



Holy Cross Primary CVA

SEND Information Report

2024 – 2025

Our School

Our School Vision

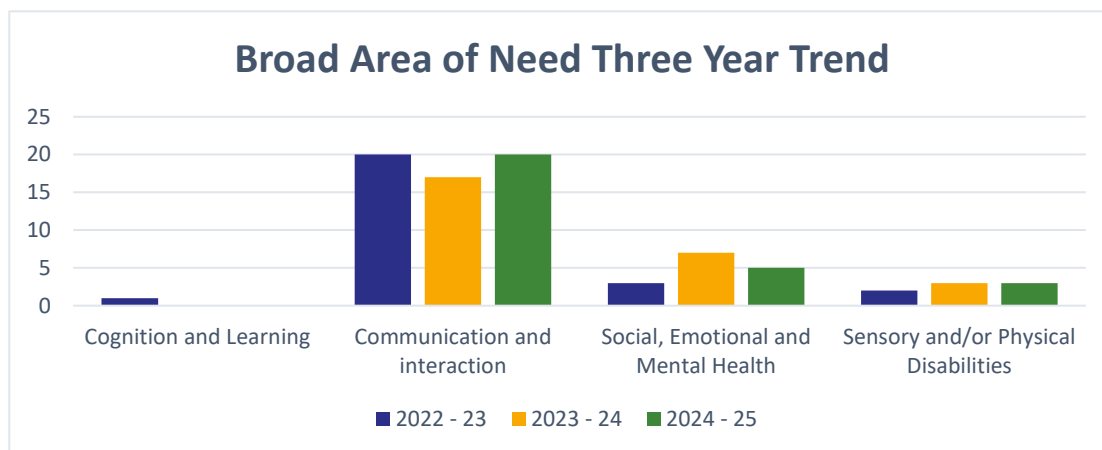
At Holy Cross, we aim to develop a caring Catholic community based upon the life and example of Jesus Christ, which envelopes the life and lives of everyone and everything in our school. It is through Christ's message of love and forgiveness that the children, staff, both teachers and ancillary, parents and governors, preserve the essential Catholic ethos of the school. The school aims to provide a challenging curriculum that reflects our philosophy, broadly balanced and relevant, and to support the development of the whole child to his/her full potential. At Holy Cross, everybody matters, therefore we encourage all to show respect to each other and the environment.



February 2025 Information

Holy Cross currently has 238 children on role (February 2025)

There are currently 28 children on SEND register with a range of needs from universal to specialist. (28 children on the register compared to 27 children last year)



5 children have an Educational Health Care Plan (EHCP) across school and are supported through on sight alternative provision (The Nest and The WIN room) or alternative provision off site.

12 children have a diagnosis and are on our SEND Support register, 11 children don't currently have a diagnosis and are on our SEND Support register. These children are supported through a mixture of on sight alternative provision (The Nest and The WIN room), interventions and quality first teaching.

11 children are on the SEND monitoring list and are review half termly. These children still access additional interventions and in class quality first teaching.



Meet our SENDCO



The SENDCO is Mrs Rachael Tipton

If you would like to contact Mrs Tipton, please call school on **0115 9534577**, you can Dojo Mrs Tipton, or email through to **office@holycross.notts.sch.uk** and your message will be sent through.



Special Educational Needs

At Holy Cross Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

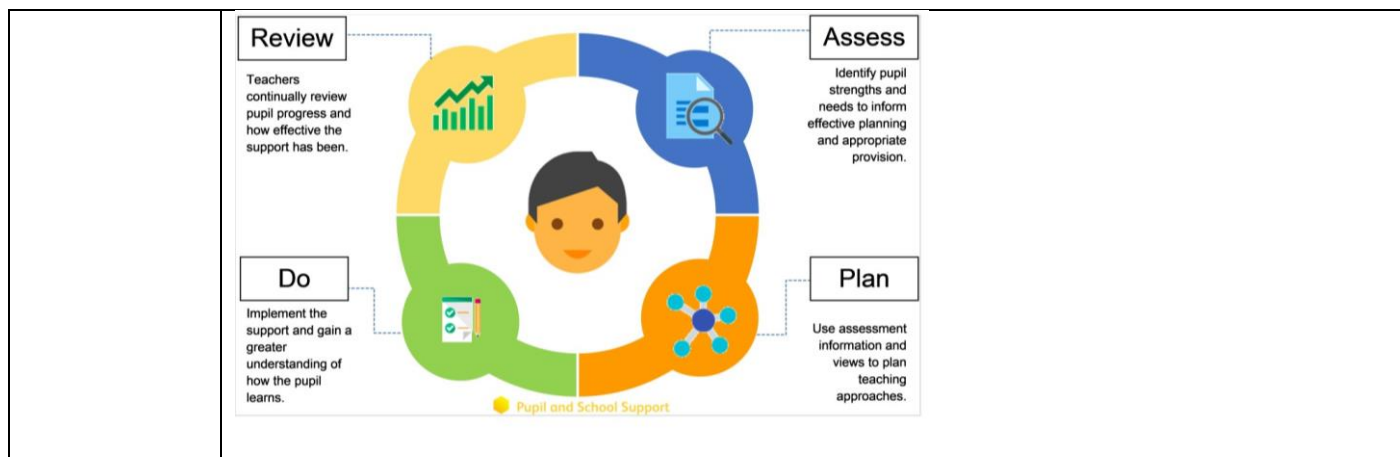
At Holy Cross we work closely as a team and if staff have a concern about a child, they fill in a concern, will arrange a meeting with parents and themselves and discuss concerns with parents. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

After a period of 6 – 8 weeks we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving.

Some children will be monitored using the PIVATS assessment tool, this allows the children who are working at below key stage standards to have small step targets set in lessons to allow them to achieve and begin to work independently.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

Staff can access the Ordinarily Available Guidance (January 2024) to help support children's learning within the classroom.



Our approach to teaching children with SEND

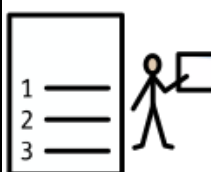
We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.


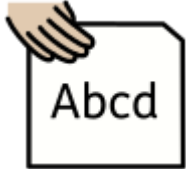
















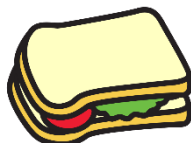
We use the training provided produced by OLOL Multi Academy Trust and the Local Authority to complement our teaching.


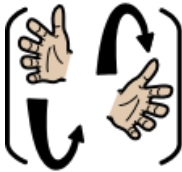












Curriculum adaptations

Visual timetables	Task boards	Peer mentoring
Assistive technology	Talk partners	Peer marking

			
	Self-assessment	Word banks	Positive behaviour
			
	Ear defenders	Timers	Explicit instruction
<p>We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.</p> <p>We also seek advice and equipment from outside agencies as and when the need arises.</p>			
 <p>Parent Consultations</p>	<p>At Holy Cross Primary School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.</p> <p>We hold drop-in sessions every term and Mrs Tipton is available to discuss any concerns in the interim.</p> <p>We are trying to increase the number of coffee morning we hold a year where parents can meet up and support each other in a safe environment. During these sessions we gather parent feedback on SEND provision at Holy Cross, arrange training at the mornings or direct to training courses and support groups and offer opportunities to meet up with outside agencies.</p> <p>For children who have an Education, Health and Care Plan, SEND Support Provision Plan or require specialist support (over and above what is ordinarily available) we will invite you in for 3 further meetings a year in the Autumn, Spring and Summer term (this is usually an optional drop in). These meeting are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings.</p> <p>During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.</p>		
	<p>Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school. We gather pupil views prior to each SEND review with parents, so that children are feeding into their targets and their views on school can be shared.</p> <p>Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.</p> <p>Pupils are given regular opportunities to:</p>		

<div>Child Consultations</div>	<div></div> <div>Self-assess how they are doing</div>	<div></div> <div>Attend meetings and help decide the support needed.</div>	<div></div> <div>Feedback and Review progress/interventions.</div>	
<div><div></div><div>Evaluating Provision</div></div>	<div>Review progress in SLT meetings and discussing next steps.</div> <div>Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.</div> <div>Reviewing children’ individual progress towards their goals at regular intervals, as a minimum every term.</div> <div>Establishing children’s baseline before receiving interventions and reviewing the impact of interventions at regular intervals.</div> <div>Asking our children if they feel the adjustment or intervention is helpful and makes a difference.</div> <div>Monitoring by the SENDCO.</div> <div>Regularly using a tracking tool to update targets and measure progress.</div> <div>Holding termly reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support.</div> <div>Holding annual reviews for children with Education Health Care Plans.</div> <div>Termly</div>			
<div><div></div><div>Staff Training</div></div>	<div>At Holy Cross, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.</div> <div>When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.</div> <div>The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.</div> <div>If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.</div> <div>Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.</div>			
	<div></div> <div>ELSA</div>	<div></div> <div>Art Therapy</div>	<div></div> <div>Support SEND learning with PE</div>	<div></div> <div>The Learning Sandwich</div>

			
Autism (Level 1)	Makaton – Level	Phonics (catch-up)	Interception Training
			
Specific Learning Difficulties	Support children with stress training	Supporting ADHD learners	Speech and Language
			
De escalation	Attachment	Reading for those who struggle	Sensory needs



Transition Support

Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher.

We hold two 'taster' sessions follow in the second half of the summer term in preparation for their September start.

Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.

End of Year transition

When children move up a year, we provide transition sheets which include photos of the teacher, TA and classroom environment.

We hold 2 transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.




Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.



Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

Mid-Year new starters

	<p>When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.</p>
 <p>Outside Agencies</p>	<p>We work with the following agencies to provide support for children with SEND:</p> <p>Educational Psychologist, Communication and Interaction Team, Cognition and Learning Team, Early Help, Speech and Language Therapy, Tackling Emerging Threats to Children Team, Visual and Hearing Impairment Team and Social, Emotion and Mental Health/ Behaviour Support. Dog Therapist Art Therapist</p> <p>We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will call you in for a meeting to share the advice.</p>
 <p>Clubs and Trips</p>	<p>All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.</p> <p>All children are encouraged to go on our trips such as residentials, ski-trips and overnight stays at school.</p> <p>All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.</p> <p>All children are encouraged to apply for roles of responsibility in school e.g. School council, Chaplaincy team, Eco Warriors etc.</p> <p>No child is ever excluded from taking part in these activities because of their SEND or disability.</p> <p>Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.</p>
 <p>Complaint Procedure</p>	<p>Your first point of contact is your child's class teacher.</p> <p>If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Deputy Head or the Headteacher.</p> <p>If you are not happy with the response, then you may contact the governors through the school office.</p> <p>Maria Williams – Chair of Governors Maria Williams – SEND Governor</p> <p>Further information about the complaints procedure can be found on our website:</p>

	https://www.holycrossschoolhucknall.com/wp-content/uploads/sites/10/2024/02/Complaints-Procedure-SCHOOL-FINAL-December-2021-extended-review-date.pdf												
 <p>Nottingham Local Offer</p>	<p>The Nottingham Local Authority Local Offer can be found at https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9</p> <table border="1"> <tr> <td>Ask Us Nottingham</td><td>0800 121 7772</td></tr> <tr> <td>The Autism Education Trust</td><td>0207 903 3650</td></tr> <tr> <td>Bookstart</td><td>0115 804 4431</td></tr> <tr> <td>Dyslexia Diagnosis and Support</td><td>0115 804 4431</td></tr> <tr> <td>CAMHS</td><td>0115 969 1300</td></tr> <tr> <td>SEND Support CIC</td><td>07525437294</td></tr> </table>	Ask Us Nottingham	0800 121 7772	The Autism Education Trust	0207 903 3650	Bookstart	0115 804 4431	Dyslexia Diagnosis and Support	0115 804 4431	CAMHS	0115 969 1300	SEND Support CIC	07525437294
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 <p>Feedback</p>	<p><i>'The headteacher, the Special Education Need Lead and the relevant staff are very interested in learning more about my child's needs and how to help him.'</i></p> <p><i>'I have had 2 children at this school, and my husband and myself can't rate this school highly enough. We are so lucky to have this school for our children'</i></p> <p><i>'Every staff member is kind and has the children's best interest at heart. They have a strong desire to ensure happiness is a top priority. The efficiency of action when I've been in touch is wonderful. Thank you'</i></p>												