



# **Information Report 2023 -2024**

## **Holy Family Catholic High School and Targeted Mainstream Provision**

Our school's aim is to ensure that all young people have every opportunity to learn, participate, develop and succeed in every aspect of school life.

The three values that underpin our work in the SEND team are: inclusion, nurture and acceptance.

Our young people will work with their peers and class teachers within the classroom, and will be supported appropriately in order for them to be successful. This support may be additional to the universal offer, or may be changes to what we offer.

Interventions may be put in place where required to support academic, social, emotional and/or personal development, but only after classroom support has first been explored as an option.

## **1. What kinds of SEND are provided for in your school?**

Children and young people with a wide range of SEND are welcomed into Holy Family Catholic High School. The SEND Code of Practice (2014) identifies the four areas of SEND as:

- Cognition and Learning
- Social, mental and Emotional Health
- Communication and Interaction
- Sensory and/or Physical Needs

We support students in school across all four of these areas.

If a student has an EHCP which states that a mainstream school is an appropriate placement then we will work towards making sure the requirements of this are met.

We also have a Targeted Provision for Communication and Interaction. Students can access these places through consultation with the local authority. The Targeted Provision offers a high level of specialist support to students who might not otherwise be able to access a mainstream school environment.

## **2. What policies do you have for identifying children and young people with SEND? How do you assess their needs? What is the SENCo's name and how can I contact them?**

The SENCo at Holy Family High School is Mr James Leatherland. You can contact the SEND team by calling the school number: 01405 860276, or by emailing them at [sendteam@holyfamily.bkcat.uk](mailto:sendteam@holyfamily.bkcat.uk)

We work closely with primary schools, who have often already identified SEND needs, to ensure there is a smooth transition to our school. We will seek to speak directly with parents of those students who have been identified as SEND. We also invite parents to

contact us to speak to us before they start in Year 7 if there are any concerns, so that these can be addressed and/or monitored from the beginning of a student's time with us.

In school, there is a referral system that teachers use to identify to the SEND team any students who are in need of additional support.

Each subject department in school and each class teacher will be completing regular assessments to track student progress. If any difficulties arise from this then a referral to the SEND team will be made.

Once a student has been highlighted to the SEND team then they will be identified for a particular pathway of support. This pathway has assessments that we complete to help us identify any struggles and possible strategies of support. Parents/carers will be contacted as part of the assessment system.

The SENDCo will also be available at parents evenings to discuss any concerns that parents have. For Year 7 this is usually within the first half-term. If parents have any concerns outside of these times then they are invited to contact the SEND team when it is convenient for them to do so.

### **3. What arrangements do you have for consulting with parents of children with SEND and involving them in their child's education?**

School communicates regularly with parents, usually once a term, to discuss how well your child is doing. We listen to what parents have to say and respond to it. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to supporting the school in making the best provision for them.

Students who have been identified as SEND will have a 1-Page-Profile plan. Some students will also have an Individual Provision Map. We use an online platform to write and follow these and we invite parents to access and contribute to these. If a student has an EHCP then this is also available through this online platform. 1-Page-Profiles are reviewed regularly, and Provision Maps are written and reviewed termly. These plans will outline all the additional and different support your child receives and what interventions they are involved in.

Through the online platform there is also a messaging service which school will use to talk to you and provide you with updates. Parents are invited to do this also to maintain regular communication.

Parents are also able to contact the SEND team directly using the email above.

Students identified as SEND will also have a key worker. Part of the role of the key worker is to develop effective communication with home. They are likely to be the ones writing the plans, reviewing them and messaging you.

From time to time school may feel that a telephone call might be needed. This could be to share news or update you on an event, and often to share how well your child is doing and how proud we are of them.

#### **4. What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?**

Holy Family School obtains the views of all children (pupil voice) to shape provision in school. All identified SEND pupils have a 1-Page-Profile which is written with the student and is written in the student's voice.

Where suitable we also include them in reviewing and target setting for Provision Maps.

The SENCo has an open door policy, where students are encouraged and able to voice any concerns. Each student also has a key worker who they can go to for support and to share their views. Although initially this person is identified by school, we like to follow the students views and will listen to their thoughts on who their key worker should be.

It is vital that the views and aspirations of children and young people with SEND are listened to and they are supported to achieve their aspirations as far as possible. Holy Family has a school council. A number of pupils with SEND are part of the school council in order for the student voice to be representative of our school population.

#### **5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review**

We follow an assess, plan, do, review cycle for all interventions and provisions. This way assessment and reviews are part of our everyday work when supporting our students. We work on an evidence based system to identify areas of need and targets. All targets are SMART - specific, measurable, accepted, realistic and timed - which helps us achieve this.

All 1-Page-Profiles and Provision Maps are shared with teachers so that they can be followed and worked on in classrooms and support classroom outcomes.

Parents and students are invited to contribute to the plans and targets and when they are reviewed through our online system. There is also the opportunity to speak and/or meet to review these if required.

## **6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society**

The SENCo arranges an appropriate transition review in plenty of time before any move (Secondary to Post 16 or Mainstream to Specialist Provision). Staff from the receiving school or intended college are always invited to attend. Transition meetings and visits are arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil will receive as much transition work as the team working alongside them feel necessary.

Additional transition days are made available for Year 6 pupils, this may be with staff from their primary school and/or parents/carers. It may also be individual or in groups. This can be as many visits as deemed necessary. We will work closely with primary schools and parents to determine what support package is needed.

We will also try to ensure that members of our SEND team visit students in their primary setting. Where possible this will be the students identified Key Worker.

From Year 9 onwards, an independent career advisor is available for one to one consultation and they can also attend annual reviews. Bespoke packages have been put in place to enable our Year 11 students to familiarise themselves with the college of their choice and to understand where to find help and advice. The support of a Specialist Careers Advisor can also be requested for advice on more specialist placements.

## **7. What is your School's approach to teaching children and young people with SEND?**

We are a school that likes to stay updated with the latest educational research and we use this to inform our teaching and learning. We have recently developed a whole school Learning Model which uses shared language alongside visual support to create a consistent approach and consistent expectations across the whole school. This is beneficial for SEND students who require predictable routines and support with language. Although not solely focused on supporting SEND students it follows two basic principles that are at the foundation of our teaching:

- Good teaching for SEND students is good teaching for all.
- The best way to raise aspiration, achievement and attainment is through quality teaching by the teacher in the classroom.

To support SEND students we can also make changes to our environment and alter our universal offer to enable them to access the learning environment. We will also support students by offering provisions that support their learning.

Where needed school will use timed, targeted and evidence based intervention to support students.

Our focus throughout supporting students is to develop and promote independence.

In school we use pathways to identify the type of support that students will receive. Each pathway of support is designed to support a different area of SEND. Each pathway is developed around an assess, plan, do, review cycle. Each sets out assessments, provisions and possible interventions.

## **8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?**

In school the additional and different support that we offer is structured into universal, targeted and personalised provisions.

Universal support draws on what is provided for all students. Targeted support is additional and extra support. Personalised provisions are bespoke to individual students and where necessary draw on the expertise of specialist practitioners.

When students are assigned a pathway of support they will be allocated supporting provisions. In some cases this may also include short or long term interventions.

All provisions are reviewed regularly and are shared with parents/carers through an online platform.

Some students may have a regulation response plan or a sensory profile to support their one-page-profile.

Care Plans and Health Care Plans will be used as required for students who require this type of support.

## **9. How does school make arrangements for the admission of disabled pupils?**

The school admissions policy sets out how families are awarded a place in our school. Children with an Education, Health and Care Plan are admitted to our school where the school is named on the plan. For each plan the school will be consulted by the local authority that is responsible for the plan. Where school agree to the consultation parents the school can then be named on the plan. If school feel they cannot meet the needs set out in the plan or put the provisions in place the school may still be named on the plan. In this instance school would seek to work closely with the pupil, their family and the local authority to ensure a workable plan can be agreed and followed.

Pupils without a Education, Health and Care Plan will be admitted to the school as is set out in the admissions policy. Where a pupil is highlighted to have additional educational or medical needs, either by their previous school or the family then school will seek to meet with the pupil and family before the pupil is admitted to the school. A plan of support can then be agreed and implemented. School will also seek to speak to the

previous school in order to gain an insight into what works well and develop our understanding of the pupils needs.

A plan will contain all of the reasonable adjustments needed, and how these will be implemented. The plan and provisions will be reviewed at regular intervals. Where required the plans may consist of 1-page-profiles, individual provision maps, regulation plans, health care plans and/or care plans. In some cases a risk assessment might also be completed.

Where appropriate baseline assessments will be completed after the pupil has started to settle in their new environment. Pathways of support and required interventions can then be put in place.

No pupil will be denied access to the school due to a disability of any kind and school will work towards ensuring any required reasonable adjustments to the physical, social or learning environment are in place.

Where there is a physical disability that prevents a pupil from accessing certain parts of the school building or site then arrangements will be made for all of the learning and/or events that the pupil needs to access to be in an accessible room.

Pupils who require physical or emotional support to enter the school building or move between lessons will have access to support in order to do so. Similarly, any required equipment will be made available in the rooms that the pupil is required to access by school staff.

School have and regularly review an accessibility plan which supports the inclusion of disabled people and sets out how school will work towards increasing the participation of persons with disability in all areas of school life and the curriculum.

**10. What sort of expertise for supporting children and young people with SEND do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?**

Teachers have regular training provide in school by the SENCo and the Lead for Teaching and Learning. This is supplemented by specialist practitioners who support the school and the Targeted Provision. This has included Speech and Language Therapists and Educational Psychologists who work with the school and have supported areas of the school development plan.

In addition support staff have regular training with the SENCo and with supporting specialist practitioners to develop how they work with students.

Staff in school are encouraged to develop their practice.

We also value the support of outside agencies who work with our students. Whenever possible we ask support staff to either shadow or participate in the support that they offer. This allows us to develop and continue the good practise that is started beyond any short-term intervention work that might be taking place.

We have an experienced team of teachers and support staff who have experience of working with students in all areas of SEND. Our SENCo has experience of working with students across all key stages in mainstream and specialist settings. With the Targeted Provision for Communication and Interaction we have a number of staff who specialise in this area.

## **11. How do you evaluate the effectiveness of the provision made for children and young people with SEND?**

Student progress is tracked in lessons by teachers. This is reported to parents in reports and at parents evening.

In addition, each term student support plans and provisions are evaluated. Interventions are also monitored for their impact.

The impact of provisions and interventions is tracked closely to identify what works. We work towards developing provisions based on research and evidence of effectiveness.

Support plans for SEND students are reviewed with parents via our online platform. In some cases we may request a meeting. Parents are always able to request a meeting if they require it for the reviewing of a support plan.

SEND support is evaluated in the classroom through lesson observations and learning walks.

## **12. How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?**

Inclusion is one of the key values of our SEND team and of the school. No student will be denied access to activities based on their SEND needs. We endeavour to make adjustments to enable participation for all. Where needed we will offer more accessible and SEND friendly alternatives: for example, sports clubs that offer disability sports such as Boccia and New Age Curling.

If there is a difficulty that we face in being able to include a student in an activity we will work with the student and parents to ensure that a student can be involved as much as possible and in an appropriate and dignified way.

Across school we ensure that SEND students are represented in positions of responsibility, such as the student leadership team. This helps to strengthen the student voice and ensures that they are able to hold the school to account on its commitment to inclusion.



**13. How do you support children and young people with SEND to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.**

In school we work towards following the 5 Steps To Wellbeing with all students. This involves having a wellbeing day every term where we prioritise wellbeing. Form tutors, who see students daily, take an active role in supporting student wellbeing.

All SEND students are allocated a key worker so that they are able to build a relationship with an adult in school that they feel comfortable talking to. We also use a home/school messaging service for all our SEND students, so that parents can contact the SENCo and the key worker if a student shares something at home that is a concern.

Where possible we follow the students preferences when allocating a key worker. In most circumstances it is someone who works closely with each of the students on a daily basis.

In school we have a Hub, which acts as the point where student support is coordinated. This is always staffed and all students are able to call in and speak to someone whenever they need to.

In the Hub the staff use therapeutic approaches and restorative practise to support students and their wellbeing. They can also run interventions for students who require more intensive support.

In addition, the school has a Welfare Officer and access to the Wellbeing In Mind team who can offer interventions of Cognitive Behavioural Therapy.

Student voice is very important to us. Students are involved in writing and reviewing all of their own support plans and there are regular meetings with their key worker.

**14. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?**

We always welcome the support and respect the specialist advice that is offered by professionals involved with students.

When required we will make referrals for outside support with consultation with and permission from parents/carers.

The local authority and the NHS offer a range of specialist support, but there are also other agencies that we work closely with.

**15. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.**

Complaints about SEND should follow the general complaints procedure. The first contact for a complaint should be the teacher, or if a more general SEND concern the SENDCo.

We ask that you first approach us to see if your concerns can be immediately addressed. The school complaints policy is on the school website and we ask that you follow this if your concern can't be addressed. This may involve the school's chair of governors.