

HOLY FAMILY CATHOLIC SCHOOL AND SIXTH FORM



SEND Information Report

Date agreed	September 2025
Next review date	September 2026 (or in line with Catholic Education Services (CES) / LBWF Changes)

Our Vision

During their time at Holy Family Catholic School, every student is enabled to “be more” in every aspect of their life.

Our Mission

Holy Family is a Catholic community, embracing the Christian values of respect, service and justice. We are a family of many cultures sharing one faith. We exist to educate our young people towards excellence in all dimensions of their lives, recognising the uniqueness of each and the equality of all.

Our Ethos

Our Aspire values realise our vision and fulfil St Oscar Romero’s words: *“aspire not to have more, but to be more”*.

***Annual SEND Report for Governors
Holy Family Catholic School
September 2025***

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

School:	Holy Family Catholic School
SENDCO:	Monika Scullion
Date of report:	September 2025
SEN Governor:	xxxxxxxx

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1. SEND profile for the past 12 months

Profile of SEND pupils in the academic year of 2024/2025:

In September 2024, there were 99 students on the SEN register; 33 students had EHCP plans. At the end of the year, the number of students with EHCP increased to 44.

In September 2025, the number of students on the SEN register is 124. 46 students have EHC plans (this is a 39% increase compared to September 2024); the LA are in the process of awarding EHC plans to four more Holy Family students.

Our percentage of students with EHC plans in September 2025 is 3.4%, which puts us just below the Waltham Forest average of 3.9% (for state-funded secondary schools) and above the national average of 2.7% (for state-funded secondary schools).

The percentage of students on SEN Support (9.1%) who also require provision that is additional to or different from the rest of our cohort is lower than national (12.9% for state-funded secondary schools) and Waltham Forest figures (11.7.8%). This is because we have robust systems in place that help us identify students who need additional support. 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.

Recently, however, our School Improvement Partner suggested improving our early identification tools (such as CAT scores) and the school will be exploring cost-effective options.

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.

- In January 2025, the school received National Autistic Society Autism Accreditation, which is a testament to the school's inclusive practices. The full report can be accessed from here:  [Holy Family Catholic school and sixth form Mainstream School Inclusion A...](#)

- 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 provide 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 according to each student's SEND needs. Pupil Passports capture the students' and their parents' voices and list strategies on how to support their learning.
- All SEND students have Individual Learning Plans (IEPs). Together with the child, a member of the Learning Support team devises three SMART outcomes and reviews progress towards outcomes once a term. Some goals focus on academic outcomes, whilst others might relate to organisational or SEMH outcomes.
- Teachers are able to identify their SEND students by looking at their class registers on SIMS (K and E codes). Further information can be found on the Provision Map as well as the Transition Notes.
- 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. SENDCO also scrutinises attainment, conduct and attendance data. 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 who 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 2025 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 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).

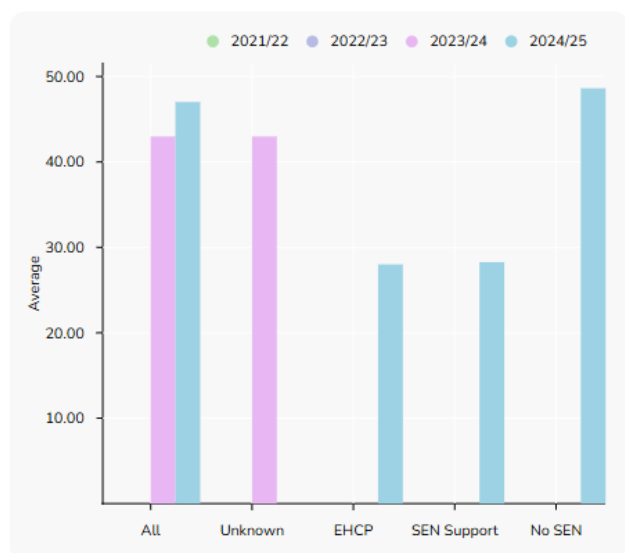
- Staff expect the highest standards in learning behaviours in the classroom. Attention to learning and the ability of all students to learn are a priority in all lessons. Students are expected to follow the code of conduct, as per the Positive Behaviour Policy. Reasonable adjustments are in place for 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

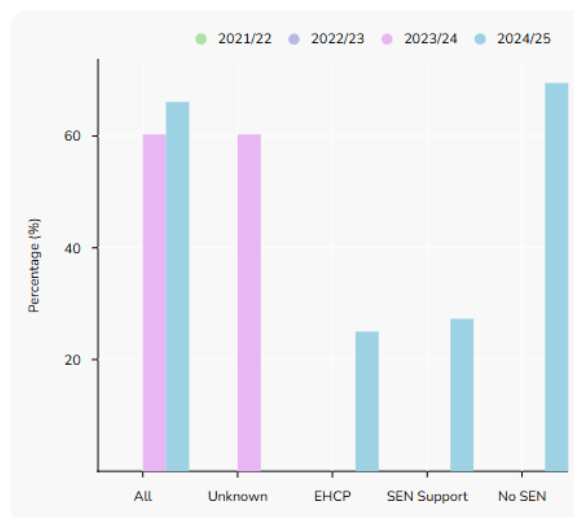
	Attainment 8
All school	47.02
Non-SEN	48.62
SEN E	28
SEN K	28.27
The national average for students with SEND (estimate - last published data of 2023/2024)	28.1

The full break-down of the results can be found here: [X A-Level SEN 24-25.xlsx](#) (A level /Btec level 3) and [X Copy of Year 11 24-25 SEN.xlsx](#) (GCSE)

Attainment 8



English & Maths Grade 4+



Key findings:

- The school's overall performance is broadly in line with national outcomes.
- Outcomes for SEND pupils mirror the latest national averages, though the attainment gap with non-SEND peers remains significant*.

NB: Progress 8 scores were not published in 2024/25 (and will not be in 2025/26) due to missing KS2 baseline data following COVID-19 disruptions. This means outcomes are measured solely through Attainment 8, which does not capture pupils' starting points. For SEND pupils, Progress 8 is usually a fairer measure of achievement, as it reflects progress rather than raw attainment. Without Progress 8, there is a risk that the progress of SEND pupils is under-represented in performance data. Attainment outcomes should therefore be interpreted with caution and considered alongside individual progress evidence from within the school.

** 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*

SEND Attendance 2024/2025

	Attendance
Education, Health and Care Plan	92.91%
SEN Support (K)	85.05%

4. SEN policy

- The SEND Policy was last reviewed in March 2025. It is due to be reviewed in March 2026.

5. SEND information report on the school website

- The SEND Information Report was last reviewed in September 2024. The next review is in September 2025.

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. Some students may present as special cases that will 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's Business Manager. For students with specific needs, advice and recommendations are provided by the relevant outside agency.

8. SEND budget and spending

Funding	
Notional SEN Funding	£737,179
Mainstream Funding	

Borough High Needs Student Funding	£278,778
Mainstream Support Costs	
Teaching Assistant Cost	£350,003
Costs Including SENCOs	£94,667
Department Resources	£22,263
Therapies (Inc SALT and EP)	£12,873
Mainstream Costs	£479,807

9. Staffing for SEND

- The Learning Support Department consists of the following:
- SENDCO (Mrs Scullion) (with teaching responsibility)
- Assistant SENDCO (with some teaching responsibility)
- EAL coordinator
- EAL teacher
- Y7 transition coordinator
- 5 full-time LSAs and 2 part-time LSAs. The school is in the process of recruiting three more LSAs.

10. 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
- Colourful Semantics
- EAL sessions
- Toe by Toe
- Vocab Voyager
- Lego therapy
- ELSA
- New to Autism
- New to ADHD
- Numeracy Club
- Homework Club
- Talkabout
- Social Stories
- Zones of Regulation
- Language Pragmatics
- Language for Thinking

- LEXIA
- SNIP literacy

11. CPD for SEND

- Safeguarding and Child Protection.
- National Award for Special Educational Needs Coordination (held by SENDCO). The EAL teacher is working towards NPQ SENCO.
- Access arrangements assessor training- CPT3A course, 2022-2023.
- Training provided by Flourish Specialist Education Services.
- Autism Education Trust - AET Framework.
- Hearing Impairment Training.
- SENDCO Forum.
- Speech and Language intervention training.
- ELSA.
- IPSEA SEND and the Law.
- Access arrangements for public examination training for readers, scribes, and invigilators.
- 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.

12. 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.
- Pupil Voice is also captured through annual surveys and, where appropriate, individual conversations.

13. Parent/carers 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.
- 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.

- Governor meetings.

14. 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
- SENDIASS
- Social Services
- MHST
- LBWF SEN services
- LBWF Children's Services
- Other London Boroughs' Children's Services and Social Care departments

15. Complaints relating to SEND

- 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

16. Recent developments regarding SEND

- The school has achieved the 'Best Autism Award'.
- The school is participating in the David Bartram Peer-Review project that aims to strengthen SEND provision by enabling schools to collaborate, reflect, and share best practice to improve outcomes for all learners.
- The Transition Coordinator continues to ensure 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 the Functional Skills course as a Support Option.
- Appointment of an EAL teacher.
- Introduction of EAL Support Option.
- The school decided against Small Teaching Groups in order to promote inclusiveness
- The 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 the 'Peer Support' project funded by 'Ambitious about Autism'.
- SEND handbook has been issued - it should reinforce uniform teaching approaches and clearly define staff's responsibilities [W SEND Staff Handbook 2024.docx](#).
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17. Concerns regarding provision for students with SEND

- SEND Three Year Strategic Plan includes clear steps to further SEND provision at Holy Family : [☰ Special Educational Needs Provision Strategic Plan \(2024-2027\)](#)
- LSA turnover remains a challenge - last year, two LSAs decided to pursue a career elsewhere, and one LSA is training to become a teacher. Newly recruited LSAs will require training and support.
- The Upper Site building is not adapted for students whose mobility is restricted. As we have wheelchair users in Y8 and Y9, 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.
- A number of our E students live out of the borough. It is a challenge to successfully communicate with other LA Finance teams to ensure Element 3 funds are received.
- 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.
- The school will need to create close links with SEN governors as per the new OFSTED guidelines.