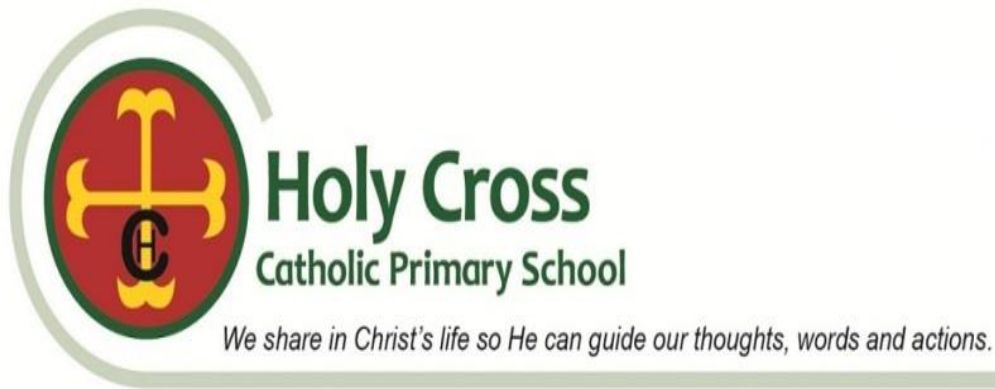




Holy Cross Catholic Primary School

Special Educational Needs and Disabilities (SEND) Information Report

SEND Information Report September 2206

Next review: September 2026

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Introduction

This report outlines the provision for pupils with Special Educational Needs (SEN) at Holy Cross Catholic Primary School. We are committed to providing an inclusive education that meets the needs of all pupils, ensuring they reach their fullest potential. This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report

The Role of the Special Needs Coordinator (SENCO) in School

The person with the day-to-day responsibility for the co-ordination of specific provision made to support individual pupils with SEND is the Special Needs Coordinator (SENCO).

The SENCO is responsible for:

- Coordinating all the support for children with special educational needs and/or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

The SENCO plays an important role with the headteacher and governing body in determining

the strategic development of SEND policy and provision in the school in order to raise the achievement of children and young people with SEND.

This information report will be reviewed by Miss Warren (SENDCo) every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing body.



The Assistant Principal and Inclusion Lead is Mr Hunt and the SENDCo is Miss Warren. They can be contacted through the school office. Telephone: 0121 675 2158 Email: inclusion@holycross-sch.net

Who should I contact if I have a concern?

If you have a concern about your child the best person to talk to, initially, is their class teacher. The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCo know as necessary.
- Writing targets and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Parents and care givers may also contact the SENDCo Miss Warren. She can be contacted through the school office. Telephone: 0121 675 2158 Email: inclusion@holycross-sch.net

If you continue to have concerns, you should speak to the Assistant Principal and Inclusion Lead- Mr Hunt, Head of School – Mrs Gorman or the Executive Principal – Mrs Walsh.

The Head of School is responsible for:

- The day to day management of all aspects of the school, this includes the support for

children with SEND.

The Executive Principal is responsible for:

- Ensuring that your child's needs are met although the responsibility is devolved to the SENDCo and the class teachers.
- Ensuring that the Local Governing Board is kept up to date about any issues in the school relating to SEND.

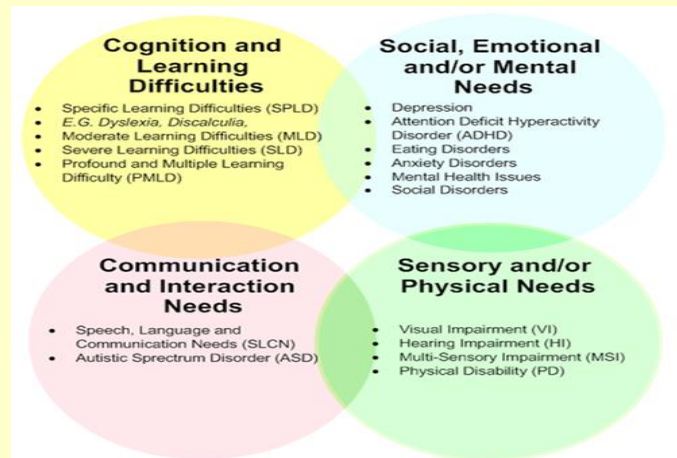
There is also a dedicated link governor for Inclusion, Mr M. Williams, incorporating SEND. The governors are responsible for ensuring that the necessary support is made for any child attending the school who has SEND.

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 and that any concerns can be resolved, however if you still have concerns, you need to raise them through the Academy's Complaints Policy which can be found on the school website.

What kinds of SEND might the children at Holy Cross School have?

Special educational needs and provision can be considered as falling under four broad areas:

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



What needs does the school cater for? What provision is available for pupils?

Area of Need	Provision
Communication and Interaction Supporting External Agencies: Speech and Language Therapist (SaLT) - Speech and Language Therapy Website Communication and Autism Team (CAT) - Communication and Autism Team - Local Offer Birmingham	• High quality teaching • Tasks adapted to the needs of the individual child • Possibility of small group or one to one support • Adaptations to the environment where necessary • Individual targets • Relevant and specific interventions, for example (but not limited to) SaLT groups, 1:1 support, WELCOMM and Social Skills groups. • Use of specialist equipment where necessary
Cognition and Learning Supporting External Agencies: The Language Learning and Strategic Support Team (LLSS) - Pupil and School Support - Local Offer Birmingham	• Quality first teaching-including the use of whole class iPads in Year 6. • Tasks adapted to the need of the individual child • Possibility of small group or one to one support • Adaptations to the environment where necessary • Individual targets • Relevant and specific interventions, for example (but not limited to) pre/post intervention, catch-up, subject specific small group work. IDL Literacy and Numeracy. • Access to additional specialist support as required • Use of specialist equipment where necessary – also known as assistive technology for example (but not limited to) individual laptops, Clicker software, Read&Write and wireless keyboards.
Social, Emotional and Mental Health Supporting External Agencies: Educational Psychologist (EP) - Birmingham Educational Psychology Service (EPS) - Local Offer Birmingham Beacon Behaviour Support - Beacon: Behaviour Support for	• Quality first teaching • Tasks adapted to the needs of the individual child • Possibility of small group or one to one support • Adaptations to the environment where necessary • Individual targets • Relevant and specific interventions, for example (but not limited to) social skills groups, Wellbeing and resilience groups and Brick by Brick. • Access to additional specialist support as required • Use of specialist equipment where necessary

<u>Schools, Teachers and Families</u> Our Place mentoring - <u>Mentoring - Our Place Support</u>	
Sensory and/or Physical needs Supporting External Agencies: Sensory & Physical Support Team (SPST): ○ The Visual Support Team - <u>Vision Support Team - Local Offer Birmingham</u> ○ Hearing Support Team - <u>Hearing Support Team - Local Offer Birmingham</u> ○ Physical Support Team - <u>Physical Difficulties Support Team - Local Offer Birmingham</u> Specialist Medical Teams (e.g. OT, Physio, consultants, nurses, etc.) - <u>Children and Young People's Occupational Therapy Service - Local Offer Birmingham</u> <u>School Health Support Service Website</u>	• Quality first teaching • Tasks adapted to the needs of the individual child • Possibility of small group or one to one support • Adaptations to the environment where necessary • Individual targets • Anticipatory plans • Relevant and specific interventions, for example (but not limited to) sensory circuits, sensory ladders, gross motor groups, fine motor groups and touch typing. • Access to additional specialist support as required • Use of specialist equipment where necessary

Information about additional services that our school can access can also be found on the Birmingham Local Offer page <https://www.localofferbirmingham.co.uk/>

In addition, we support pupils with SEND to engage in activities outside of lessons. All pupils with SEND continue to have opportunities to access extracurricular activities and further learning opportunities, this includes access to after school clubs, school trips and residential.

How do we evaluate the effectiveness of SEND provision?

This support will vary depending on individual pupil need. We regularly review the effectiveness of SEND provision through the Assess, Plan, Do, Review cycle, monitoring pupils' progress towards their outcomes and considering pupil and parent/carer views.

How do we support disabled pupils and ensure accessibility?

Holy Cross is committed to ensuring that pupils with disabilities can participate fully in school life. We make reasonable adjustments according to individual need to support access to the curriculum, the physical environment and information.

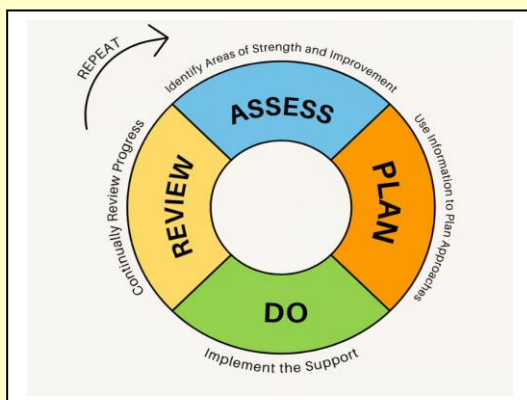
Our school has accessible facilities including ramps, handrails and disabled toilet facilities. Information can also be provided in alternative formats where required.

Further information can be found in our [Accessibility Policy and Plan 2025–2028](#).

How are needs identified in school?

At Holy Cross children are identified as having SEND through a variety of ways including the following:

- Liaison with the previous educational setting
- Tracking information – is the child performing below age expected levels?
- School based assessment
- Concerns raised by parents
- Concerns raised by school staff
- Concerns raised by pupil
- Liaison with external agencies
- Health diagnosis



The Assess, Plan, Do, Review cycle is then followed to identify what level of need the child has and what appropriate provision can be implemented.

Typically, two cycles of intervention are implemented to monitor the child and they are then added to the SEND register, if appropriate. At all points, communication with parents/carers is maintained.

Once a child has been identified as having SEND, a One Page Profile (OPP) is created collaboratively with the child, class teacher and parent/carer. This profile outlines any key information linked to diagnoses or need, likes/dislikes, ways to support the child and sets targets that are reviewed three times a year.

The One Page Profile (OPP) is a working document that can be shared with any staff member that is supporting your child. It clearly outlines where your child most needs support, as well as acknowledging their interests.

The targets are reviewed around each half term holiday by class teachers. These are then sent home to parents to provide their parental views and comments. Pupil voice is captured by the class teacher in school. Parents will also be provided with the additional termly opportunities to discuss these with the SENDCo.

The class teacher will meet with parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.

If your child is on the SEND register parents will have additional opportunities throughout the year to meet with the SENDCo. For example, through review meetings and drop in sessions. For further information, the SENDCo is available to discuss support in more detail.

The level of support a child may need on the SEND register can be identified using the Graduated Approach. There are three levels to the Graduated Approach – **universal provision** (accessible for all children/ordinarily available), **targeted provision** (small group working, targeted support for the child) and **specialist provision** (engagement of external agencies, 1:1 specialist support). At Holy Cross Catholic Primary School, we also have a **High Needs** level for those children who may have a SEN Support Provision Plan (SSPP) or an Education Health and Care Plan (EHCP.)



SEN Support Provision Plan (SSP)

An SSPP is a document developed for use within Birmingham. They are particularly useful for demonstrating the provision in place for a child where the needs are complex and require multi-agency involvement, but where the provision does not initially require an EHCP to support delivery within a mainstream setting (in the short term.)

Education Health and Care Plan (EHCP)

An EHCP is a statutory (legal) document which details the education, health and social care needs of a child. It details what is needed in their setting, beyond that which the school or setting can provide. We like to describe them like a 'passport' to your child's education.

Both SSPPs and EHCPs carry additional funding as agreed by a panel within the Local Authority. They are reviewed annually, and your child's OPP targets will be set in line with the long term outcomes outlined in your child's plan.

The level of need and provision that your child may have, will be reviewed regularly and in collaboration with your child, you and the staff who work most closely with your child.

Who will oversee, plan and work with my child?

Our SENDCo oversees all support and progress of any child requiring additional support across the school.

The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.

There may be a Teaching Assistant (TA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

How will the curriculum be matched to my child's needs?

All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. This is usually done using scaffolds, such as:

- Writing frames
- Word banks
- Instructional checklists
- Written examples
- Tabletop print outs

This helps provide more individualised support so all children can achieve the same outcome. Where necessary, the task may be differentiated to support the ability of the child.

The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

How will I know how my child is doing and know how to support them at home?

We offer an open door policy where you are welcome to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

As a school we measure children's progress in learning against national expectations and age related expectations. We also use the Birmingham Language & Literacy and Maths Toolkit to measure smaller steps of progress and set targets for those children with a cognition and learning need.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry through to Year Six, using a variety of different methods.

Children who are not making expected progress are picked up through pupil progress meetings with the class teacher, Assistant Principal for Inclusion and Head of School. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

How will my child be able to contribute their views?

At Holy Cross we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the Junior Parliament which has an open forum for any issues or viewpoints to be raised.

Pupils, who have individual targets put in place, discuss and set their targets with their class teacher.

Pupils with SEND Support provision plans and EHC Plans also complete an annual pupil questionnaire where we actively seek the viewpoints of children.

What training have the staff supporting children with SEND had or are currently having?

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on specific areas of SEND such as ASC, Dyslexia, ADHD, Speech and language difficulties, etc.

- Individual teachers and support staff attend training courses led by outside agencies where needs arise that are relevant to specific children in their class e.g. from the Communication and Autism Team (CAT), Education Psychology (EP), Language Learning Support Service (LLSS) Sensory Support Services (SSS).

Over the last 12 months all staff in school have received the following training:

- Child protection training
- Asthma training
- Epi-pen training
- Safeguarding
- Clicker training
- Training in delivering reading and spelling/phonics programmes
- Level 1 Autism Training
- Adaptive teaching
- Assistive technology as a whole class approach
- Sensory Ladder training
- The impact and importance of One Page Profiles (OPP)

In school we also have some staff trained in:

- ASC Lead Practitioner training
- Qualified first aiders
- Social skills group
- Hearing Impairment training
- Peer tutoring

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

The SENDCo will work closely with any external agencies that we feel are relevant to individual

children's needs within our school including:

- A Lead Practitioner for ASC
- Educational Psychology Service
- Communication and Autism Team
- The Language Learning and Strategic Support Team
- Speech and Language Therapy (provided by Health but paid for by the Local Authority)
- School Nurse
- Occupational Therapist
- The Sensory and Physical Support Team – Hearing Support Team, Vision Support Team and Physical Difficulties Support Team
- Compass mental health services
- Social care
- Health Professionals

Information about additional services that our school can access can also be found on the Birmingham Local Offer page <https://www.localofferbirmingham.co.uk/>

Who can I contact for support outside of school?

In Birmingham, parents and families of children with SEND can access a service called Special Educational Needs Information Advice and Support Services – SENDIASS:

Birmingham Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS) - <https://www.birminghamsendiass.co.uk/>

This service will support and advise families with impartial, confidential, accessible and free information and communication for a range of subjects, including:

- Assessment processes for EHCP's
- Information about the support available in nurseries, schools and colleges
- Social Care and Health issues that relate to education
- Individual casework and support in preparing for and attending meetings
- Advice and representation through appeals and complaints processes, if appropriate. SENDIASS can be contacted via telephone - **0121 303 5004** or email – sendiass@birmingham.gov.uk and their website address is: <https://www.birminghamsendiass.co.uk/>
- Compass Support – Sutton Coldfield's Early Help Hub <https://www.compass->

How will the school support my child moving between phases and preparing for adulthood?

We aim to make times of transition as easy as possible for the children and young people in our school. We encourage all new children to visit the school prior to starting. This will give them the opportunity to meet their class teacher and peers and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We may also visit them in their current school.

When starting at our school we:

- Meet with the child or young person and their parents to talk about their needs and answer any questions about our school. This includes a home visit in Reception.
- Correspond with staff at the child or young person's previous school or setting.
- Read reports from people who have worked with the child or young person.
- Arrange visits to our school so the child or young person gets to see it before they start properly e.g. through a 'shared lunch' and story time.

When moving to a new year group we:

- Introduce the child or young person to their new teacher individually.
- Provide the children with the opportunity to spend a day in their new class, with their new teacher (hand over day) at the end of the summer term.
- We write social stories with children if transition is potentially going to be difficult.
- Depending on the individual needs, we provide the child or young person with an updated transition book that has photographs of the key staff and areas around school to look at during the school holidays.
- Talk to the child or young person and their family so we can answer any questions they may have about the new year group.
- Give any adults working with the child or young person a copy of any relevant paperwork, such as OPP, describing the things that help to support them in school.

When moving to a new school we:

- Review and update the child's One Page Profile (OPP). If the child is on a SSPP or EHCP, invite the new school to a Person Centred Review (PCR) meeting to review the current plan.
- Talk to key staff at the new school about things that help the child or young person to

learn well and be happy at school.

- Arrange extra visits to the new school with a member of staff from our school if that is what the child or young person wants/needs.
- Talk to the child or young person and their family so we can answer any questions they may have about the new school.
- Transfer relevant documents.
- At our 'feeder' secondary school, Bishop Walsh, they run a programme specifically tailored to aid transition for the more vulnerable pupils. The SENDCo at Bishop Walsh is Miss A. Fraser. She can be contacted through enquiry@bishopwalsh.net.
- Other local secondaries can be found on the Local Offer website under the parents/carers tab: [Home - Local Offer Birmingham](#)

Where can I find Birmingham's local authority's local offer?

Birmingham's Local Offer can be found at <https://www.localofferbirmingham.co.uk/>