

HOLY FAMILY CATHOLIC PRIMARY SCHOOL



SEN INFORMATION REPORT and LOCAL OFFER FOR OUR FAMILIES

Updated September 2025

'Living, Loving and Learning as followers of Jesus Christ.'

~~~~~

***At Holy Family Catholic Primary School we strive to support all children to enable them to achieve their full potential at school. In order to do this many steps are taken to support them through their learning journey. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets.***

### **Roles and Responsibilities of the Special Needs Coordinator (SENDCO)**

Our SENDCO, Anna Loveless, is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with Special Educational Needs and Disabilities. The SENDCO liaises with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. There is regular contact with a wide range of external agencies who are able to give more specialised advice.

### **The Local Offer**

The local offer was introduced in the Green paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.

We hope that this document answers some of the questions you may have about Special Educational Needs at Holy Family. If you require any further information please do not hesitate to contact us.

### What should parents/carers do if they have concerns about their child's learning?

The class teacher is the initial point for responding to parental concerns. If it is a quick question, class teachers will be happy to talk to parents/carers before or after school. If a longer discussion is needed please make an appointment to meet with the class teacher after school. If you have further concerns then please make an appointment to see:

Special Educational Needs and Disabilities Coordinator (SENDCO) – Miss Anna Loveless

Tel: 01704 213084

Email: [admin.HolyFamilyPrimary@schools.sefton.gov.uk](mailto:admin.HolyFamilyPrimary@schools.sefton.gov.uk) (for the attention of SENDCO)

### How does Holy Family know if children need extra help?

Decisions on whether to make special educational provision for pupils will be based upon:

- Discussions between the teacher and SENDCO.
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the pupil and their parent/carer.
- The school receives reports and recommendations from outside agencies e.g. Speech and Language therapists, Occupational therapists or medical reports.

Holy Family Catholic Primary offers a range of provision to support children with a range of needs. The Special Education Needs and Disability Code of Practice identifies four broad areas of special need, under which SEND can be classified:

- Communication and interaction - for example, Autistic Spectrum Disorder and Speech and Language Difficulties
- Social, emotional and mental health difficulties for example, Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and / or physical needs for example, Visual Impairments, Hearing Impairments, Processing Difficulties, Epilepsy
- Cognition and learning for example, Specific literacy difficulties, Dyslexia, Dyspraxia,

### How does Holy Family support children with special educational needs?

Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

- **Assess:** establishing a clear assessment of the pupil's needs
- **Plan:** agreeing 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
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals.

- Each pupil's education programme will be planned by the class teacher. It will be adapted accordingly to suit the pupil's individual needs. This may include additional general support by the class teacher or teaching assistant in class, in small groups or individually.
- If a pupil has needs related to more specific areas, such as spelling, handwriting, Maths or English skills, the pupil may be placed in a small focus group or receive some 1-1 support. This will be run by a teacher or teaching assistant trained to deliver such intervention. The length of time of the intervention will vary according to need but will generally be for a term. The intervention will be regularly reviewed.
- Pupil progress meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership team to discuss the progress of the pupils in their class.
- Occasionally a pupil may need more expert support from an outside agency such as the Community Paediatrician or Sefton Inclusion Service. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- The Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other policies as defined by the DFE.

#### **Examples of how Holy Family supports children with different areas of need:**

| Approaches to support communication and interaction                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Clear and simple instructions</li> <li>• Clear classroom organisation and structures</li> <li>• Clear unambiguous use of language</li> <li>• Time provided for pupils to process language</li> <li>• Outcomes modelled and demonstrated</li> <li>• Opportunities to work independently, without interruption</li> <li>• Teacher able to access and employ method of communication appropriate to need</li> <li>• Visual timetables and supports</li> </ul> |

- Access to talking partners or alternative approaches
- Strategies and approaches to manage change and transitions

#### **Approaches to support social, emotional and mental health difficulties**

- A clear and understood behaviour policy, detailing rewards, sanctions and other motivators
- An environment where pupils feel safe, and free from bullying and harassment
- A range of opportunities to support social and emotional development, including a sense of self efficacy and self-confidence
- Consistent use of positive language and clear expectations from adults
- Positive, regular communication with parents and carers
- A curriculum that takes into account concentration levels, aptitudes and interests
- Tactile sensory objects to calm student
- Time Out and Time Away Arrangements
- Recognition of sensory needs and appropriate adjustments made
- Class and school mediation strategies

#### **Approaches to support cognition and learning needs**

- A curriculum that is pertinent to pupil's level of attainment or development, where the pupil is aware of the next steps in learning
- Curriculum differentiated by changing presentation, task or outcomes (as appropriate to learning)
- Reading material accessible to students
- Students can present their knowledge/views in a variety of ways
- Accessibility to personalised learning aids and scaffolds such as word banks, number lines, memory prompts, etc.
- Collaborative working opportunities
- Repetition and reinforcement of skills
- Visually supported learning environments
- Adjustments to alleviate visual stress
- 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

#### **Approaches to support sensory and/or physical needs**

- Environmental adaptations to suit cohort or individual pupils

- Access to equipment provided to ensure mobility
- 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 access technology
- Support as detailed in access plan or health care plan

### How will the curriculum be matched to children's needs?

When a pupil has been identified with special needs their work can be adapted by the class teacher to enable them to access the curriculum more easily. Teaching assistants may be allocated to work with small focus groups to target more specific needs and at times they may give 1:1 support.

### **Inclusive high-quality teaching/Adaptive Teaching**

Adapting teaching in a responsive way, for example by providing focused support to pupils who are not making progress, is likely to improve outcomes. However, before thinking about adapting or differentiating teaching, it is important to remember that the vast majority of pupils' needs will be met through effective, inclusive high-quality teaching. Fundamental strategies often associated with adaptive teaching should be embedded within day-to-day teaching. Strategies such as: dual coding and reducing cognitive load; creating a positive, emotionally supportive environment; chunking complex material; careful sequencing and reducing distractions. These core elements of high-quality teaching will ensure that fewer adaptations will be needed for most pupils.

**Adaptive teaching** - Essentially, it begins by having the same learning intentions for all pupils, with no lowering of expectations. For all pupils to be able to achieve these learning intentions, it will be necessary to 'adapt teaching' to ensure access through the use of strategies such as:

- Breaking down content into smaller chunks or steps
- Varying levels of support, including effective support from TAs as well as the teacher
- Removing unnecessary expositions, i.e. keeping your spoken language at an amount and at a level that will enable maximum access, with visual support
- Supporting different means of expression and action, such as utilising technology
- Intervening appropriately, i.e. in the classroom/lesson wherever possible, to minimise the need for out-of-class interventions (though these will still be appropriate and necessary for some pupils) NASEN
- We have a sensory room. This is a space for children to engage in sensory experiences that help them to self-regulate, focus, and manage emotions. It is a safe, controlled environment, which offers a protective and predictable space for children to take a break from the often-overwhelming environment of a busy

classroom or playground. It helps to reduce stress and anxiety with soothing features, such as soft lighting and gentle music.

| We offer the following adaptations to our daily teaching to ensure all children can access our curriculum and make progress:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Organisation and curriculum</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <u>Teaching and Learning</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <u>Equipment and Resources</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>Structures, predictable classroom routines</li> <li>Flexible teaching and learning arrangements – mixed ability groups, pairs, and peer support etc.</li> <li>Accessible reading material</li> <li>Differentiate and/or modified curriculum planning and work whole school behaviour policy with graduated response</li> <li>Whole school reward system</li> <li>Whole school/class rules/code of conduct</li> <li>PSHE curriculum</li> <li>Peer support and Circle time</li> <li>TA supporting groups in class</li> <li>Multi-sensory activities</li> <li>Motor skills/coordination support</li> </ul> | <ul style="list-style-type: none"> <li>Differentiated delivery e.g. simplified language, longer thinking time, small manageable task, repetition and re-wording</li> <li>Clear, unambiguous instructions</li> <li>Differentiated outcome i.e. alternative forms of recording – whiteboard, mind maps, bullet points, scribe, missing words, verbal rather than write, ICT, drawings etc</li> <li>Use of differentiated questions</li> <li>Additional time for recording</li> <li>Teach mnemonics to support memory</li> <li>Provision of visual aids/prompts/word banks/concrete apparatus</li> <li>Checklists and task boards</li> <li>Visual timetables</li> <li>Use of colour and movement</li> <li>Use of symbols and/or pictures</li> </ul> | <ul style="list-style-type: none"> <li>Sloping board</li> <li>Coloured overlays for reading</li> <li>Different coloured paper/books for writing</li> <li>Guidelines for writing</li> <li>Pen/pencil grips</li> <li>Magnifier</li> <li>Timer</li> <li>Use of small whiteboard</li> <li>b/d reminder</li> <li>Alphabet reminders</li> <li>Handwriting activities</li> <li>Writing frames</li> <li>Word mat/word banks linked to topic/phonetic prompts</li> <li>Number mats</li> <li>Concrete maths resources</li> <li>Spellchecker</li> <li>Illustrated dictionary</li> </ul> |

### How will parents know how their child is doing?

- You will be able to discuss your child's progress at Parents' Evening. Information may also be shared about progress and what your child is working on through homework tasks, and online app subscriptions, e.g. TT Rockstars. We may also use the Birmingham SEN Toolkit and Boxall assessment tools.
- Some children may also benefit from a home/school diary.
- Where possible, your child's class teacher will try to make themselves available at the end of each day if you wish to raise a quick concern. Appointments can be made to speak in more detail to the teacher or SENDCO at any time throughout the year.
- If a child is on the SEN register you will be offered a review meeting with the SENDCO once a term.

- Your child will be regularly reviewed and information will be shared and discussed at Parents' Evening and SENDCO meetings.

### How will Holy Family help parents to support their children?

Class Teachers/Miss Loveless will be able to provide suggestions and additional support materials for children to work on at home. If outside agencies are involved e.g. EP/Speech and Language - suggestions and programmes can be provided.

### What support is there at Holy Family for children's overall well-being?

The school offers a variety of pastoral support. This includes:

- Time to talk with class teachers.
- How do you feel today? The Zones of Regulation - It's a curriculum to enable learners to become aware of their state of regulation and enable them to foster self-regulation and emotional control.
- Parent Support Advisor – our PSA is Mrs Mel Scott. She is available each morning from 8.30 if parents wish to arrange a meeting to speak to her until 12:00. She is available for children to talk to as and when necessary especially around the area of social/emotional support.
- Children are aware of designated staff they can go to if they feel unhappy or unsafe – photographs of the staff are up in every classroom and around school.
- Regular assemblies and through PSHE lessons/topics, children are given the opportunity to discuss their feelings ensuring they feel safe and secure.
- Play-leaders, class buddies, reading buddies and prefects all support children and encourage positive interactions.
- Lunch and break-times can be adapted for children who struggle during these periods.
- We are a 'MyHappyMind' school. My Happy Mind is a mental health and well-being programme to support children in learning habits to support their own mental health. It does also cover all the mandatory objectives from the DfE Relationship Education Curriculum and also around 70% of the PSHE objectives. We have received Bronze accreditation.

*See Anti-Bullying Policy.*

### Pupil's with medical needs

- If a pupil has a medical need then a detailed care plan is compiled by Mrs Scott (PSA) with support from the school nurse in consultation with parents/carers.
- Staff receive training delivered from school nurse e.g. Epi-pen training /epilepsy medication/diabetes training
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.

- Key persons in school have first aid training.

### What specialist services and expertise are available at or accessed by the school?

Some of the agencies used by school include:

- Speech and language Therapist
- Educational Psychologist
- Inclusion Consultant
- Social Communication Team
- School Nurse
- Social Services
- Physiotherapy
- Occupational Therapy
- Visual Impairment Teacher
- Hearing Impairment Teacher
- CAMHS
- Community Paediatrician
- TAS (Team Around the School)

### What training have the staff supporting children with SEND had?

Different members of staff have received recent training related to SEND. *These include:*

- The Zones of Regulation
- How to support children with ASD
- How to support children with ADHD
- How to support children with Sensory Processing difficulties
- How to support children with Speech and Language difficulties
- How to support children with additional physical needs
- Positive handling training
- RWI – Read, Write, Inc. Phonics
- Specific literacy difficulties

Staff training is reviewed regularly and there are regular opportunities for staff to access professional development training with SLT and governors – this will be reflected in the school budget.

### How will a child be included in activities outside the classroom school trips?

Risk assessments are carried out and procedures are put in place to enable all children to participate. Positive Handling Plans may be written for individual children (in partnership with parents/carers). However, if it is deemed that an intensive level of support is required a parent/carer may be asked to accompany their child. Holy Family will ensure adaptations are made where possible to ensure pupils with SEND are given equal opportunities and are fully included. (*See Equality Act*)

### How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- 2 toilets adapted for disabled users
- 1 disabled car park space in car park
- Wide doors in some parts of building
- Steps and doorways leading upstairs are marked in contrasting colour to aid visually impaired children
- Wheelchair accessible route signs
- For further information go to the Policies Section on our school website ([www.holyfamilyprimary.com](http://www.holyfamilyprimary.com)) and open Accessibility Plan.
- Ramp access to most classrooms.

### How will the school prepare and support children when joining Holy Family or transferring to a new school primary school or transferring to high school?

- Discussions between previous or receiving school prior to pupil joining/leaving.
- All pupils attend a transition session where they spend some time with their new class.
- Additional visits are also arranged for pupils who need extra time in new school/class – enhanced transitions.
- Secondary staff visit pupils prior to them joining new school and Year 6 teachers and SENDCO liaise with Head of year and/or SENDCO at secondary schools.
- Visits and discussions with early years settings prior to children starting Reception. A meeting at school for the parents of Reception children so information can be shared and home visit/nursery visits by the class teacher/SENDCO and PSA. Taster sessions for new reception children. Enhanced transition can be arranged for children who need more support when they start school.

### How are the school's resources allocated and matched to children's special educational needs?

The SEN budget is allocated each financial year. The money is used to provide additional support/resources. Resources may include deployment of staff depending on individual circumstances.

### How is the decision made about how much support my child will receive?

These decisions are based upon termly tracking of pupil progress and after discussions with parents and other specialists.

### How is the provision for pupils with SEN evaluated?

The Senior Leadership Team (including SENDCO) review provision termly, through data analysis and discussions with class teachers/parents/carers.

## EHCP

The majority of children and young people with SEN will have their needs met by mainstream education using the resources available within the school or by the school accessing additional funding from the local authority (high needs top up funding).

Some children and young people with the most severe and complex special educational needs may require an EHC needs assessment in order for the LA to decide whether it is necessary for it to make provision in accordance with an EHC plan. However, a request for an EHC assessment should not usually be the first step in the process for helping to meet the needs of a child or young person. It should build on the co-ordinated work that is already happening between families, educational settings and support services, including health and social care professionals.

### How will my child be consulted around their education?

Conversations with class teacher.

Pupil Voice – Pupil Passport – Important information about me; Things I like and I am good at; Things I want to improve; How adults can help me with my learning.

Children, from Y5 up can be invited to attend a section of the review meetings.

### How will I be involved in discussion about and planning for my child's education?

All parents are encouraged to contribute. This may be through:

Discussions/SEN Reviews with class teacher

During parents' meetings and during discussions with SENDCO at SEN Reviews if needed after meeting with class teachers.

Parents are encouraged to comment on their child's plan.

### Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the SENDCO in the first instance.

For further information go to Policies Section on our website [www.holyfamilyprimary.com](http://www.holyfamilyprimary.com)

## Support Services

Sefton has a number of services that can support parents and carers of children with additional needs. Please go to [www.seftondirectory.com](http://www.seftondirectory.com)

### Local Authority Offer

Sefton's local offer can be found at [www.seftondirectory.com/localoffer](http://www.seftondirectory.com/localoffer)

I hope these have answered any queries you may have but do not hesitate to contact school if you have further questions.