

# HOLY FAMILY CATHOLIC SCHOOL



## SEND Information Report

Date agreed	September 2024
Next review date	September 2025 (or in line with Catholic Education Services (CES) / LBWF Changes)

### THE MISSION STATEMENT OF THE SCHOOL

*Holy Family Catholic School is a Catholic community embracing the clear Christian values of respect, service and justice.*

*We are a family of many cultures sharing one faith.*

*We exist to educate young people towards excellence in all dimensions of their lives, recognising the uniqueness of each and the equality of all.*

Annual SEND Report for Governors  
Holy Family Catholic School  
October 2024

*Pupils with special educational needs and/or disabilities (SEND) get help to access the same curriculum as their peers. Teachers are well informed of pupils' individual needs. They make appropriate adaptations for pupils with SEND.*

*Ofsted School Inspection report, May 2023*

<b>School:</b>	<b>Holy Family Catholic School</b>
<b>SENDCO:</b>	<b>Monika Scullion</b>
<b>Date of report:</b>	<b>September 2024</b>
<b>SEN Governor:</b>	

**Contents:**

1. SEND profile for the past 12 months
2. Quality of provision for pupils with SEND
3. Achievement of students with SEND
4. SEN policy
5. SEND information report on the school website
6. Statutory assessments
7. Accessibility Plan
8. Staffing for SEND
9. Interventions
10. CPD for SEND
11. Pupil voice
12. Parent/carer voice
13. External agencies

14. Complaints relating to SEND
15. Recent developments regarding SEND
16. Any concerns regarding provision for students with SEND

**1. SEND profile for the past 12 months**

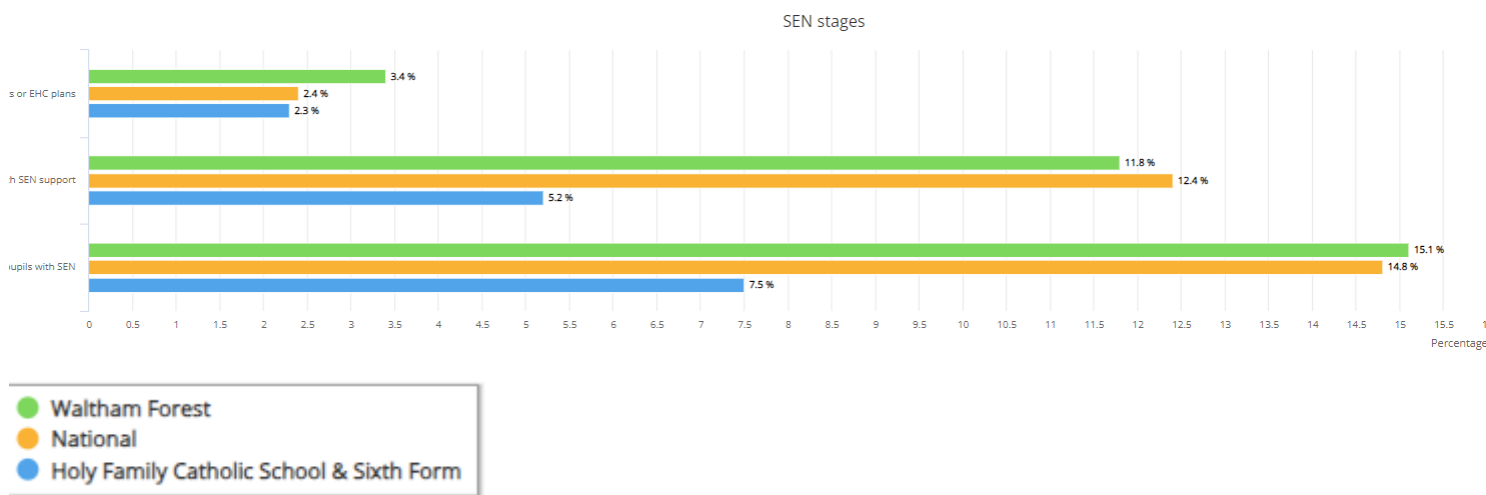
Profile of SEND pupils in the academic year of 2023/2024 (School census of October 2023):

In September 2023, there were 105 students on the SEN register; 25 students had EHCP plans. At the end of the year, the number of students with EHCP increased to 30.

In September 2024, the number of students on the SEN register is 99 (this number is likely to change as not all the data from the primary feeder schools has been sent through). 33 students have EHC plans (this is a 32% increase compared to September 2023); the LA are in the process of awarding EHC plans to three more Holy Family students.

Our percentage of students with EHC plans in September 2024 is 2.3% (in September 2023 it was 1.8%), which puts us just below the national average of 2.4% and the Local Authority average of 3.4%. The gap between our number of EHCP plans and the national as well as the Local Authority average is slowly closing.

The percentage of students on SEN Support (5.2%) who also require provision that is additional to or different from the rest of our cohort is lower than national (14.8%) and Waltham Forest figures (14.8%). This is because we have robust systems of identifying students who need additional support and once the planned interventions have made the anticipated impact, the student is removed from the main register and placed on the Monitoring list. Unlike many other schools, we also do not place a student on the SEN register just because they have Exam Access Arrangements - we deem this to be an Ordinarily



Available Provision.

**2. Quality of provision for pupils with SEND**

- The school’s vision for teaching and learning is deeply rooted in the Catholic ethos

and values; the school strives to create an environment where every student, including those with SEND, is nurtured, challenged, and inspired to grow academically, spiritually, and morally.

- At Holy Family, teaching and learning go beyond the acquisition of knowledge and skills. The school recognises the unique call of Catholic education to nurture the spiritual, intellectual, and moral growth of all students.
- All Students are supported to learn using High-Quality Teaching strategies.
- Teachers plan for SEND in the classroom by implementing the following:
  - *Focused lesson planning with clear objectives, identified according to the needs of all students*
  - *Teachers know their students well and understand the implications of SEN on learning*
  - *High levels of student involvement and engagement with their learning*
  - *High levels of challenge and expectations*
  - *Appropriate use of questioning, modelling and explaining*
  - *An emphasis on learning through talk and discussion*
  - *The pace of lessons is adjusted to reflect how students are learning*
  - *Teachers providing students with effective feedback on learning*
  - *Students accepting responsibility for their own learning and work*
  - *Teachers effectively deploy additional adult support towards improving learning and increasing independence*
- All SEND students have Pupil Passports. They are allocated a key adult to nurture, mentor and monitor progress as per each student's SEND needs. Pupil Passports capture the students' and their parents' voices and list strategies on how to support their learning. Together with the child, LSAs devise three SMART outcomes and review progress towards outcomes once a term. Some goals will focus on academic outcomes whilst others might relate to organisational or SEMH outcomes.
- Teachers are able to identify their SEND students on their seating plans, using MINTClass.
- Early identification for students who may have unmet needs is in place. Teachers and LSAs use the Internal Inclusion Form which is monitored regularly by the SENDCO and Assistant SENDCO. Any concerns are processed using the graduated response (assess, plan do and review) cycle. This informs decision-making and, if

required, waves of intervention.

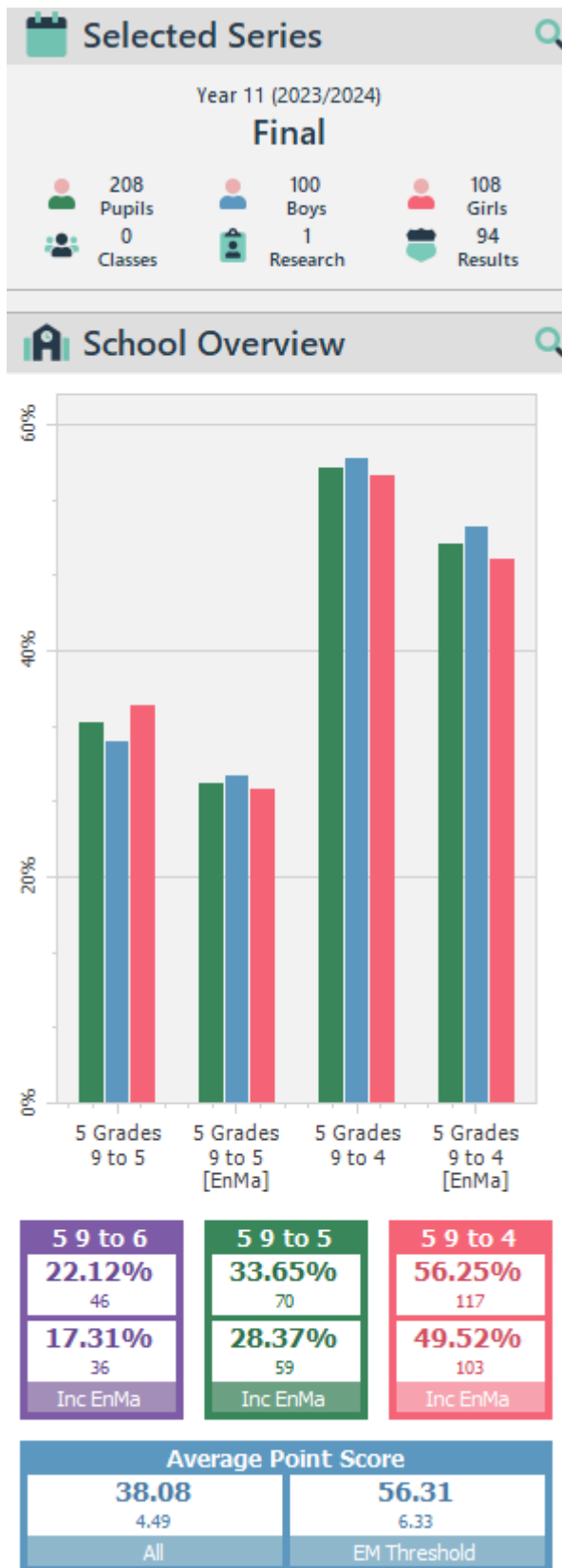
- SEND Learning walks take place once a term. The focus is to ascertain the quality of education SEND students receive. Teachers differentiate and scaffold their teaching to make their lessons accessible whilst ensuring that SEND students are exposed to the same level of challenge.
- SENDCO runs a weekly surgery for parents and teachers who have any queries about the students with SEND.
- To ensure SEND students' needs are recognised and met as soon as they start their learning journey at Holy Family, the school liaises with the feeder schools as students transfer to us in year 7 (or at other times). Detailed work is carried out by the Transition Coordinator, Y7 Head of Year and SENDCO; staff visit students' schools and have professional conversations about the students, meet them and, in some cases, their parents. In addition, students with SEND and their parents/carers are invited into school during the summer term to meet with a member of the Learning Support department. This helps us to build a picture of the student concerned.
- All staff know the students who require Exam Access Arrangements and make these accommodations as a part of the normal way of working. If further assistance from an LSA is needed, they use a booking form to ensure they are present during assessments. Guidance and regulations are followed from 'Access Arrangements, Reasonable Adjustments and Special Consideration' from the Joint Council for Qualifications (JCQ). All LSAs that act as exam invigilators receive thorough training. The school's exams officer and the SENDCO also receive regular JCQ updates and attend relevant training. The latest exam inspection of 2024 indicated no concerns regarding Exam Access Arrangements.
- Adapted curriculum and timetables are only used when students present with exceptional needs.
- The school has the same level of ambition, support and outcomes for all students, including those with SEND. It offers a broad curriculum that enables all the students to grow academically and spiritually. In KS4 and KS5, students with SEND are offered bespoke pathways that enable them to focus on additional numeracy and literacy skills (Support option).
- Staff expect the highest standards in learning behaviours in the classroom. Attention to learning and the ability of all students to learn is a priority in all

lessons. Students are expected to follow the code of conduct, which is listed in the Positive Behaviour Policy. Reasonable adjustments are in place for students with SEND, which include time-out cards and access to the sensory room. Students who present with challenging behaviour are also offered bespoke interventions, including LSA, EP, Learning Mentor and SALT support as well as 1:1 and small group sessions.

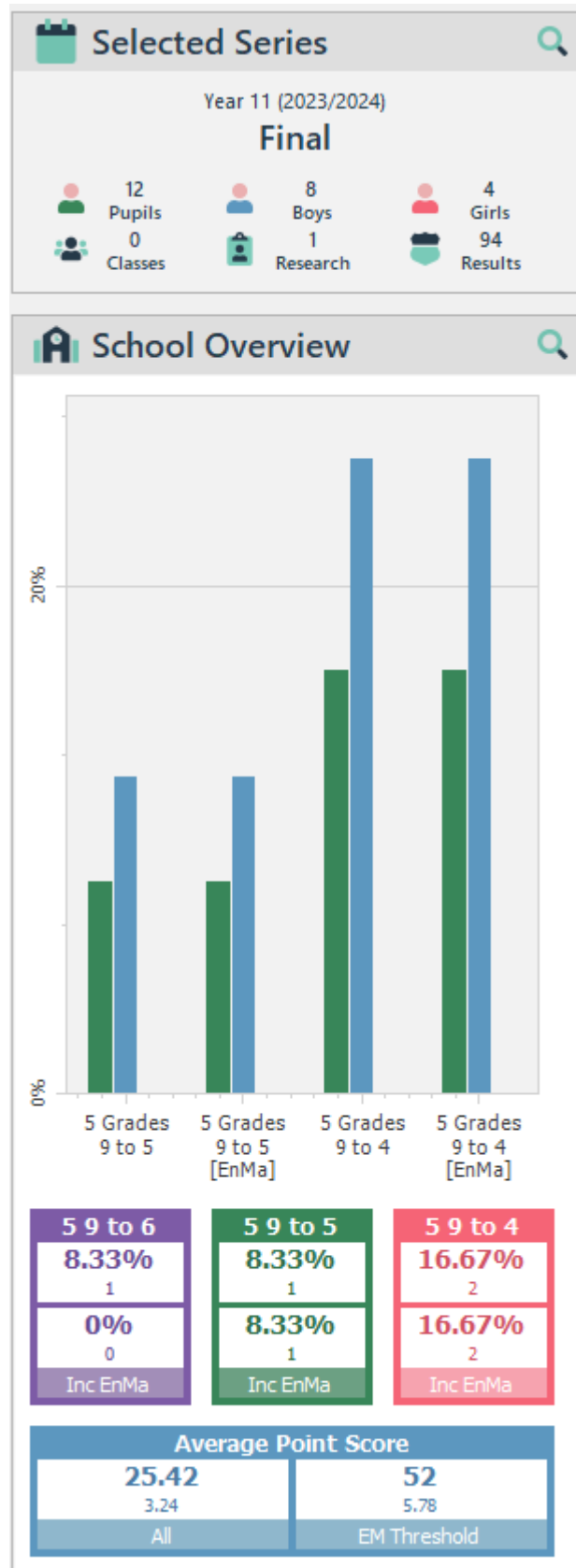
### 3. Achievement of students with SEND

	<b>Attainment 8</b>	<b>Progress 8</b>
All school	31.08	-0.7
SEN (E+K)	27.38	-0.9
SEN K	34	-0.46
<b>The national average for students with SEND (2022/2023)</b>	<b>28.1</b>	<b>-0.62</b>

## All school measures



## SEN only



- In the 2024 GCSE series, students with SEND (K and E) performed worse\* than their non-SEND peers (P8 difference -0.31). However, students who received K support outperformed their non-SEN peers (P8 difference +0.24). This is because



our E students had complex issues (one student had a serious medical condition that did not allow him to attend school; another student was not entered for his exams due to being home-educated for an extended period and only joining Holy Family school in April 2024). Similarly, although all SEN cohort performed below the national average for SEN, K students outperformed their SEND peers nationwide.

*\* Due to our robust monitoring system, students who have made sufficient progress and no longer require additional interventions are removed from the SEN register and although their exam performance is often better than their peers', their data is not included in the whole-school SEN data analysis*

- There were 12 Y11 SEND leavers in July 2023. Four of them continue studying at Holy Family, and the rest of the students continue their education in colleges or Sixth-forms, doing Level 1, Level 2 and Level 3 qualifications.

#### SEND Attendance 2023/2024

All pupils - 92.79%  
SEND Support - 96.7%

#### **4. SEN policy**

- The SEND Policy was last reviewed in March 2024. It is due to be reviewed in March 2025.

#### **5. SEND information report on the school website**

- The SEND Information Report was last reviewed in September 2023. The next review is in September 2024.

#### **6. Statutory assessments**

- All Students in Years 7, 8, and 9 have annual reading age assessments. This information is then shared with the teaching staff. We currently use the Accelerated Reader test to provide us with age-related scores.
- Students requiring exam access arrangements for GCSE /KS4 courses are formally assessed during the Autumn term of Y10. There are some students who

may present as special cases that may need to be assessed on a case-by-case basis. This may be later in Year 10 or at the start of Year 11. As the SENDCO holds a Level 7 qualification in psychometric testing, students are assessed in-house, thus saving the school's funds. We are stringent in following the regulations for Access Arrangements, Reasonable Adjustments and Special Consideration from the Joint Council for Qualifications.

## **7. Accessibility plan**

- This is in place and is reviewed by the school Business Manager. For students with specific needs, advice and recommendations are provided by the relevant outside agency.

## **8. Staffing for SEND**

- The Learning Support Department consists of the following:
- SENDCO (Mrs Scullion) (with teaching responsibility)
- Assistant SENDCO (with some teaching responsibility)
- EAL teacher
- EAL coordinator
- Y7 transition coordinator
- 4 full-time LSAs and 3 part-time LSAs. There are currently 3 agency LSAs and the school is planning to recruit more permanent LSAs.

## **9. Interventions**

In an attempt not to be reactive when mapping the support for SEN students, the school tailors most of its interventions around KS3. In KS4, most students benefit from bespoke Speech and Language and EP sessions as well as mentoring support and anxiety-reducing interventions.

At Holy Family, students have access to the following:

- Accelerated Reader
- Reading Buddies
- Colourful Semantics
- EAL
- IDL
- Learning Village
- Reading log Toe by Toe

- Vocab Voyager
- Lego therapy
- ReadTheory
- ELSA
- New to Autism
- New to ADHD
- Numeracy Club
- Homework Club
- Talkabout
- Social Stories
- Zones of Regulation
- Language Pragmatics
- Language for Thinking
- SNIP literacy

## **10. CPD for SEND**

- Safeguarding and Child Protection.
- Statutory training for new SENDCOs - National Award for Special Educational Needs Coordination (held by SENDCO and Deputy SENDCO).
- Training provided by Flourish Specialist Education Services.
- Autism Education Trust - AET Framework.
- Hearing Impairment Training.
- SENDCO Forum.
- Speech and Language intervention training.
- Zones of Regulation training.
- IPSEA SEND and the Law.
- Access arrangements for public examination training for readers, scribes, and invigilators.
- Access arrangements for public examinations training for SENDCOs.
- Access arrangements assessor training- CPT3A course, 2022-2023.
- Cognitive Behaviour Approaches to be delivered by the EP, 2022-2023.
- Training for staff on adapting teaching to suit the needs of students.
- Training offered on neurodiversity, emotional regulation, working memory, dyslexia, and supporting EAL in the classroom.

## **11. Pupil voice**

- Students with SEND and their families are at the heart of the process to support them.
- Pupil Passports focus on the student voice and their families' views.

- All SEND students have a key adult.
- Students are consulted as to their goals, progress towards them and planned support.

## **12. Parent/carer voice**

- Parents are encouraged to email/contact the school if they have any concerns or questions. Key information about the school is available on the school's website.
- Parents' views about their child's learning are recorded in their child's Pupil Passport.
- Parents whose children have an EHCP are asked to complete the 'All about me' in advance of the annual review; students' views are addressed formally during their annual reviews.
- Parents are invited to meet their teachers and SENDCO once a year for the parent evening.
- Weekly SENDCO surgery.
- SEND coffee mornings.
- Parents are encouraged to email/contact the school if they have any concerns or questions. Key information about the school is available on the school's website.
- Meetings with external agencies.
- Parents are able to volunteer to work in school (subject to appropriate checks).
- Governor meetings.

## **13. External agencies**

- Advisory Flourish Education support for students with ASD, ADHD, VI, HI and learning difficulties
- Speech and Language Service in the Local Authority
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Psychology service for assessment and intervention
- Occupational Therapy
- School Nurse
- Education Welfare Officer
- NASEN (National Association of Special Educational Needs)
- Social Services
- LBWF SEN services
- LBWF Children's services
- Other London Boroughs' Children's Services and Social Care departments

## **14. Complaints relating to SEND**

- There has been one formal complaint made relating to SEND during the school year of 2023-2024. It is currently under investigation.
- If a parent wishes to seek independent, confidential and impartial advice, we recommend:

*Waltham Forest SENDIASS - This is now delivered via the Citizens Advice Bureau: CAB 220 Hoe Street, Walthamstow E17 3AY Tel: 0300 330 1175*

## **15. Recent developments regarding SEND**

- In September 2024, the school appointed Mrs Scullion as the SENDCO; Ms Pietrzyk is the Assistant SENDCO.
- The Transition Coordinator continues ensuring a smooth Y6 to Y7 transition by visiting most feeder primary schools. Due to budget constraints, the traditional summer school did not take place this year.
- The SENDCO is now trained to administer psychometric testing.
- Introduction of Functional Skills course as a Support Option.
- Appointment of an EAL teacher.
- Introduction of EAL Support Option.
- Appointment of a Learning Mentor.
- Small Teaching Groups staffed by English and maths departments, not Learning Support Department staff. No Small Teaching Groups in Y7.
- Internal Inclusion Referral Form has been amended to include EAL support and mentoring requests.
- We have an increased number of students with HI attending Holy Family, Assistant SENDCO is trained as a HI ambassador.
- An LSA and an Inclusion manager are now trained in delivering ELSA interventions.
- An LSA is now trained to deliver 'New to Autism' sessions and support both students and their parents. These sessions have been very successful.
- Pupil Passports continue to provide the information teachers need to enable them to know their class well and to support them with strategies they can use to inform their lesson planning. These will be available on Provision Map.
- The school was chosen to pilot 'Peer Support' project funded by 'Ambitious about Autism'.
- The school is working towards achieving the 'Best Autism Award'.

## **16. Concerns regarding provision for students with SEND**

- Funding to support all SEND students more thoroughly with a higher number of LSAs.

- Three LSAs retired last year, two are pursuing a career in teaching, one was promoted to an Assistant SENDCO and one decided to change his career path. Newly recruited LSAs will require training and support.
- SEND handbook to be issued - it should reinforce uniform teaching approaches and clearly define staff's responsibilities.
- The Upper Site building is not adapted for students whose mobility is restricted. As we have a wheelchair user in Y7, this will need to be rectified.
- There is an increasing number of students who work at KS1/KS2 level. Teachers will need to be confident in how to adapt and differentiate the curriculum to meet these learners' needs.
- Liaison with the LA Finance officers needs to improve as the school is currently owed a considerable amount of money for the top-up funding.
- Frequent change of LA case officers has presented a number of challenges as there is a backlog of plan updates and late consultations cause parental dissatisfaction. It has become almost impossible to build trusting relationships with the LA for schools and parents alike as case officers are unable to understand the school's context.

*To improve outcomes for SEND, our priorities based on EEF recommendations are:*

- Strand 2 Build an ongoing, holistic understanding of your pupils and their needs
- Strand 3 Ensure all pupils have access to high-quality teaching
- Strand 5 Work effectively with teaching assistants

**Moving forward:**

By the end of Year 3 (July 2025):
-----------------------------------

- |  |
|--|
| <ul style="list-style-type: none"> <li>- SEND staff are highly trained colleagues with good academic qualifications, able to support all young people with SEND to achieve</li> <li>- All staff receive outstanding CPD to enable them to adapt their curriculum delivery to meet the needs of students with SEND</li> </ul> |
|--|

- Students with SEND are identified swiftly and staff are aware of their needs both academically and personally

- As a result of excellent provision and curriculum, gaps in progress & attainment between students with SEND and their peers continue to narrow