

Holy Family Catholic Primary School

Special Educational Need and Disabilities Information Report



CATHOLIC
EDUCATION
TRUST



HOLY FAMILY CATHOLIC
PRIMARY SCHOOL

This document will have due regard to legislation, including but not limited to: Children and Families Act 2014
Health and Social care Act 2014
Equality Act 2010

Mental Capacity Act 2005 Children's Act 1989

This policy will take into account statutory and non-statutory related guidance, including, but not limited to: SEN Code of Practice 0-25 (2014)
Supporting Children with Medical Conditions
Keeping Children Safe in Education

Working together to Safeguard Children.

For the purposes of this report the terms "Disability" and "Special Educational Needs" are as defined in the Acts.

October 2025



HOLY FAMILY CATHOLIC
PRIMARY SCHOOL

Holy family R.C School

Special Educational Needs and Disability (SEND) School Information Report

Mission Statement:

'Living each day as one happy and Holy Family'

	Questions	School Response
1	How will Holy Family know if my child needs extra help and what should I do if I think my child may have special educational needs?	<p>Holy Family is an inclusive community and welcomes children with a wide range of abilities and needs. We will make reasonable adjustments under the 2010 Equalities Act to ensure that all can access our school. The teachers and support staff at Holy Family are highly skilled practitioners with sound knowledge of child development. They are able to highlight any concerns about a child's development, progress or welfare quickly. We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum. In addition, the impact of interventions is tracked rigorously. We liaise with Early Years providers prior to admission to school to establish any existing needs. Our staff are vigilant at supporting and raising any concerns to the SENDCo and Senior Leadership Team. We use data and other forms of assessment to identify additional needs and celebrate achievement. All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Parents and carers will be informed about these concerns before this decision is made. We consider the whole child when assessing their progress. This might include concerns about their development beyond academic subjects. 'Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.' (COP 2014) Additionally, children are flagged up in regular data tracking meetings between the class teacher and Senior Leadership Team. Any concerns will then be discussed with parents/carers and, if appropriate, the pupil concerned.</p> <p>If parents/carers have concerns about the progress, attainment or welfare of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns or</p>

		<p>alternatively they can speak to our SENCo, Miss Amy Berry (SENDCo) can be contacted on sendco@holy-famiy.surrey.sch.uk. She is responsible for ensuring that pupils with special educational needs get the support they need.</p> <p>Each child on the SEND (Special Education Needs and Disability) Register has an individual support plan (ISP) and, if needed, greater support is accessed through a plan, action and review cycle their education and welfare needs. For this the school follows Special educational needs and disability code of practice: 0 to 25 years (January 2015) and the Surrey's Local Offer. We are able to undertake a number of assessments in school to help us identify ways of supporting children and where necessary will seek the advice and support of other agencies. A holistic approach is taken to meeting a child's needs where professionals work with families to ensure the best outcome for the children.</p>
2	How will the school staff support my child?	<p>Our governors play an active role in monitoring the quality of our special educational needs provision, as does the Head teacher, senior leadership team and SENDCo.</p> <p>Initial concerns and early interventions are discussed with the parents by the class teacher. Should further intervention be required to enable a pupil to make expected progress, the parents/carers will be invited to a meeting at the school with the SENDCo to draw up a plan of support (an Individual Support Plan). This plan will detail what sort of provision is in place, what outcome is expected, who is providing it and for how long, including recommendations from outside agencies where appropriate.</p> <p>All interventions we put in place are research informed and evidence based and are measured to monitor impact & attendance against expected rate of progress. Where we feel something isn't working, we are quick to respond and find alternatives through dialogue with the learner and their families. All our additional support programmes are overseen by the SENDCo and all our teachers are teachers of inclusion and special educational needs.</p> <p>Our school provision map shows the range of interventions in place in our school which will be used where we identify children who will benefit from these interventions. We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.</p>
3	How will the curriculum be matched to my child's needs?	<p>We carefully plan our curriculum to match the age, ability and needs of all children. Where appropriate, the class teacher and subject teachers will adapt lesson planning and teaching to match your child's special educational needs and/or disability. It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs. Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning such as adapted chairs or desks. Changes may be made to the school</p>

		<p>building following advice from the services for the visually impaired or the hearing impaired. We have wheelchair access to some parts of the school building and we have a toilet with disability access. All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. When planning, teachers refer to children's ISP's to make particular provision for their needs. If, for example, a child has Speech Language and Communication Needs teachers will use simplified language and pictures to support them to understand new vocabulary.</p>
<p>4</p>	<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p>We believe parents are the first educators so we take every opportunity to inform you about school life including regular email communications, phone calls, parent meetings. We share progress feedback with all our learners and their families through target setting evenings, support plan meetings and written reports. In addition, our 'open door' policy allows parents/carers to meet with the SENDCo to discuss pupils' progress, what can be done by families at home to support the learning at school. We host a number of curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child's needs. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.</p> <p>We believe in supporting the development of parenting skills and as such deliver workshops on site/work in collaboration with other agencies.</p> <p>Parents/carers will be invited to a meeting with the SENDCo and class teacher to discuss the support that the school are providing and how they can help their child at home.</p>
<p>5</p>	<p>What support will there be for my child's overall well-being?</p>	<p>At Holy Family our Catholic ethos means we believe that the happiness and wellbeing of all our pupils is paramount. All members of staff take this aspect of school life very seriously. You can be confident that in particular your child's class teacher, Learning Support Assistant (LSA) and SENDCo are available to provide support to match your child's needs.</p> <p>The class teacher is the person who knows your child best. Pupils are always encouraged to go to their class teachers and form tutors if they are worried about anything. You should also feel free to contact your child's class teacher if you have any concerns.</p> <p>Our pupils are taught to value each other and to behave with courtesy at all times. We explicitly teach respect for all people through our curriculum. All children participate in Personal, Social, Health and Economic (PSHE) teaching.</p> <p>Bullying is not tolerated at Holy Family RC school. Pupils are taught about what to do if they encounter bullying in PSHE teaching. We ensure that lunchtimes are a positive experience for all pupils through OLAF play. We have a school ELSA (Emotional Literacy Support Assistant)</p>

		<p>For children with specific social, mental or emotional health difficulties we facilitate access to Family Support, the Educational Psychology Service (EPS), MindWorks and other agencies.</p> <p>All our staff provide a high standard of pastoral support. Relevant staff are trained to support medical needs and some cases all staff receive training. We have a medical policy in place.</p> <p>Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.</p> <p>We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.</p> <p>Pupil voice (including surveys), school council and pastoral carers are central to our ethos and encouraged to contribute in a variety of ways and regularly.</p>
6	What specialist services and expertise are available at or accessed by Holy family?	<p>Our staff receive training and our teachers all hold qualified teacher status. We have a number of established relationships with professionals in health and social care and these are recorded on our provision map. All external partners we work with are vetted in terms of safe guarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service. Services include but are not limited to: School nurse; Child Protection; First Aid; Speech and Language Therapy; STIPS; Occupational Therapy; Language and Literacy Support; Mindworks services.</p>
7	What training are the staff supporting children and young people with SEND had or are having?	<p>Mrs Humphries (SENDCo) has completed the mandatory National SENDCo Award and is a qualified teacher. The SENDCo attends SEND network meetings, to enable her to remain up-to-date with initiatives, legislation, research, etc.</p> <p>Staff are regularly trained to support children with Special Educational Needs and past training has included speech, language and communication training, Attachment training, Compassionate schools, Zones of Regulation, training on supporting children with Autism.</p> <p>Staff have the opportunity to attend training led by outside providers including Special Schools. Where appropriate, staff who support individuals/groups of children who have a particular need receive bespoke training from the SENDCo or other professional to be advised on the most appropriate ways to support the learners. At staff meetings, our staff are updated on matters pertaining to special educational needs and disability regularly.</p>
8	How will my child be included in activities outside the classroom including school trips?	<p>We are a fully inclusive school, where all children are included in all parts of curriculum, including activities outside the classroom. Our aim is to include all children on educational visits. We have a range of provisions to support and promote this, including:</p> <ul style="list-style-type: none"> ✓ extra support in order that we meet statutory required adult to child ratios on our trips when needed; ✓ one-to-one support, where necessary;

		<p>✓ funding can be accessed for families who might not afford the cost; ✓ working closely with parents to ensure we have all details about the child prior to an outing.</p> <p>A risk assessment is carried out prior to any off site activity to ensure nobody's health and safety will be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school</p>
9	How accessible is the school environment?	<p>We have a full Accessibility Plan in place and as such we consider our environment to be fully accessible. We are vigilant about making reasonable adjustments; where possible. Our policy and practice adheres to and embraces The Equality Act 2010. We monitor the languages spoken by families in our settings where possible we ensure any home-setting communications are available in the relevant languages and when required translators are asked to attend meetings.</p>
10	Arrangements for the admission of children with Special Educational Needs	<p>We are a fully inclusive school which admits pupils with SEN and disabilities. Admission criteria for children with disabilities will follow the admissions policy agreed by the school's governing body. Meetings will be held with parents, children and specialists in order to plan admission and ensure that the facilities and resources are in place to enable the child to access the curriculum. Appropriate support and training will be provided for staff if necessary. Holy Family Roman Catholic Primary School is an inclusive and supportive school enabling all pupils to have equal access to learning. Children with SEN and/or disability are welcome in all aspects of school life: joining clubs like multi -sport, attending school trips including residential and after school clubs are encouraged.</p>
11	How will Holy Family school prepare and support my child to join the school, transfer to a new setting or the next stage of education and life?	<p>We have a robust Transition Policy in place for welcoming new pupils to our setting, transitioning pupils across year groups and key stages as well as different settings. Our Provision Management systems records what aspects of our environment help children learn best and this information is passed on in transition. We have very good relationships with any feeder settings as well as settings children move onto.</p>
11	How are the school's resources allocated and matched to children's special educational needs?	<p>At Holy Family Catholic Primary School, we place great importance and value on meeting a child's needs to the best of the school's ability with the funds available. We have a highly experienced team of LSAs who are funded from the SEND budget and deliver programmes designed to meet groups of children and individual's needs. The school uses the Surrey SEND Banding and 'The Right Provision at the Right Time' documents to support and evaluate decisions about the allocation of resources. The Holy Family Catholic Primary School Individual Support Plan (ISP) includes costing information to enable detailed evaluation of the use of resources and evidences their impact. Our finances are monitored regularly and we utilise resources to support the strategic aims of our school as well as individual pupil needs. We seek to ensure value for money service, so all interventions are costed and evaluated. Our budget is allocated according to our Provision Management system.</p>

12	How is the decision made about what type and how much support my child will receive?	Quality First inclusive Practice (wave 1) is clearly defined in our setting and we expect all staff to deliver this using the Ordinarily available Provision checklist. Should additional support be required, this is undertaken after consultation with the SENDCo, other relevant staff, outside agencies (if appropriate), the pupil and their families. We work with a continuous cycle of assess, plan, do and review, to identify the best support for each child. The SENDCo oversees all additional support and regularly shares updates with the SEND Governor.
13	How are parents involved at Holy Family school? How can I be involved?	As a Catholic school, we believe that parents are the primary educators of their children, and it is our role to support them. We believe in partnering parents in dialogue to support a child's learning, needs and aspirations. We operate an 'open door' policy. Parents are invited to contribute through a number of means such as parent surveys, meetings and workshops. Our Governing Body includes Parent Governors/representatives and a report is given to them annually by the SENDCo.
14	Who can I contact for further information?	In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from the school's SENDCo and Senior Leadership Team.

The Holy Family Roman Catholic school SEND policy can be found in the policies section of our website [Click here](#)

To see the Local SEND Offer for Surrey [Click Here](#)