiotherapy, occupational therapy, CAMHS and education psychology on an individual basis and to inform whole school practice. We also want children to play an active role in their learning and support and gather pupil views as part of the child's individual pupil profile. We also gain their views as part of the education health and care plan process.



Our school aims to encourage all children to see Christ in themselves and others.

Approved on	July 2026
Next Review	June/July 2027

"You are a child of God. You are dearly loved, wonderfully made and precious in his sight. Before God made you, He knew you. There is no one else like you."

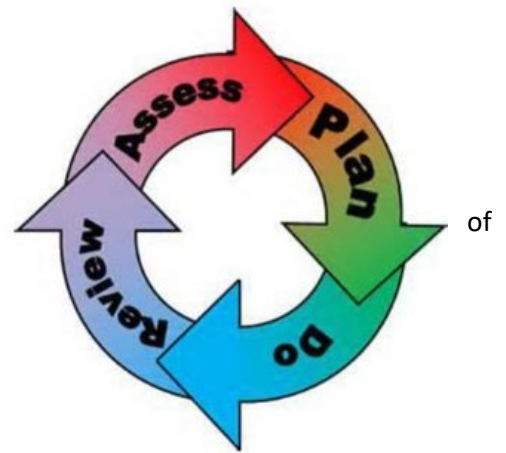
(Psalm 139)

How will the school staff support my child?

The graduated response-Identifying, planning for and supporting pupils with SEND

Where a pupil is identified as having a special educational need, School will follow a graduated approach which takes the form cycles of 'Assess, Plan, Do, Review'.

- **Assess** a child's special educational need.
- **Plan** the provision to meet your child's aspirations and agreed outcomes.
- **Do** put the provision in place to meet those outcomes.
- **Review** the support and progress.



How does the school know if children need extra help and what do I do if I think my child has special educational needs?

Assess

- Pupils with additional needs are identified in a number of ways including communication with parents/carers and close analysis of current and prior attainment data.
- Children who are in the care of the Local Authority have a Personal Education Plan (PEP) with clear targets and actions which reflect the child's needs and provide a continuous record of their achievements.
- The steps taken for all children requiring additional support are reflected in the graduated approach as set out in the SEND Code of Practice: 0-25 years (2014) www.gov.uk/government/publications/send-code-of-practice-0-to-25
- If a pupil has received support in a previous setting, discussion with parents/carers, pupil, staff from the prior setting and the class teacher/school SEN Co-ordinator can help to inform provision.
- If you are concerned that your child might have SEND, please contact the Head Teacher or School SENDCO via the office.
- As you know your child best, we would appreciate sharing relevant information at the earliest opportunity. We would include your child in this process, so they are fully involved as appropriate from the outset.
- Some children might need special arrangements to enable them to access statutory assessments. The Head Teacher, Deputy Headteacher and SENDCO in conjunction with the class teacher manage this work in line with the annual arrangements published by recommendations from:
- www.gov.uk/teacher-assessment-key-stage-1-tasks-and-tests
- www.gov.uk/government/collections/key-stage-2-tests-administer-the-tests
- We follow the Department for Education model, "Assess, Plan, Do, Review" and your input will be invited.
- For further support, you can contact SENDIASS (SEND information, advice and support service) on 01325 388618 or www.darlington.gov.uk/Children/SEN/Parent+Partnership/Parent+Partnership.htm or email iass@darlington.gov.uk
- For additional information, please see details of Darlington's full Local Offer of SEND support at: <https://livingwell.darlington.gov.uk/Categories/528>

Plan

- All teachers are teachers of pupils with SEND. We work closely with outside agencies to ensure our staff are trained appropriately in order to equip them with suitable strategies and approaches to help them to meet a wide range of learning needs. Teaching Assistants are deployed throughout school where they can best serve pupils' needs in close collaboration with class teachers and the school SENDCO.
- We start from the position that each child in our school family is unique, valued and special and we promote the self-worth of each by giving love, recognition, praise, understanding and the opportunities to succeed. Each child will be encouraged to grow, in the fullest sense, and develop his or her human potential by participating fully, as far as he or she is able, in the life of the school.
- Where a child fails to make adequate progress, despite additional help, we seek advice from relevant outside professionals. These include:
 - Educational Psychologist
 - Child and Adolescent Mental health Service (CAMHS)
 - Occupational Health (Sensory Support Services)
 - Physiotherapy
 - Child and Adolescent Mental Health Service
 - Darlington SEND Outreach Team (Social communication outreach service, cognition and learning outreach service)
 - Low Incidence needs service (LINS)
 - Hearing Impaired Service
 - Speech and Language Service
 - Early Years Inclusion Service
 - School Nursing and the growing healthy team
 - Daisy chain offer advice and support to parents of children in Darlington. More advice is available here [FINAL-Family-Support-brochure.pdf \(daisychainproject.co.uk\)](#).
- Information about a pupil's SEND is shared with members of staff supporting and working with the individual pupils, as we believe a collaborative approach helps all staff have a better picture of the pupils they are supporting.
- We discuss specific concerns with parents/carers and pupils in order to more fully understand pupils' needs and to aid in the provision of personalised support.
- Teaching and learning approaches are modified in order to support the needs of all learners and we comply with expectations set within equality and disability law. For more information, please refer to the Equality Act 2010 (updated in 2018) at: www.legislation.gov.uk/equality-act-2010-guidance

Do

- Our teachers are skilled at adapting teaching and learning to meet the diverse needs in each class.
- Daily planning considers individual children's needs and requirements and is annotated and adapted according to need. Explicit reference is made in the teacher's planning to the needs of those children identified with SEND.
- Adaptive teaching is approached in a range of ways to support access to the curriculum and ensure that all children can experience success and challenge in their learning.
- Grouping arrangements consider the different skills and abilities of each child. This ensures that learning is maximised.
- Additional adults support groups and individual children with the long-term goal of developing independent learning skills. The class teacher monitors this support to avoid students becoming over reliant on this.
- We fully encourage parental support and offer opportunities for individual meetings with parents/carers to provide clarity and recommendations on how they can support their child at home.

Review

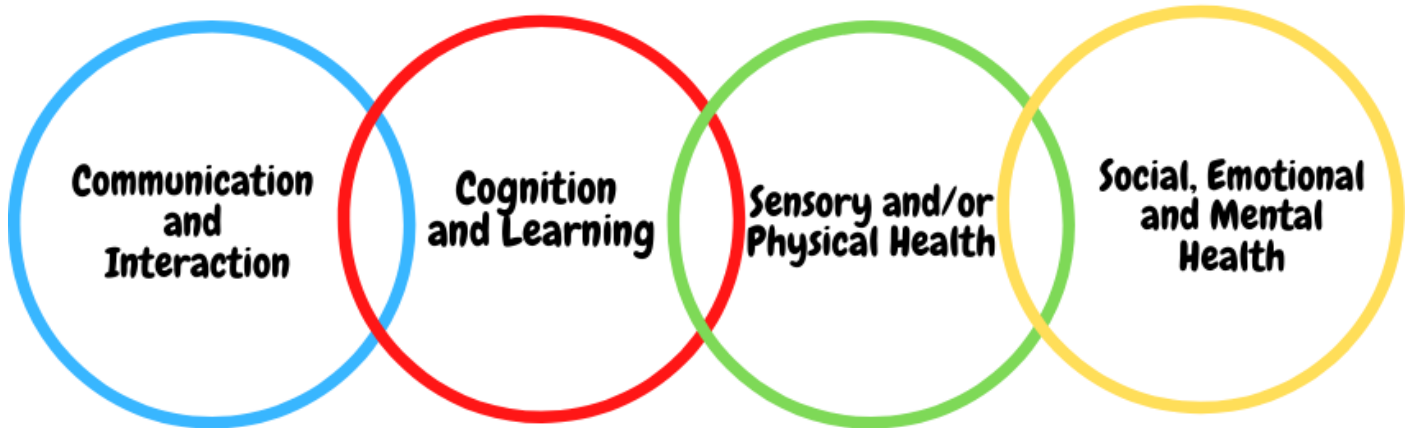
- 'Additional' or 'different' provision is delivered in a range of ways, including through provision of additional specialist resources, the support of an additional member of staff within the whole class setting or timetabled 1:1 or small group support to deliver specified support or interventions.
- Your child's teacher will manage / guide any relevant interventions, which will be reflected in lesson planning.
- Where necessary, and with your full consent, we will approach outside services for advice to strengthen the provision offered to your child. We encourage you to get involved in your child's additional provision and are currently working to develop clearer forms of practical advice for parents/carers. We believe that best outcomes are achieved when there is a consistent home-school approach being taken, wherever possible.
- If good progress is still not being made, despite all steps taken, we move to the next step of the graduated approach put forward within the 0-25 Special Educational Needs and Disability Code of Practice

www.gov.uk/government/publications/send-code-of-practice-0-to-25)

- Data is closely monitored and reviewed by the class teacher, SENDCO and school leadership team to ensure that your child's provision is having a positive impact on outcomes.
- We fully encourage parental support and invite parents to regular planned meetings which take place termly in order to discuss progress and recommendations on how children's learning can be supported at home.
- Parents of a child with Education Health Care (EHC) plans are invited to attend the annual review of this plan. [Education, Health and Care Plans – Darlington](#)
- We have a member of the school Local Governing Body who has specific responsibility for SEND.
- We have a growing parent group who we aim to help steer our vision and provision.

How will the curriculum at our school be matched to my child's needs?

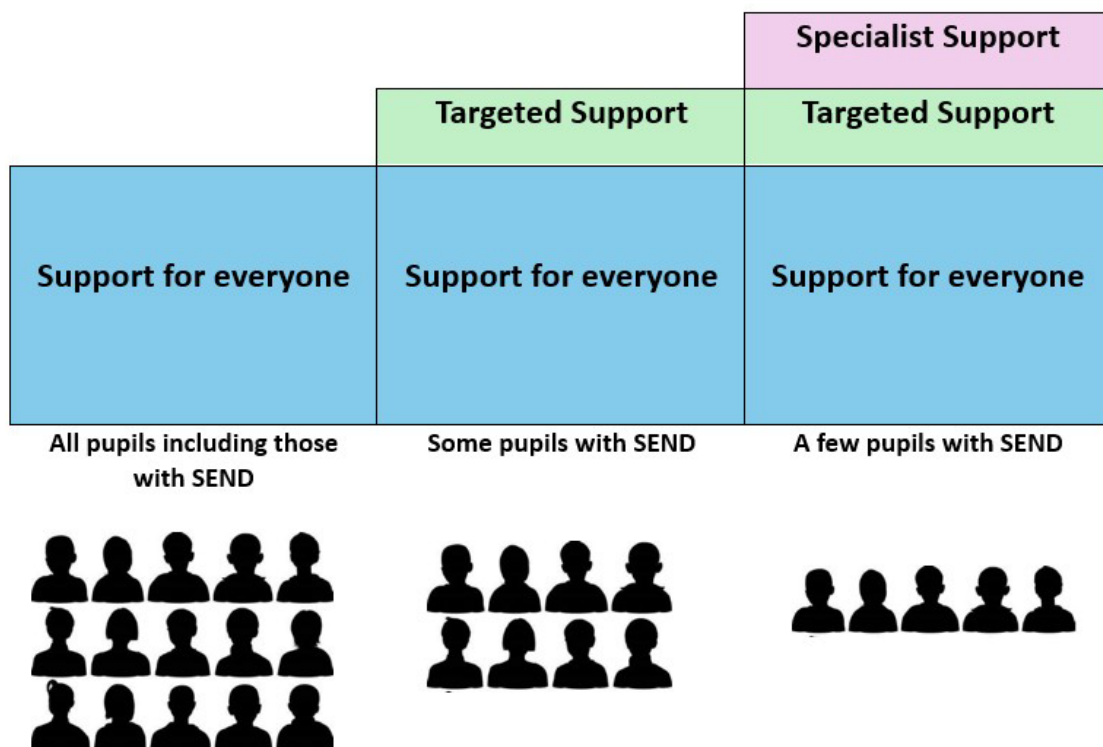
The 4 Broad Areas of SEN



SEN needs are classified under four broad areas of need. Below are the strategies, in class support and interventions that school may put in place to support your child.

We want every child to feel happy, settled and ready to learn. Some children need a little extra help at times. We use a simple system called Waves of Support to make sure every child gets what they need.

- **Wave 1:** Quality First Teaching for *all pupils*.
- **Wave 2:** Short-term, structured programmes designed to close specific gaps
- **Wave 3:** Specialist, intensive support for pupils with *significant or complex needs*.



Wave 1

Wave 1 is about what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as, auditory and verbal learning. Teachers will differentiated planning, teaching and outcomes and ensure clear sharing of learning objectives & success criteria. Tasks can be chunked into small, manageable steps to reduce cognitive load.

Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

Cognition & Learning	Communication & Interaction	Social, Mental & Emotional Health	Sensory & Physical
• Pre-teaching of key/new vocabulary • Effective questioning • Use visual timetables and clear routines. • Give short, direct instructions and avoid idioms. • Allow thinking time before expecting a response. • Use visual prompts (symbols, pictures, word mats) to support spoken language. • Offer structured opportunities for interaction (paired work, turn-taking games). • Use consistent language and gestures for key instructions • Flexible grouping to provide peer support. • Teaching Assistant support • Displays to support learning • Access to ICT resources • Widgets	• Provide visual aids (diagrams, charts, word banks) and worked examples and model expectations. • Allow extra processing time before expecting responses. • Use multi-sensory approaches (visual, auditory, kinaesthetic). • Provide writing frames or sentence starters. • Regularly check understanding through questioning. • Guided practice, before independent practice • Encourage peer support and collaborative learning. Such as Talking partners • In lesson adaptations to reduce cognitive overwhelm. • Use of symbols • Use now and next boards for transitions. • Use of in task schedules (visual or written) to support verbal instructions • Delegate group tasks to ensure pupils have a role within group work.	• Establish clear, predictable routines. • Mental Health Support Team (MHST) All about feelings workshops (specific year groups) • Use positive reinforcement and praise effort. • Offer choice and control where possible to reduce anxiety. • Model and teach social skills explicitly. • Avoid public criticism; give feedback privately. • Build trusted adult relationships for support. • Praise and behaviour ladder to give verbal and non-verbal praise. • Buddy systems • Class rules clearly displayed and agreed upon at the start of term. • Staff available to facilitate emotional well-being (mental health first aid)	• Ensure appropriate seating (e.g., near front, away from distractions). • Staff knowledge of medical needs and allergies. • Minimise sensory overload (reduce clutter, noise). • Allow movement breaks or flexible seating. • Provide adapted resources (larger print, coloured overlays). • Check lighting and glare for visual comfort. • Use clear pathways for mobility needs. • Use of Assistive technology to aid with recording of work. • Ensure equipment is accessible and safe. • Opportunities to join clubs

Wave 2

Wave 2 describes targeted small-group intervention for pupils who can be expected to catch up with their peers. Wave 2 intervention is designed for children for whom a well-structured short-term programme, possibly delivered by a Learning Support Assistant working with a Teacher, is all that is needed to enable them to make accelerated progress.

All interventions in Wave 1 can be accessed in Wave 2.

Cognition & Learning	Communication & Interaction	Social, Mental & Emotional Health	Sensory & Physical
• Access to small-group interventions, phonics booster, handwriting groups, times table group, maths boosters • Access to Implement pre-teaching and over-learning of key concepts. • Access to Precision teaching • Frequent reader • Adaptations of further modification/scaffolding tasks • Enable use of ear defenders (with guidance from parents and external agencies)	• Adaptations of personalised visual timetables and clear routines. • Access to social skills groups (e.g., turn-taking, conversation starters, Lego therapy). • Outreach to speech and language intervention programmes (with SALT guidance). • Access to visual communication aids (as advised by external professionals) • Implement structured language games to develop vocabulary. • Access to small-group comprehension sessions. • Access to Early Talk Boost	• Provide safe spaces for regulation outside of the classroom. • Outreach to Mental Health Support Team (MHST) children selected in consultation with class teacher – current group offer, building confidence, We Eat Elephants and the decider. • Outreach to Mental Health Support Team (MHST) – Parent led CBT based upon consultation and clinician information call with parents. • Adaptations and access to small-group or 1:1 check ins around feelings and friendships. • Access to check-in/check-out systems with a trusted adult. • Access to calming strategies (breathing exercises, sensory breaks, movement breaks). • Access to positive behaviour charts with clear rewards. • Access to personalised social stories • HC mental health first aid	• Provide adapted equipment (pencil grips, sloping boards, scissors). • Ensure adult support for mobility or personal care where needed. • Use of sensory circuits for a group of pupils. • Outreach to Occupational Therapy programmes • Access to bands and wobble cushions • Access to fine motor and gross motor intervention • Access to personalised movement breaks/ sensory circuits.

Wave 3

Wave 3 is about intervention for children for whom Quality First teaching and Wave 2 catch-up programmes are not enough. It may need to be a more intensive programme, involving more individual support or specialist expertise. All interventions in Wave 1 & 2 can be accessed in Wave 3.

Cognition & Learning	Communication & Interaction	Social, Mental & Emotional Health	Sensory & Physical
- Individualised learning programme tailored to pupil's specific needs. - One-to-one and small group support for targeted areas as advised by EHCP. - Use specialist interventions to support EHCP or specialist support such as: - Precision Teaching - Specialist literacy/numeracy programmes - Assistive technology used in a bespoke way.	- Speech and Language Therapy (SALT) sessions based on assessment. - Individualised communication plan as prescribed by specialists usually in conjunction with EHCP - Visual and sensory supports tailored to pupil's needs. - Access to specialist advice from external agencies (e.g., Autism Outreach Team).	- Mental Health Support Team (MHST) 1:1 work based upon referral to the team. (this is triaged by the team) - One-to-one emotional support (either MHST or with schools' mental health champion) - Individual behaviour support plan with clear strategies and targets. - Outreach and close collaboration with external agencies (e.g., CAMHS, Educational Psychologist). - Support linked to the relational approach including as directed by external professionals the use of a relational support plan - Individual reward/incentives, in conjunction with EHCP	- Individual physiotherapy or occupational therapy programmes, in conjunction with EHCP and guidance from health professionals. - Specialist equipment (e.g., adapted seating, mobility aids, hearing aids). - Specialist furniture, recommended by outreach services. - One-to-one support for physical access and personal care, in conjunction with EHCP. - Heavily adapted learning materials (e.g., Braille, enlarged print). - Outreach and specialist advice from medical professionals for health-related needs. - Multi-sensory resources, in conjunction with EHCP

What training is provided for staff supporting children with SEND?

Some of the additional training and qualifications our staff have includes:

- Qualified First Aid Staff
- Training in the administration of medication
- Epi-pen trained
- Diabetes awareness
- We also develop our approach and have regular whole school professional development with a SEND focus.
- We value input from our local services and request training on specific needs. We also hold staff drop ins with the local authority education psychology service to provide staff with the chance to discuss pupils informally.
- Education Psychologists also provide advice on whole class issues and concerns where appropriate and within their remit.
- Early years teaching assistants have attended talk boost training.
- Staff trained in Emotion Coaching via Educational Psychologist
- Staff trained in widgets and other visual prompts
- SENDCo and staff in the Early Years' trained by the Speech and Language team from North Tees and Hartlepool
- Staff trained to deliver Precision Teaching
- Teaching assistants trained in Lego Therapy

How do we support transition in our school?

Transition within classes/key stages:

- We recognise that some students need more support at transition points, such as when moving between Key Stages or when moving to a new school setting. At such times we offer personalised transition programmes to support individual SEND children.
- We have a transition programme and have pupils who are starting school and moving to new classes visit their new class and meet the class teacher. We use Class Dojo to share information about their new classroom and photos of staff so that pupils can look at these whilst preparing for transition.

Transition to Secondary settings:

- Our year 6 pupils all access mental health transition workshops led by the mental health practitioners in school.
- We strive to provide continuity of support and reduce your child's potential anxiety by working closely with staff in the next Key Stage/school.
- We work closely with schools in order to support transition to Key Stage 3. This includes individual transition plans which provide opportunities for additional visits to a new setting, the use of photo diaries and opportunities for children and parents to meet key staff prior to moving in consultation with professionals, pupils and parents.

Transition to Specialist provision:

- Some pupils require support that is at a specialist level as such these children will have an EHCP and a range that reflects that specialist provision is required.
- In some cases, specialist provision transition can occur throughout the school year and to a variety of settings.
- Transition will be discussed with the class teacher, new school, parents and pupils and a plan will be developed.
- At times education psychology will be consulted to ensure transition is handled appropriately.
- All decision around provision are co-ordinated and implemented by the local authority and decisions about provision are made through the annual review of EHCP process.

How will my child and I be involved within the process?

- We know that working with parents provides the best outcomes for pupils and feel this is especially important for children who have been identified as having special educational needs. We have updated our support plans to try and encourage parental comments and ideas to be captured. We welcome parents to contact their child's class teacher with any concerns and queries. Class teachers will then seek advice from the SENCO should they feel the need. We encourage the class teacher to be the first port of call as they have the most contact with your child and therefore will be well placed to see if concerns are observed also within school. Should you wish to contact the SENCO directly details are at the end of the information report.
- Pupils' views are gathered via the individual pupil profile, which aims to catch pupils' views about their learning. This also captures their future aspirations in order to help us plan for future outcomes.

Where can I get further information about services for my child?

The Local Offer

<https://livingwell.darlington.gov.uk/Categories/528>

For further advice about SEND in Darlington please contact

[SEND Information, Advice and Support Service \(SEND IASS\) – Darlington](#)



What key school documents refer to support and provision for pupils with SEND?

- SEND Policy
- Admissions Policy
- Supporting Pupils with Medical Needs Policy
- Accessibility Plan

Accessibility

- Our facilities offer support for those with reduced mobility / wheelchair users and include ramps to enable access to the building and adapted toilet facilities.
- We have window blinds and carpets in all teaching areas to improve the auditory and visual environment for our learners with sensory needs.
- We are committed to children with SEND being included in activities both inside and outside the classroom. We expect all students to be able to participate and achieve in every aspect of school life. Our Equality and Inclusion Policy can be accessed from the school website: <http://www.holyfamilyprimary.org.uk/policies/>.

Activities Outside of School

- We are committed to children with SEND being included in activities both inside and outside the classroom. We expect all students to be able to participate and achieve in every aspect of school life. Our Equality and Inclusion Policy can be accessed from the school website: <http://www.holyfamilyprimary.org.uk/policies/>.

What to do if you have a complaint, a compliment, or a query.

The school details and relevant contacts

- Should you wish to discuss something about your child or have any concerns regarding the provision made, please contact the Head Teacher or School SENDCO via the school office on 01325 380821 or email admin@holyfamily.bhcet.org.uk. Alternatively, you may contact Carmel Education Trust on 01325 254525 or via their website www.carmeleducationtrust.org.uk.
- Mr M Shield - Acting Head Teacher (Holy Family R.C. Primary)
- Mrs C Watmore - SENDCO (Holy Family R.C. Primary)

Name of school SEND governor.

Mr Tony Graham