

Holy Family
Catholic Primary School



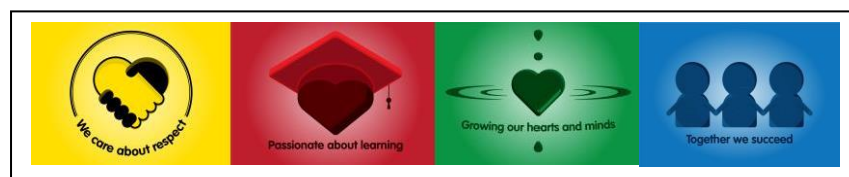
**Special Educational Needs and Disability (SEND)
Information Report**

Written December 2025
Reviewed January 2026
Review January 2027
Updated by staff and parents
at Chatty Group January
29.1.2026

HOLY FAMILY CATHOLIC PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITY REPORT FOR PARENTS

Mission Statement and School Values

‘At Holy Family we grow, learn and succeed in the footsteps of Jesus.’



I am Mrs Clark and I am the SENDCO at Holy Family Catholic Primary School. I have been a SENDCO for the last 29 years.

Our vision for the young people who have a Special Educational Need at Holy Family is to ensure that all pupils receive a high-quality education that is ambitious regardless of their need and/or disability. We believe that it is vital for the children to become equipped with the tools needed so they become independent, curious learners.

From 1st September 2014, there were new duties with regards to Special Educational Needs and Disabilities (SEND Code of Practice 2014). Holy Family remains committed to being an inclusive, mainstream primary school as part of Trafford LEA.

In order to ensure that we are meeting the needs of our children, we regularly review and develop the provision on offer. This is done in consultation with our pupils and parents/carers. Importantly, communication is necessary to guarantee that the school and parents are working together to ensure the best outcomes for the children.

If you need to contact me then please get in touch.

Email: admin@holyfamilysalemoor.co.uk

Or ring school office at [0161 962 5397](tel:01619625397)

My working days are Tuesdays and Wednesdays

Mrs Cath Timney (Chair of Governors) a retired teacher who is also the SEND governor.

Our School's SEND Information Report explains what we offer children and young people with special educational needs and/or disabilities (SEND) throughout their time with us.

The information report sets out a wide range of information about the specialist services and organisations that can provide support and information for families of children and young people with SEND.

If you have any queries about information on this website you can contact our SENDCO directly. We value parents and carers' opinions and review our approach accordingly. The next review date for our School's offer will be January 2027

1. What kinds of special educational needs does the school provide for?

We have high expectations of all of our children and we aim to achieve excellence through the removal of barriers to learning and active participation. Every one of our children is a valued member of our school community and as a 'Values' based school; we ensure that their voice matters. Through quality curricular provision, we respect and embrace the fact that children have different learning and emotional needs, different aspirations and have a variety of learning styles that require a range of different teaching approaches and experiences.

A special educational need (SEND) can be a number of different things. For example, children may be having difficulties with reading, maths or behaviour, which school can help with by putting extra support in place if necessary and by working in partnership with parents. Special educational needs may also be due to a disability, which makes it harder for a child to use the same educational resources that the school provides for the majority of children. For some children this may be a temporary difficulty, while others may have a long term need for specialised help.

Special educational needs can fall into one or more of the following categories and are all provided for at Holy Family Catholic Primary School:

- **Communication and Interaction**

The school provides support for pupils with speech, language and communication needs (SLCN), including children with Autistic Spectrum Condition (ASC).

- **Cognition and Learning**

The school offers provision for pupils with learning difficulties who require learning at a different pace to their peers and with appropriate differentiation. In addition to this, the school provides support for children with Specific Learning Difficulties (SpLD), which may affect one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.

- **Social Emotional and Mental Health**

Pupils may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive behaviour. The school offers a range of support for these individuals such as a 'helping hand' and check in sessions including 'chat' time. We also employ a Play Therapist-Laura Bethel who can see children with parental consent and who meet criteria. Laura works at school two days a week; on Monday and on Tuesday.

- **Sensory and/or Physical**

The school works alongside Trafford's SENAS or the relevant healthcare professionals to ensure that the appropriate support, resources and reasonable adjustments are made.

Children with medical conditions will have an Individual Health and Care Plan, which specifies the type and level of support, required to meet their medical needs. The Plan is usually completed together with parents, to ensure all needs are met. There are however, circumstances that require a hospital produced plan, that is shared with school such as diabetes.

2. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

Early identification of pupils with SEND is a school priority, however the first person to identify that a child has a learning difference may be:

- yourself as a parent or carer
- the class teacher/teaching assistant
- the SEND coordinator
- a health visitor
- another medical professional
- a child themselves
- childcare

Should you have any concerns regarding your child's progress, you should contact your child's class teacher in order to discuss your concerns. If it seems that your child may have a special educational need, your child's class teacher or the Special Educational Needs Co-ordinator (SENDCO) will assess:

- What your child can access and achieve independently and what they need help with
- What your child would benefit from learning
- How best to help your child learn.

- Whether a referral to an outside agency is necessary

Information about your child's strengths and needs will be collected and co-produced onto a one page Pupil Profile that can be shared when necessary. In addition, targets and the intended outcomes of any additional support provided, will be recorded on a Personal Provision Plan (PPP). These plans are developed with parents and pupils and everyone is asked to sign the plan. Children thought to have a special educational need will be placed on the school's SEN register (with parental permission) and receive one of three levels of support:

1. **Universal provision** – where Quality First Teaching is provided by the class teacher and learning is fully differentiated in order to ensure full access to the curriculum.
2. **In school support** – where additional support will be provided from teaching assistants within the school or from outside agencies involved by the SENDCO.
3. **Enhanced funding** – where the need is high, additional funding can be applied for from the local authority and one to one support initiated. This is reserved for “high need, low incidence” cases within the Borough.

The level of support provided for your child may change throughout their time at school. School staff will discuss their concerns with you and whether the level of support offered to your child needs to be maintained, increased or decreased.

3. How will both you and I know how my child/young person is doing?

If a child is being supported via “In school provision” there will be an Personal Provision Plan put in place which will outline what the school, the class teacher and/or the SENDCO and outside agency (if involved) plan to do in order to help your child to learn. All teachers are fully aware that children learn in different ways and that some children need to “over learn” key facts before they are ready to move on to something new.

A Provision Plan will be written especially for your child and it will include:

- Short term (SMART) targets for your child which are linked to their needs
- Intended outcomes from the support put in place (what we would like the child to be able to do following the intervention put in place)
- Who will provide the help for your child
- How often your child will receive the support
- How and when the progress will be evaluated and reassessed

A review of your child's progress will take place once a term or more frequently if needed, during the year and you will be invited to discuss progress made with the class teacher. At this meeting it will also be discussed what the next targets should be for the following term. At any point throughout the school year, school or parents can request additional review meetings.

At Holy Family Catholic Primary School, we also operate an "open door" policy where members of staff and the SENDCO are more than happy to meet with you either before or after school in order to address any concerns that you may have quickly and sensitively. If other agencies are involved with your child's education, they will regularly be invited to review meetings.

The Governors are kept informed termly by the SENDCO. The Governors support and challenge the school to ensure that it is as inclusive as possible and treats all children and staff in an equitable way.

4. How will the curriculum be matched to my child's/young person's needs?

In our school, we offer excellence and choice to all of our children, whatever their ability or needs. We have high expectations of all of our children and we aim to achieve excellence through the removal of barriers to learning and participation. We want our children to feel that they are a valued member of our school community. **Through appropriate curricular provision, we respect the fact that children:**

- have different learning and emotional needs and aspirations
- require different strategies for learning
- acquire and communicate information at different rates
- need a range of different teaching approaches and experiences.

Holy Family Catholic Primary School provides a broad and balanced curriculum for all children. When planning, teachers set learning challenges and respond to children's diverse learning needs on a daily basis. Some children have barriers to learning that mean that they have additional needs and require particular interventions or resources by the school.

The school takes account of these requirements and makes provision, where necessary, to support and thus enable them to participate effectively in curriculum and assessment activities. Such children may need adapted help, different to that given to other children of the same age.

Children with special educational needs have learning differences that call for additional provision to be made. Children may have additional needs at any point in their academic career if:

- they have significantly greater difficulty in learning than the majority of children their age.
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

Children may have additional needs throughout or at any time during their school career and at Holy Family we ensure that curriculum planning and assessment for children with educational needs takes account of the type and extent of the difficulty experienced by the child.

5. How will school staff support my child/young person?

At Holy Family Catholic Primary School provision for children with special educational needs is important for the school as a whole. In addition to the governing body, the school's Head teacher and the SENDCO and all other members of staff have important day-to-day responsibilities. ***"All teachers are teachers of children with additional needs."*** Teaching such children is therefore a whole school responsibility.

The governing body adopt the approved Local Authority Admissions Policy and ensure the school is committed to providing the necessary resources for early identification, assessment and support of all children with additional needs.

The role of the SENDCO

SEND arrangements are coordinated by the SENDCO (Mrs Clark) whose role includes:

1. Overseeing the day to day operation of the school's Special Needs policy;
2. Liaising with and advising teachers and TAs, offering advice and support so that they can apply and share targets where needed and make provision for identified pupils;
3. Advising on the Graduated Approach to providing SEND Support.
<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/advice.page?id=mymanrB0gBo>
4. Responsibility for the documentation within the SEND file, including Personal Provision Plans.
5. Attending and contributing to Personal Provision Plan review meetings where possible and attending Pupil Progress meetings with teachers and the Deputy Head teacher, for all pupils.
6. Keeping the head teacher informed about provision, pupils' needs and changes to statutory requirements;
7. Work with the head teacher and SEND governor to determine the development of the SEND policy and provision in the school.
8. Identifying and monitoring areas of need and provision across the school, reporting to the head teacher;

9. Advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children
10. Liaising with parents of children with special educational needs where necessary. This includes planning and running regular meetings for the Parent SEND working Party-Chatty Group and for the children's SEND group B.U (Be You). This gives the opportunity for parents to support each other and school to support parents.
11. Arranging workshops and coffee mornings for parents with external agencies.
12. Promoting in-service training of staff both in-house and externally.
13. Working with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
13. Liaising with external agencies including the Educational Psychology Service, Speech and Language Therapists, SENAS (Special Educational Needs Advisory Service), Dyslexia Adviser, SEND case workers, Occupational Therapists, Healthy Young Minds/ CAMHS (Children and Mental Health Services), ASD (Autistic Spectrum Disorder) advisory service, Parent Partnership, Health Services etc. and the schools to which pupils transfer.
14. Attending termly training (SENDSCO Forum) to keep updated on issues and training

The role of the teachers/Teaching assistants

1. Identify pupils with special educational needs and liaise with SENDCO;
2. Plan work, with advice from the SENDCO where necessary, for pupils with special educational needs
3. Review and write Provision Plans when required (supported by SENDCO)
4. Each member of staff is expected to keep up-to-date with information about children with special educational needs that they teach
5. Liaising with parents of children with additional needs
6. Liaise with outside agency staff
7. Keep up-to-date with training and ensuring active use of new resources: Clicker and Dynamo Maths
8. Carry out regular 'Check ins' with some children who require additional emotional support

Every member of staff, both teaching and supporting, takes responsibility for meeting the needs of the children with special educational needs within their care.

All pupils have access to a broadly based and balanced curriculum and regular training is held to update staff on issues and initiatives.

6. How is the decision made about what type and how much support my child/young person will receive?

A graduated response to special educational needs:

The key indicator of the need for action is evidence that current rates of progress are inadequate. Holy Family is aware that there are a number of ways to identify different special educational needs. There should not be an assumption that all children will progress at the same rate. A judgment has to be made in each case as to what it is reasonable to expect a particular child to achieve. Where progress of the individual child is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key indicator of how far their learning needs are being met is whether they are making Age related progress.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal/interpersonal skills;
- demonstrates improvements in the child's behaviour and emotional well-being.

Our SEND register follows the subsequent stages and children may be moved on or off the register at any point in line with Local Authority exit guidance.

a) Universal provision:

This approach starts with the class teacher employing Quality First Teaching, such as:

- Teaching includes demonstration, prompts and opportunities for practice
- Differentiation and adaptation in presentation, pace and outcome
- Collaborative learning
- Specialist resources available where required, for example, coloured overlays for children with Dyslexia, ear defenders for sensory needs etc.
- Pupils' learning styles are identified and addressed
- Alternatives to copying from the board are in place
- Helpful resources to promote confidence are in place
- Small group teaching is used as a tool to support differentiated and adapted teaching
- "Catch-up" interventions are available where necessary.
- Progress monitored carefully through class based assessments.
- Where specialist advice exists (e.g. recommendations from Educational Psychologists, speech and language plans and or EHCPs) these are implemented within the classroom.

b) In school support:

There will be a range of needs within this area of the SEND register, which require different degrees of support. Please see appendix 1-**SEND protocols**.

A pupil moves to “in school support” if, despite receiving outstanding Quality First Teaching (as outlined above), they continue to make little or no progress. The SENDCO works with the class teacher and parents to complete forms for referral to outside agencies. The school encourages parents to consult with specialists and outside agencies and then seeks to ensure that there is good liaison between the school’s provision and that recommended or provided by the outside agency. A meeting is arranged with the parents and relevant agencies in school to discuss the outcomes.

The class teacher and the SENDCO work closely together to provide a comprehensive support programme for the child using:

- The teacher’s assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers’ assessments, where relevant
- The individual’s development in comparison to their peers and national data
- The views and experience of parents, of both home and school
- The pupil’s own views
- Advice from outside agencies, where relevant

The class teacher and SENDCO then revise the provision plan in consultation with any others involved with supporting the child in school. “In school support” remains in place and all those involved keep clear records. Provision plans continue to be updated on a regular basis. At Holy Family we use EDUKEY, which is a system that supports writing plans as part of the ‘Assess, Plan, Do’ cycle of the Graduated

Adapting Teaching for Pupils with SEND

Teachers are responsible for the progress and development of all the pupils in their class. High quality first teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils. We will also provide the following interventions:

- Speech and Language interventions e.g. Social Communication Group; Lego Therapy; Play Therapy; Specific Speech & Language intervention – narrative therapy, comprehension.
- Assistive Technology
- Support in accessing the curriculum via adaptive teaching

Adaptations to The Curriculum and Learning Environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style adaptations for the lesson.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, buff paper, visual timetables, larger font and writing templates.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary and reading instructions aloud, Clicker.
- Wheelchair access and disabled toilets.

c) Enhanced funding:

For a very small number of pupils, progress at 'in school support' may still not adequately support their needs. At this point an Educational Health Care Needs Assessment from the Local Authority can be requested, preferably with the support of the teachers and SENDCO and following consultation with the Head Teacher and parents. The SENDCO, with the advice from the class teacher and parents, fills in forms outlined by the authority and liaises with the authority about assessment criteria. The school will subsequently follow the advice or Education Health Care Plan from the Local Authority.

Supporting Pupils for Transitions, Including Moving to Secondary

We share information with the school the pupil is moving to. For pupils in Y6 moving to secondary education, the SENDCO from the chosen school is invited to attend the transition review. Pupils are also given additional opportunities to visit the new school and prepare for this transition. A six weekly after-school programme is available for pupils who lack confidence or need support with the transition to secondary school. Pupils are supported by chats, practical support in journeying by bus/tram etc.

7. How will my child be included in activities outside the classroom including physical activities and school trips?

- Activities and trips are available to all.
- Risk assessments are carried out and procedures put in place to enable all children to take part.
- If it is deemed that further support is required, parents, carers or other professionals may be asked to accompany the child during the activity/trip.

8. What support will there be for my child's overall well-being?

Holy Family Catholic Primary School is a 'Values-Based school' and as such considers the well-being of all children and staff to be

of the utmost importance. The school uses a whole child approach and therefore values the academic, social and emotional and physical development of each child.

There is a close liaison with other agencies concerned with health and general welfare. We have a Play Therapist, who supports the emotional well-being of pupils. Parents can be assured that personal matters will be dealt with in a sympathetic and confidential way and are encouraged to discuss matters arising outside school which may affect a child's work or behaviour with the Head Teacher or the child's class teacher.

As a values based school Holy Family aims to:

1. Provide a safe, secure and caring learning environment in which children feel supported and valued
2. Help pupils to realise that Holy Family Catholic Primary School is a community in itself and also part of the larger community, so that they develop positive attitudes and behaviours towards themselves as well as in their social relationships with others
3. Promote a positive discipline policy which respects the rights and responsibilities of staff, pupils and parents
4. Provide pupils with the personal, social and life skills necessary for a successful fulfilling and happy future
5. Anticipate and deal with problems which individual pupils might experience in school
6. Ensure that teaching assists pupils to reach their full potential in curricular or extra –curricular activities
7. Provide the necessary support for pupils who experience difficulty (behavioural or learning) drawing on the support of external agencies where appropriate
8. Develop effective school-home liaison in order to maintain parental support and co-operation

9. How do we involve you and your child in their learning?

Holy Family Catholic Primary School is a very special and unique, values based school. We operate a growth mind set model where all children are happy to learn and feel safe, which allows them to challenge themselves; this results in all children maximising their potential and being the very best that they can be.

The children at Holy Family are actively encouraged to be independent learners and to decide for themselves how they learn best and the level of challenge that they need in order to move their learning forwards. Through personalised provision the children are encouraged to access the level of learning at which they feel confident, but allows them to push their learning forwards. The children are fully aware of how to choose their own level and know that this is dictated by themselves and not the teacher. Staff are dedicated to creating safe learning environments where the children are happy to challenge themselves and are also confident in

their own abilities, knowing that their contributions are always valued. This results in children of all abilities being happy in their learning and consistently being encouraged to reach their full potential.

The children at Holy Family Catholic Primary School understand that their “voice” is very important; KS2 pupils have the opportunity to participate in a Children’s SEND group-B.U. There are also numerous extra-curricular activities which provide the opportunity for children to participate fully in all aspects of school life.

The children are regularly given the opportunity to reflect on their learning and how they can move forward. They are encouraged to work collaboratively and use peer assessment as a frequent tool to sharing ideas and bridging gaps in their knowledge.

The SENDCO works in close partnership with parents and children. We welcome suggestions put forward by parents and will make the necessary changes on Personal Provision Plans wherever possible and implement them accordingly.

We are also very proud to have a Parent SEND Working Party-‘Chatty Group.’ The Group meets half-termly, or has workshops run by outside agencies, such as SENDIASS, Speech & Language, Dyslexia etc.

10. What specialist services and expertise are available at or accessed by the school?

Where necessary the SENDCO will invite outside agencies in to school in order to conduct additional assessments and provide interventions and action plans. The specialists also provide staff training and parent workshops. Specialist advice is welcomed and any recommendations are gratefully received. The school will also liaise with the nursing services in order to gain specialist advice in the identification of learning, emotional or medical needs which are causing concern within the school.

Parents will always be consulted fully prior to any outside advice being sought. When referred to, outside support agencies may include any number of the following:

- SENAS (Special Educational Needs Advisory Service)
- Educational Psychology Service
- Behaviour Support Service
- Speech and language Therapy Service
- Visual and Auditory Impairment Advisors
- Social Services
- Young Healthy Minds (Trafford) ,CAMHS (Children and Adolescents Mental Health Services – Manchester)
- School Nursing Services
- Trafford Parent Partnership

- Jackie Tarpey SEN consultant, Autism and Social Communication: SEN Advisory Service (SENAS)
- Play Therapist - Laura Bethel
- SEN Case Workers
- Sale Sharks Community Trust
- The Virtual School

11. What training have the staff supporting children with SEND had?

All members of staff in the school have received whole school training regarding the provision in the classroom for children with Dyslexia, ASD and ADHD and Emotion Coaching. This has ensured that the Quality First Teaching is in place in all classrooms for children with special educational needs is of the highest quality. In addition, some teachers with interests in particular areas of special educational needs do access additional training. Further to this, many staff members access training provided by the Speech & Language Therapists throughout the year e.g. WELLCOMM, and other specialists such as Jackie Tarpey (Autism Adviser). One member of staff is currently being trained as an ELSA (Emotional Literacy Support Adviser) who will begin working in the post on completion of training.

The SENDCO provides termly training for teachers as part of regular staff meetings, as well as attending termly SENDCO forums (arranged by the authority) to keep up-to-date with any changes as they arise such as implementation of Clicker or Dynamo Maths-recent support resources purchased by the school.

12. How accessible is the school environment?

We openly promote discussions on individual access requirements. We adapt environments, make reasonable adjustments with regard to our behaviour policy and provide additional resources wherever possible. Facilities we have at present are:

- Ramps into the building to make it accessible to all.
- Low level opening doors
- One wet room with toilet for disabled users.
- There is a designated room; 'The Blossom Room' which is a confidential setting, where outside agencies can carry out assessments or hold meetings with parents and staff. It is also used as a resource room for children to be supported with interventions such as Play Therapy.
- Every classroom is a Dyslexia Friendly Classroom and is therefore adapted to support any children with difficulties who may find resources such as coloured overlays, word mats or number lines readily available to assist in their learning.
- The displays around the school are Dyslexia Friendly and are both visually stimulating and multi-sensory in nature.
- Buff paper is readily available for pupils work and displays.
- Ear defenders, fiddle toys, wobble cushions and peanut balls are also available for sensory needs. Each class has access to fidget accessories for children where needed.
- Weighted blankets
- Thera Bands
- Wobble cushions

- Individual and reasonable adjustments will be made with regard to our behaviour policy according to their specific needs. I belong training achieved and currently completing the WSCA (Whole School and Colleges Approach) to behaviour.
- Clicker - a fully supportive Literacy software programme
- Dynamo Maths - an individual and bespoke Maths support programme
- Zones of Regulation Curriculum-including displays around the school and Zen Zones in classrooms
- Visual time tables
- First, Next, then cards
- Home/school communication book

13. How are parents and young people involved in school themselves?

Parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- Parent meetings
- Attending Book Looks – twice a year
- Completion of a parent questionnaire
- On Seesaw (online communication tool) – parents can message teacher individually and confidentially
- Comments are invited on the child's annual report.
- We offer information evenings on many subjects such as the Sacramental Programme, E Safety, Phonics and Reading.
- Parents with a Science background are invited into school to talk about their jobs during Science week
- A regular school newsletter is sent out
- Emails and texts are sent as necessary
- The website is regularly updated www.holyfamilysalemoor.co.uk
- Parents and children are encouraged to comment on the Personal Provision Plans and the Pupil's Passports
- Parental involvement to produce the SEND Information Report
- Parents are invited to weekly Values assemblies and class assemblies
- Parents are invited to Friends of Holy Family (FOHF) meetings and support with FOHF activities
- Parents are invited to concerts and plays
- Children with special educational needs are involved in their target setting from the outset -where it is appropriate. Targets are discussed and mutually agreed between the teacher and the child. These targets are then shared with parents and if all

parties are in agreement, the Provision Plan is signed and copies given to all involved parties.

- A Parent Send Working Party - 'The Chatty Group' was launched in December 2023
- Home visits are made prior to children starting at Holy Family Catholic Primary School

14. Who can I contact for further information?

- If you wish to discuss anything at all about your child's educational needs please make an appointment with the class teacher.
- You may also speak to the Mrs Sharvin (Headteacher), Mrs Burke (Deputy Headteacher) and Mrs Clark (SENDCO). Please make an appointment via the office.
- There are many support services that you may wish to access. Parent Partnership Service; an independent body who will support parents through discussions and even attending reviews or meetings with parents. Other services that may be accessed are:
 - Educational Psychologist- Emily Walker
 - Sensory Impairment Service
 - SENAS-Special Educational Needs Advisory Service
 - SARF-Single Agency Referral
 - Occupational Therapy
 - TASC-(Trafford's Pathway for ASD)
 - TCAS (Trafford's Pathway for ADHD)
 - SEN Consultant Medical and Mobility –Sara Dale
 - Dyslexia Adviser Emma Farr
 - Speech & Language Therapy
 - Behaviour Support Team-Longford Park School
 - Play Therapist Laura Bethel
 - Speech & Language Therapists
 - School Nursing Team
 - Trafford's Early Help
 - Young Healthy Minds/CAMHS
 - SEND case worker

15. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

At Holy Family Catholic Primary School we have close links with all our local secondary schools, ensuring a smooth transition for all children, particularly children with special educational needs.

The receiving school's SENDCO is invited to all Year 5 and Year 6 annual review meetings and all documentation is discussed and subsequently passed on to the new school. Through close consultation with the SENDCO at each secondary school, we send all pastoral as well as academic notes along with information on the specific learning needs of each child. Where possible, meetings are arranged between the SENDCO of the receiving secondary school, together with parents and Mrs Clark.

Holy Family aims to arrange additional days for children who it is felt are likely to have difficulties on transition to ensure that this process is as smooth as possible. This can be in place for any child within the school who may become anxious about the transition to their secondary school.

The SENDCO ensures that all documentation for any child on the SEND register is passed on to the new school and that a detailed conversation takes place with the SENDCO of the new school in order for any transition to be as smooth as possible.

The SENDCO has good multi-agency links with SALT, SENAS, and the school nursing service, OT, the EP, Behaviour Support-Longford Park and Young Healthy Minds/CAMHS and SEND Case workers, in order to ensure that the additional needs of any child are met during the transition to a new school. We also employ a Play Therapist who gives emotional support to our pupils and that includes tips, advice and support for transition to their secondary schools.

16. Contact details of Support Services for parents of pupils with SEN.

To find out more about the local offer of support which is available for disabled children and young people and those who have SEND on Trafford Service Directory go to:

www.trafford.gov.uk/servicedirectory

TRAFFORD'S LOCAL OFFER

Every Local Authority must identify education health and social care services in their local area provided for children, young people and families who have SEND. When we refer to our Local Offer, We mean all the services and organisations which are part of the support on offer in Trafford.

You can access the Local Offer online at:

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page?newlocalofferchannel=0>

TRAFFORD FAMILY INFORMATION SERVICE (FIS)

Trafford's Family Information Service provide free, impartial, confidential information and advice to mums, dads, carers, young people and professionals on a range of subjects including childcare, the local offer and an outreach service.

Who to contact

Telephone: 0161 912 1053

E-mail: FIS@trafford.gov.uk

Website: [Trafford Directory](#)

Facebook: <http://www.facebook.com/TraffordFIS>

TRAFFORD PARENT'S FORUM

Trafford's parent's forum is all about Trafford parents supporting each other who have children and young people with SEN, Disability and/or additional needs.

Being the parent or carer of a child with special needs can be a lonely, demanding and frustrating experience and TPF believe it is vital that parents have a meaningful voice, in these difficult times. Apart from the "big stuff," they also want the forum to be a source of help, advice and support for parents. That could be anything from a cup of coffee to parent training. The forum is open to all parents and carers of Trafford's children and young people (0 -25) with Special Education Needs or who are disabled.

The forum meets at regular intervals to discuss the issues within Trafford. They realise, of course, that for many parents, attending meetings is not a realistic option and they use a range of means to keep as many parents as possible in the information loop.

Come and join them at their weekly drop in and catch up for parent carers. There's no need to book, you just turn up. Dates, times and venues are on their Facebook page, SPIT Trafford.

Who to contact

Telephone: 0161 872 0183

E-mail: traffordparentsforum@gmail.com

Website: [Trafford Parents Forum Website](#)

Facebook: <https://www.facebook.com/Traffordparentsforum/>

17.COMPLAINTS PROCEDURE

Complaints about SEND provision in our school should be made to the class teacher in the first instance and then discussed with the SENDCO.

They will then be referred through the school's complaints policy:

<https://primarysite-prod-sorted.s3.amazonaws.com/holyfamilycatholicsale/UploadedDocument/ecd520a9599d40648eec19afd9f5ffe4/complaints-procedure-2021.pdf>

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

