



# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES REPORT

Signed \_\_\_\_\_ (Principal) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Chair of Governors) Date \_\_\_\_\_

September 2022

Date of next review September 2023

# **Our Mission Statement**

## **Loved**

We love one another as Jesus taught us - our friends, our families and those who we may never meet.

## **Valued**

We value everyone - everyone is important; pupils, staff, parents, governors and members of the community— no matter their race, religion ability or need. We try to live like Jesus taught us.

## **Challenged**

We challenge each other - not only with our learning but challenge each other to be more merciful to others, have a little more understanding of others' needs and challenge each other to be better people.

# Holy Cross Catholic Voluntary Academy

## SEND Report 2022

### Definition of SEND

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age.

#### 1. What should I do if I think my child has special educational needs?

Please come and talk to us. First point of call is to talk to your child's class teacher and together you can decide on some precise, measurable targets to put in place. If you require more information, an appointment can be made with the SENCO. We have your child's interests at heart and want them to succeed to the very best of their ability. Working in partnership and communicating about the needs of the child are paramount to ensuring each child is given the support they need to thrive.

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

Special educational provision is beyond the differentiation provided by high quality personalised teaching. The provision is additional or different from that made for others of the same age. Our school uses a graduated approach to decide when a child is having difficulties in accessing learning.

When pupils enter our school, the SENCO will note any SEND identified and seek to liaise with previous schools or nursery settings.

The class teacher and SENCO will discuss any concerns arising.

An intervention programme will be developed as deemed appropriate, often including differentiated learning opportunities that will aid academic progression using appropriate teaching styles. If appropriate, the child will be placed on the SEND register - parents will be kept fully informed.

The Headteacher and SEN Governor are responsible for overseeing the provision for children with SEN and the SENCO for co-ordinating the day to day provision of education for pupils with SEN.

Parents are encouraged to contact the school if they have any concerns or queries about whether their child may have special educational needs- firstly by sharing your concerns with your child's class teacher. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

#### 3. a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

In order to make consistent and continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. Questionnaires and pupil interviews are completed annually.

Pupil progress is monitored on a termly basis in line with the SEN Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCO and information is gathered from different sources such as parent and staff surveys, pupil interviews and progress data. This is collated and published by the governing body in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

**b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?**

At Holy Cross we measure children's progress in learning against National expectations and age related expectations; against Foundation stage expectations (in Reception) and using B Squared targets for children identified as having special Educational needs and not yet accessing National Curriculum expectations for their year.

The class teacher continually assesses each child to inform daily planning and provision. Progress is tracked from entry at Foundation 2 (Reception) to Year 6, using a variety of different methods.

Termly pupil progress meetings are held between class teachers and the Head teacher. A discussion takes place where children are deemed not to be making sufficient progress and plans put in place to address this. Further discussions are held at termly SEN review meetings between the SENCO, parents of children with SEN and any relevant agencies so that all parties are involved in ensuring the best possible provision for all in line with the specific needs of the child.

The school operates an "open door" policy and parents can make an appointment to talk to staff at any time during the year. In addition to this two parents' evenings are held and parent's views are regularly sought. As well as parent's evenings and open door policy, parents are also kept up to date with their child's progress via annual reports. They are also notified of additional provision their child will be receiving on at least a termly basis.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. Parents are encouraged to contact the Ask Us Nottinghamshire (formally Parent Partnership Service) if they would like additional support and advice, including someone to accompany them to meetings.

Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

**c) What is the school's approach to teaching pupils with special educational needs?**

All members of staff show care and concern through a flexible and positive attitude when dealing with pupils with Special Educational Needs. We work closely with specialists who train, guide and advise us so that we deliver the best support for a child with SEND.

Holy Cross ensures that quality provision is our first priority including differentiated work to meet the needs of pupils. Support is given through the type of task, differentiated complexity, additional adult support or resources used.

There may be a teaching assistant supporting the provision which will have been planned by a skilled teacher. This may involve working with individuals or groups of children to promote inclusion. Both in class and withdrawal support is provided for children to enable more direct teaching to take place. Additional support is discussed with parents during each termly SEN review. Specific targets are set to address the child's needs.

The school SENCO oversees all support and progress of any child requiring additional support across the school.

**d) How will the curriculum and learning be matched to my child/young person's needs?**

Most children are taught in classes with their peer groups, giving them access to the statutory programmes of study laid down in the National Curriculum. The class teacher takes steps to provide differentiated learning opportunities so that all children are able to access according to their specific needs.

Where there is a specific need each curriculum area's work can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level. A range of learning styles are used from visual, aural and kinaesthetic in order to aid the pupils' academic progression.

In addition, some children have specific adaptations to the curriculum such as tinted reading rulers, coloured paper in exercise books, enlarged print for reading books and classroom resources, the use of signs and symbols as well as 'now and next' timetables.

**e) How are decisions made about the type and amount of support my child/young person will receive?**

The class teacher alongside the SENCO will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to make progress from their individual starting point. At all stages there will be on-going discussions with parents.

Our school offers a range of support including:

- Direct Instruction intervention program
- Rapid Read & Reading Booster Groups

- Rapid Write & Writing Booster Groups
- Rapid Maths & Maths Booster Groups
- Phonics Booster Groups
- EAL Groups
- Booster support with class English and Maths
- Reading support 1:1
- SALT intervention- supported by the speech and language team
- Lunchtime Reading Support and Nurture Support
- ELSA (emotional literacy support assistants) group/individual support
- Draw and talk intervention

Support is reviewed termly by the SENCO, parents, the class teacher and the child. By reviewing children's targets a child's progress is monitored and verbal feedback is received from the teacher, parent and pupil. Children may receive more or less support depending upon the progress they have made.

**f) How will my child/young person be included in activities outside the classroom, including school trips?**

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips and extra-curricular activities. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. Parents are involved at this stage to ensure that their child's needs are being met. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school. Where it is beneficial for a parent to participate alongside their child, we endeavour to involve them from the planning stage. If the child has a specific assistant, this person will accompany the child on trips whenever possible.

Support is also provided during lunch times and breaks as well at the beginning and end of the school day, where necessary.

**g) What support will there be for my child/young person's overall well-being?**

We are an inclusive Catholic school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCO for further

advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

The school also has a Higher Level teaching assistant who works under the direction of the SENCO, with vulnerable children and parents during the school day. We have three members of staff who are trained in supporting children with their emotional literacy, mental health is a very important factor of children's wellbeing that the school prioritises.

The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the school office, if medication is recommended by Health Professionals to be taken during the school day. On a day to day basis the Headteacher and Deputy Headteacher generally oversee the administration of any medicines. As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

For long term medication use a Health Plan will be created and actioned.

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. If a child has behavioural difficulties a Behaviour Management Plan (BMP) is written in consultation with the child and parents to identify specific issues, put relevant support in place and set targets.

Attendance of every child is monitored on a daily basis by the school office. Lateness and absence are recorded and reported upon to the Headteacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school. We have had many successes where families were struggling with lateness but are now able to get their children into school on time.

4. Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details.

Our school SENCO is Rachael Tipton supported by Jenny Shelton and they can be contacted on 0115 9534577.

5. a) What training have staff supporting special educational needs had and what is planned?

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

All school SENCOs are required to complete a masters level qualification (National SENCO Award). The SENCO regularly attends relevant SEN courses, Family SEN meetings, SENCO Network meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

Staff have attended extensive training leading to enhanced knowledge of working with children with Autism Spectrum Disorders (ASD), BESD and dyslexia. They are also trained to deliver a variety of phonics, spelling, reading, writing and maths programmes.

We currently have three teaching assistants who are trained as ELSAs (emotional literacy support assistants) to deliver group and individual support sessions to help children develop their understanding about their own emotions and teach children strategies to help respond appropriately to how they are feeling.

We recognise the need to train **all** our staff on SEN issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

**b) What specialist services and expertise are available or accessed by the setting/school?**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

The SENCO can request support from the following agencies if staff and parents feel that a child would benefit from such support:

- Educational Psychology Service
- Schools and Family Specialist Service
- Speech and Language Service
- School Nurse
- Physiotherapists
- Occupational Therapists
- Social, Emotional, Mental Health Team
- Social Services
- CAMHs
- Paediatricians
- Early Help Services or Targeted Early Help Services

**6. How accessible is the school/setting?**

The school has a range of SEN facilities in place including disabled toilets and grab rails around school for children with SEN and disabilities. The school has a School Access Plan, which addresses providing an improvement in facilities for pupils with Special Educational Needs.

Parents and carers who either hold a disabled parking badge or have a child access needs are permitted to park in the school car park. There are two allocated spaces



marked for disabled drivers (one in the car park and one right outside the car park gates).

Equipment and facilities are either purchased by the school or accessed from services such as health e.g. Occupational Health or Physical Disability Support Services depending on the child's need. Families are integral to the acquisition of such resources and work closely with both our school and the relevant services as they know their child best.

#### 7. What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child/young person?

Holy Cross Catholic Voluntary Academy believes that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEN leading to the correct intervention and provision
- continuing social and academic progress of children with SEN
- Personal and academic targets are set and met effectively

The school operates an "open door" policy where parents can make an appointment to talk to staff at any time during the year.

Parents are kept up to date with their child's progress through annual reports, parent's evenings, where pupil's targets are discussed and termly SEN review meetings.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. Parents are also encouraged to contact the Parent Partnership Service if they would like additional support and advice, including someone to accompany them to meetings.

Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

#### 8. What are the arrangements for consulting young people with SEN and involving them in their education?

At Holy Cross Primary Catholic Voluntary Academy we value and celebrate each child being able to express their views on all aspects of school life. This can be via the School Council which has an open forum for any issues or viewpoints to be raised; views of our ECO team; pupil interviews/questionnaires linked to all areas of the curriculum and individual consultation with children.

All children with SEN are in regular consultation with the school SENCO and supporting HLTA and are encouraged to take part in regular conversation with the

class teacher. They are encouraged to talk about their needs and wishes; what helps school life for them, what hinders it. Each child with a special educational need has a Pupil Passport which is a document outlining their needs, school support, agencies involved, strategies for making school life as accessible and inclusive as possible, progress targets, what they feel that they are good at, areas they find hard, how they feel school can help them and any other important or useful information about the child. Children are fully involved in the creation and termly update of this passport. At the end of the school year, they are reviewed with the inclusion of the next class teacher to ensure a smooth transition from one class to another.

All children have a Learning Log for each curriculum subject. These are used to record the child's targets and progress in achieving them. The child plays an important role in completing these logs. Any additional provision and the review of this provision is also recorded on the log.

Children with an EHCP (Education, Health and Care plan) will have had their views sought before any review meetings and throughout the process. Children are encouraged to identify members of staff they feel comfortable talking to about how they feel about all aspects of school life for them.

#### 9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

At Holy Cross we pride ourselves on building good relationships with our parents. We also believe that concerns should be addressed straight away so that any concerns can be resolved immediately.

If a parent or carer has any concerns or complaints regarding the SEN provision of their child, we firstly advise that they speak to the class teacher. After this meeting it may be appropriate to arrange a meeting with the SENCO where we are confident that matters will be resolved. The Head Teacher will be able to advise on formal procedures for complaint, if this is necessary.

#### 10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The Governing Body delegates responsibility to the Headteacher and SENCO for the arrangements for in service training for the staff and involvement of other organisations and services in relation to special educational needs.

#### 11. How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', PSED team, Early Help Unit and the Multi-Agency Safeguarding Hub.

The SENCO, Rachael Tipton, can be contacted on 0115 9534577 if parents are requiring advice about support for their child. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

In addition, the Parent Partnership Service, which is an independent service to support parents of children with Special Educational Needs, can be contacted on 0115 948 2888.

## 12. How will the school/setting prepare my child/young person to:

### i) Join the school/setting?

We encourage all new children to visit our school prior to starting when they will be shown around the school. For children with special educational needs it may be appropriate for further visits to assist with the acclimatisation of the new surroundings. It may also be beneficial for the class teacher and SENCO to visit the child in the setting they are in prior to starting school with us.

We liaise closely with staff and support services when receiving children to ensure that the child's needs are discussed and understood.

### ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

We ask all children at our school who have special educational needs to play a full part in the update their Pupil Passports each term.

In addition we write social stories with children if transition is potentially going to be difficult. At the end of the academic year a professional dialogue takes place between the current and receiving teacher about the children, where successful strategies and interventions are shared.

When children are preparing to leave us for a new school, typically to go to secondary education, the SENCO meets with the secondary SENCO to discuss and plan transition for children with additional needs. Extra visits are provided where appropriate and detailed information about the children's needs is passed to the receiving school. The Common Transfer Form, Transition Form, National Curriculum Levels, School Reports, Learning Logs and all Special Educational Needs records are transferred.

### iii) Prepare for adulthood and independent living?

The school aims to provide children with life skills through a full PSHE programme.

## 13. Where can I access further information?

Visit the school website at <https://www.holycrossschoolhucknall.com/>

You are welcome to visit our school to have a look around. Please ring to make an appointment on 0115 9534577.

