

SEND Information Report

Holy Family Catholic Primary
School



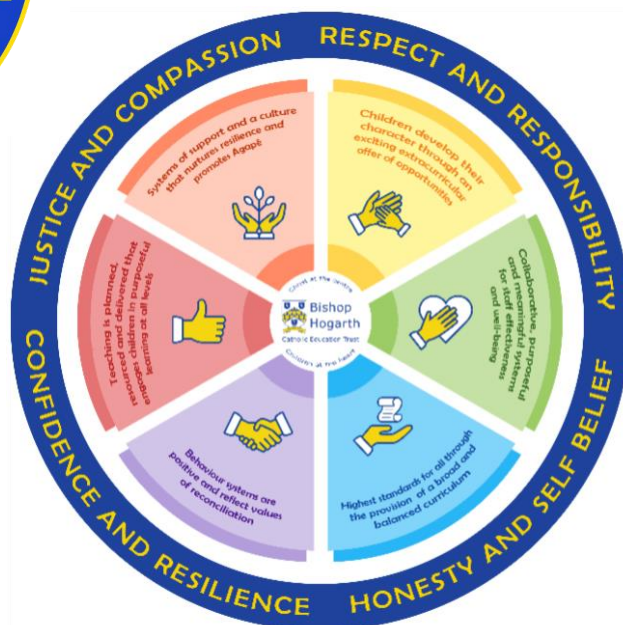
As part of the family of Bishop Hogarth Catholic Education Trust, our school has at its core, the virtues, and values of:

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.

Approved on	
Next Review	June/July 2026

Our school's approach to supporting pupils with SEND

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

"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)

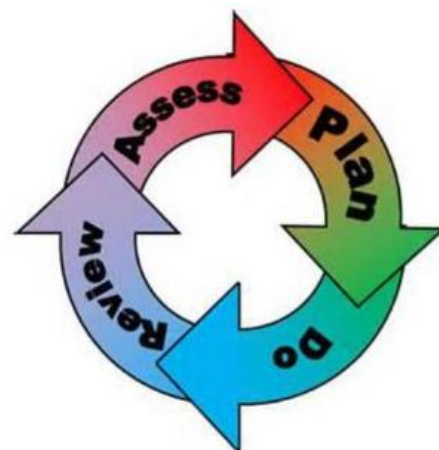
- At Holy Family we aim to secure the highest achievement attainable for each child.
- Teachers are responsible for the progress of ALL pupils in their class. High quality teaching is personalised to need, making appropriate use of ICT. This is the first step in supporting pupils who may have SEND. All 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.

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 of 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?

1. 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>

2. 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 out reach 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 \(daisychainproject.co.uk\)](https://www.daisychainproject.co.uk/FINAL-Family-Support-brochure.pdf).
- 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

3. 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.

4. Review

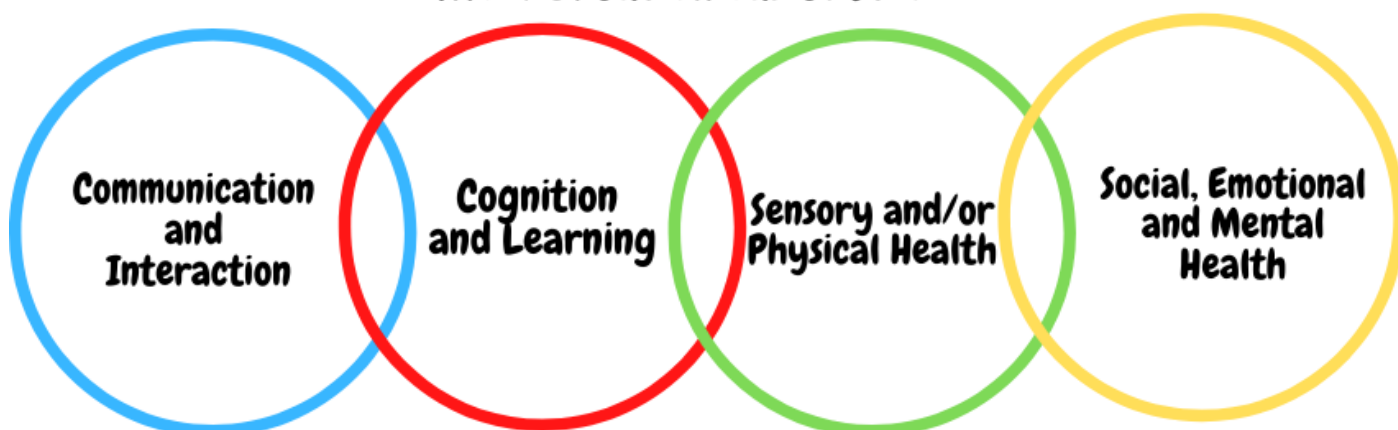
- 'Additional' or 'different' provision is delivered in a range of ways, including through provision of additional specialist resources, the support of an additional member of staff within the whole class setting or timetabled 1:1 or small group support to deliver specified support or interventions.
- 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 an 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.

Communication and Interaction

Strategies to support children with these needs include:

- Use of visual timetables in all classes.
- Use of visual prompts as needed.
- Individual visual resources as appropriate for the individual as recommended or advised by professionals
- Clarifying need on entry/ Identifying need.
- Social skills development through small group work and specific interventions as appropriate (Lego therapy, turn taking skills, games)
- Support in the classroom and at break times as needed, some adaptations will be made to support individual pupils, sports leaders help model playground games and provide some structure to play times.
- Speech and language support from outside agency and delivery of suggested programmes by staff in school.
- Referral to Speech and Language Therapy Services for additional targeted support.
- Where necessary and in consultation with parents support from the Social Communication outreach service is sought and advice given.

These strategies and support systems sometimes fall within the schools offer and at times due to the intensity of support required to aid their use or frequency of support they may fall beyond the range of SEN support and additional support may be sought via EHCP.

Advice and support for families who are awaiting the neurodevelopmental assessment pathway can find more information on support available in Darlington via the bubble of support website.

<https://northeastnorthcumbria.nhs.uk/our-work/workstreams/children-and-young-people/needs-led-neurodevelopmental-pathway/>

Strategies to support children with these needs include:

- **Quality first teaching, differentiated, scaffolded or adapted for individuals as required.**
- **Careful deployment of support staff within lessons linked to specific pupils.**
- **Training for staff as appropriate.**
- **Needs of pupils known by staff.**
- **Differentiated materials including coloured background and overlays, use of picture and word banks, visual clues to learning etc.**
- **Support staff deployed to encourage engagement.**
- **Range of teaching and learning strategies.**
- **Flexible groupings**
- **Frequent repetition and reinforcement**
- **Practical aids for learning, e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age, individualised success criteria**
- **Access to advice and support from specialist staff.**
- **Access arrangements to assessments including scribe, readers and adapted texts.**
- **Support from outside agencies e.g. Educational Psychologist which form part of Individual Support Plan**

These strategies and support systems sometimes fall within the schools offer and at times due to the intensity of support required to aid their use or frequency of support they may fall beyond the range of SEN support and additional support may be sought via EHCP

Sensory/Physical

Strategies to support children with these needs include:

- **Access to Sensory Support services for advice on planning for students with a visual or hearing impairment. (LINS)**
- **Teachers will be made aware of the implications of physical and sensory impairments and adapt lessons accordingly.**
- **Use of alternative coloured paper/ background on white boards, coloured overlays etc. if appropriate.**
- **Liaison with outside agencies for specific equipment to aid access to the curriculum.**
- **Provision of specialist ICT equipment as advised and prescribed by therapists.**
- **Occupational Therapist/ Physiotherapist targeted programmes.**
- **Concrete apparatus available to support learning, e.g. Numicon materials (numeracy)**
- **Adapted curriculum to enable access e.g. alternative recording devices, modified PE curriculum**
- **Sensory resources available e.g. wobble board, headphones/ear guards**
- **Access to support for personal care in line with the schools intimate care policy and where necessary supported by the health visiting service and school nursing team.**

These strategies and support systems sometimes fall within the schools offer and at times due to the intensity of support required to aid their use or frequency of support they may fall beyond the range of SEN support and additional support may be sought via EHCP

Social, Emotional and Mental Health

Strategies to support children with these needs include:

- **Deployment of teaching assistants and lunchtime staff to support needs of the individual.**
- **Whole school reward system to promote behaviour for learning.**
- **Use of individual reward system tailored to interests and needs of specific children.**
- **Working with outside agencies to promote safe behaviours.**
- **Links to parents/ carers via staff with family liaison and attendance support.**
- **Social skills support including group work with support staff to support development of friendships.**
- **Educational Psychologist/ CAMHS as appropriate.**
- **Individual support within lessons through differentiation of tasks or deployment of support staff.**
- **Whole school themed activities during Anti-Bullying week to promote inclusion of all pupils.**
- **Referral to the Mental Health Support Team and Key stage 2 workshops as offered by the service.**
- **Our Early years teacher has had training in emotional literacy for the Early Years (ELSEY)**
- **We have a teaching assistant who is trained in supporting pupils with emotional difficulties using the ELSA approach.**
- **We are continuously developing our practice and are embedding our emotional regulation support strategies and use metacognitive approaches to help pupils with self and co regulation strategies.**
- **We have been able to make referrals the emotional resilience school nursing team for pupils of all key stages.**
- **These strategies and support systems sometimes fall within the schools offer and at times due to the intensity of support required to aid their use or frequency of support they may fall beyond the range of SEN support and additional support may be sought via 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 an 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.**
- **Staff have training on EBSA (emotional based school avoidance)**
- **SENCO has completed early years communication training.**

- Early years teaching assistants have attended talk boost training.

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.
- Mrs J Weatherall – Head Teacher (Holy Family R.C. Primary)
- Miss R Coleman – SENDCO (Holy Family R.C. Primary)

Name of school SEND governor.

Mr Tony Graham