

HOLY FAMILY CATHOLIC SCHOOL



SEND Information Report

Date agreed	October 2023
Next review date	October 2024 (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 2023

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
SENCO:	Aoife Kean; November-July 2023: Monika Scullion
Date of report:	October 2023
SEN Governor:	Gabriel Turay

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1. SEND profile for the past 12 months

Profile of SEND pupils in the academic year of 2022/2023:

SEN Category of need for all pupils (K+E code)

Communication and Interaction: 25+0

Cognition and Learning: 17+7

Social, Emotional and Mental Health difficulties: 12+1

Sensory and Physical needs: 4+2

Autistic Spectrum Disorder: 13+7

ADHD: 1+4

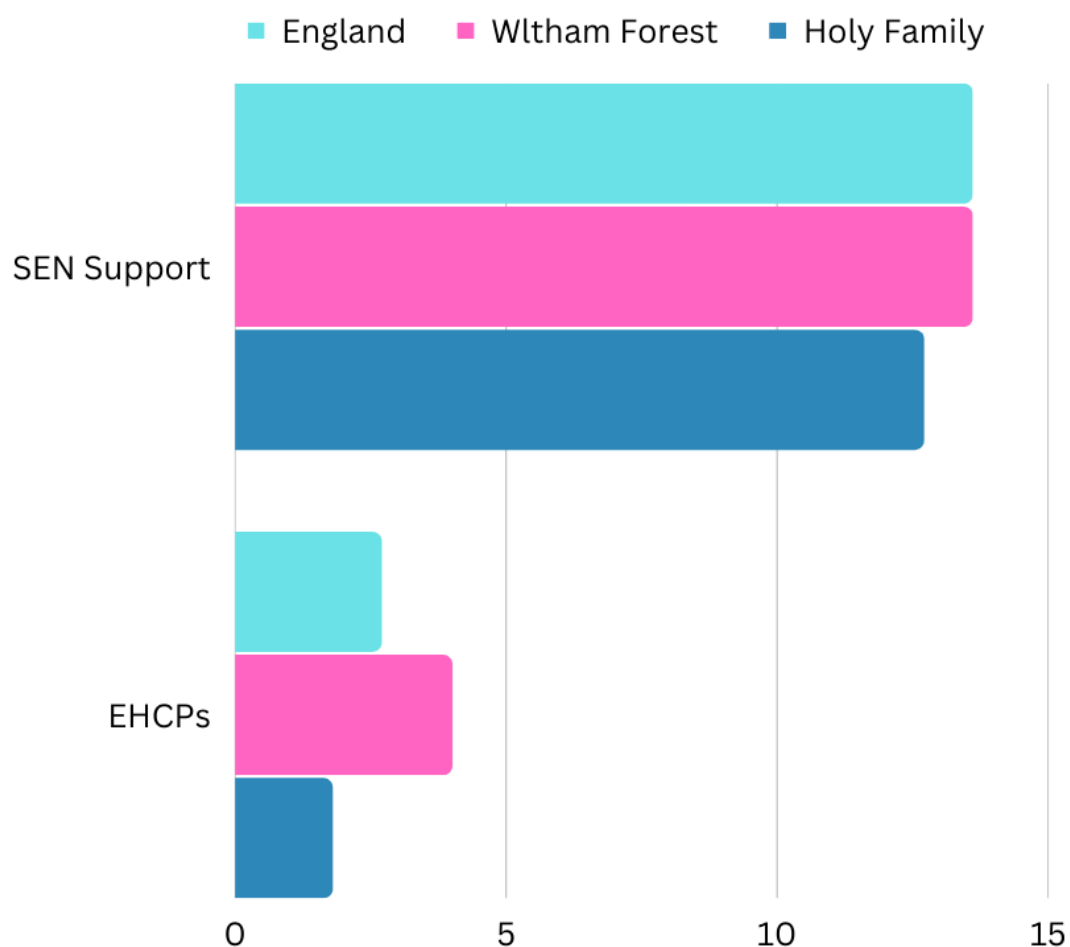
SPLD (Dyslexia) : 9+2

Total number of SEND: 100

School	PP	EAL	Boys	Girls
100	48	20	69	36

Breakdown across year groups 2022-2023

	Total	K	E
Year 7	18	15	3
Year 8	25	17	8
Year 9	19	15	4
Year 10	18	14	4
Year 11	11	10	1
6 th Form	9	6	3
Total	100	77	23



Observations:

- Our percentage of students with Education Health and Care Plans is 1.8 %, which puts us below the national average of 2.7% and the Local Authority average of 4%.
- Our percentage of students on SEN Support (12.7%) who also require provision that is additional to or different from the rest of our cohort is slightly lower than national (13.6%) and Waltham Forest figures (13.8%).

NB: national and Waltham Forest figures include special schools where the majority of students have EHCPs.

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 strategies:
 - *Focused lesson planning with clear objectives, identified according to needs of all students*
 - *Teachers knowing their students well and understanding 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*
 - *Pace of lessons 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 student's 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 Deputy SENDCOs. Any concerns are processed using the graduated response (assess, plan do and review) cycle. This informs decision making and waves of intervention if required.
- SEND Learning walks take place once a term. The focus is to ascertain how far

teachers are providing high quality teaching that is fully inclusive.

- SEDCO runs a weekly surgery that parents and teachers, who have any queries about the students with SEND, are invited to attend.
- To ensure SEND students' needs are recognised and met as soon as they start their learning journey at Holy Family, records from previous schools as students transfer to us in year 7 (or at other times) are sent. Detailed work is carried out by the Transition Coordinator, Y7 Head of Year and SENDCO, including visiting particular students with SEND in their primary schools. In addition, students with SEND and 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 up a picture of the student concerned and how they like to learn.
- All staff know the students who require Exam Access Arrangements and make these accommodations as part of the normal way of working such as: acting as readers, ensuring students that word process written responses have access to laptops/ chromebooks. 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.
- 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 for all students to learn is a priority in all lessons. Students are expected to follow the code of conduct, which is listed in 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

- In the 2023 GCSE series, students with SEND (K and E) performed worse than their non-SEND peers (P8 difference -0.31). However, those who have historically been on the SEND register but then made sufficient progress and were on the monitoring register performed better (P8 difference compared to their non-SEND peers -0.08). SEND E performed slightly better (P8 +0.03) than SEND E and K students put together. This may be because they received more specialist support, as indicated in their EHCPs.
- Compared to the latest data available for SEND students of 2021/2022, our SEND students' P8 exceeds the Greater London average (P8 difference + 0.06).
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**Progress 8 (P8) determines students' progress across 8 subjects. This is a value added measure whereby students' results will be compared to students who had the same prior attainment score at KS2.*

- There were 12 Y11 SEND leavers in July 2023. Student progression data is as follows:
- *Two students (E) continue studying at Holy Family - one doing a bridging course, another A levels.*
- *The rest of the students continue their education in a college, doing Level ½ and Level three qualifications.*

SEND Attendance 2022/2023

All pupils - 92.42%
SEND Support - 89.08% (91% when 2 main outliers removed)
EHCP- 92.87

4. SEN policy

- The SEND Policy was last reviewed in March 2023. It is due to be reviewed in March 2024.

5. SEND information report on school website

- The SEND Information REport was last reviewed in September 2022. Next review is in September 2023.

6. Statutory assessments

- All Students in Year 7, 8, and 9 have annual reading age assessments. This information is then shared with 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. 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 pacific needs, advice and recommendations are provided by the relevant outside agency.

8. SEND budget and spending

- The SEN notional budget for 2022/2023 was £25000.
- Top up funding received (estimate) from WF for EHCP students is £206518, the first £6000 spent on each EHCP and SEN students is expected to come from the notional budget.
- In September 2023, there were 25 EHCP students on roll with 361 LSA hours quantified on their EHCPs. We employ 11.1 full time equivalent TAs. Three LSAs at the moment are off due to long-term absence (one of whom is only able to work at 0.5 capacity).
- The majority of our budget is used on personnel.
- Creative use of LSA time is made to ensure that TA hours on EHCPs are covered and if appropriate, shared with SEN support stage students where possible.
- The vast majority of allocated notional budget is spent on Speech and Language Therapy (£11977) and Educational Psychologist (£9408), as well as subscriptions to ID, Learning Village and Twinkl.

9. Staffing for SEND

- The Learning Support Department consist of the following:
- SENDCO (Mrs Kean) and Acting SENDCO (November 2023 - July 2024) (Mrs Scullion)

- Two Deputy SENDCOs
- SEN teacher
- EAL coordinator
- Y7 transition coordinator
- Ten permanent LSAs and two agency LSAs. Two LSAs have additional teaching responsibility.

10. Interventions

- 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

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

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 to the annual review; students' with EHCP needs and provision 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 once a term.

- 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 invited to be members of the 'Friends' association.
- Parents are able to volunteer to work in school (subject to appropriate checks).
- Governor meetings.

14. External agencies

- Advisory Service SEND Success for support with ASD, ADHD, 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
- Hearing Impaired service
- Visually Impaired service
- 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

15. Complaints relating to SEND

- There have been no formal complaints made relating to SEND during the school year of 2022-2023.
- 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 development regarding SEND

- Ms Kean, the school's SENDCO, is going on Maternity leave in November 2023. The Deputy SENDCO, Ms Scullion, will step up as an Acting SENDCO. Ms Pietrzyk and Ms Watts (LSAs) will share the Deputy SENDCO role.
- The Transition Coordinator continues ensuring a smooth Y6 to Y7 transition by visiting most feeder primary schools. Selected students are invited to attend Summer School.
- The SENDCOs are now trained to administer psychometric testing.
- Introduction of Functional Skills course as a Support Option.
- Small Teaching Groups staffed by English and maths departments, not Learning Support Department staff.
- 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. Two LSAs to be trained as HI ambassadors.
- An LSA and an Inclusion manager are being trained in delivering ELSA interventions.
- 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 are available on Shared Drive.

17. Concerns regarding provision for students with SEND

- Funding to support all SEND students more thoroughly with a higher number of LSAs.
- EAL teacher position to be considered due to the growing numbers of EAL students.

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:

Three Year Plan

<i>By the end of Year 3 (July 2025) we will be here</i>	<i>To reach our Year 3 goals we need to be here by the end of Year 2 (July 2024)</i>	<i>To reach our Year 2 goals we need to be here by the end of Year 1 (July 2023)</i>
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<ul style="list-style-type: none"> - SEND staff are highly trained colleagues with good academic qualifications, able to support all young people with SEND to achieve - All staff receive outstanding CPD to enable them to adapt their curriculum delivery to meet the needs of students with SEND - 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 	<ul style="list-style-type: none"> - SEND staff to be enrolled on recognised CPD to enable them to best support students with SEND - Adapt deployment model and intervention staff to make best use of SEND staff - Develop our transition programme to better support students with SEND including observing the pupil in their primary setting and focused meeting with all SEND families and a dedicated 	<ul style="list-style-type: none"> - Audit CPD of SEND staff - <i>completed</i> - Identify a range of courses for SEND staff to engage with - <i>completed</i> - Deliver CPD through training, Teaching Learning bulletin, and whole school bulletin on High Quality Teaching, breaking down barriers to learning, and understanding SEND - <i>completed</i> - Increased CPD focus at Performance Management reviews - <i>completed</i> - Streamline early 'identification
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<p>in progress & attainment between students with SEND and their peers continue to narrow</p>	<p>transition day, additional to our current support programme for students with SEND and their families</p> <ul style="list-style-type: none"> - Develop strategy for identifying needs for in year admissions with possible SEND - In Class Support Agreements to be created in September 2023 between LSAs and classroom teachers, and developed by taking feedback on board 	<p>of need' process - <i>ongoing</i></p> <ul style="list-style-type: none"> - Train SENDCO and Deputy SENDCO to deliver psychometric testing (through CPT3A Level 7 course) - <i>ongoing</i> - Submit final evidence for the Best Practice in Teaching Assistants Award - completed - Creation of SEND Shared Area of Google Drive (in addition to current Shared Area on Staff Room, to centralise information sharing) - <i>completed</i> - In Class Support Agreements created to ensure a consistent level of support across all classrooms, for teachers and LSAs to be clear on their different yet complementary roles - <i>completed</i>
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