

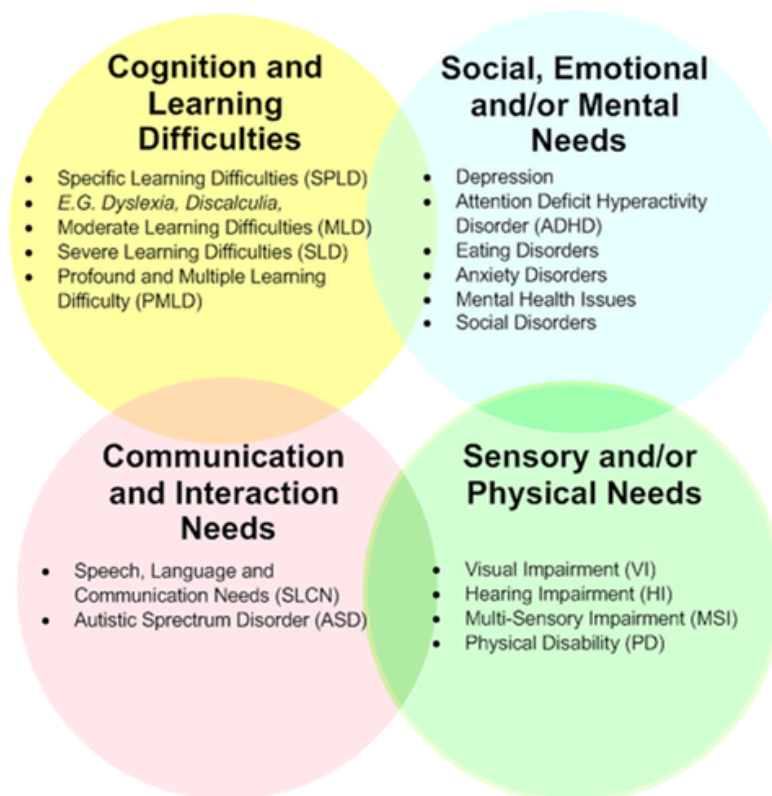


Holy Cross Special Educational Needs and Disabilities (SEND) Information Report 2024-2025

1. 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



2. How are children with SEND identified and assessed?

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/carers. 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 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, and a meeting (additional or in line with Parents' Evening) will be arranged with your child's class teacher to review the targets and provision, and agree next steps. The targets are then updated following this review.

The other information on the OPP has a big review in the summer term. This is to ensure information sharing for transition is up to date and relevant. Where changes are needed throughout the year (e.g. a new diagnosis, trigger, way to support, etc.) these can be discussed at each review point.

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.)

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.)

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.

3. What needs does the school cater for? What provision is made for pupils with these needs and how does the school know that the provision works?

Area of Need	Provision
<p>Communication and Interaction</p> <p><u>Supporting External Agencies:</u></p> <p>Speech and Language Therapist (SaLT)</p> <p>Communication and Autism Team (CAT)</p>	<ul style="list-style-type: none"> • 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, TalkBoost, Social Skills groups • Use of specialist equipment where necessary
<p>Cognition and Learning</p> <p><u>Supporting External Agencies:</u></p> <p>Pupil and School Support (PSS)</p>	<ul style="list-style-type: none"> • Quality first teaching • 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 • Access to additional specialist support as required • Use of specialist equipment where necessary - also known as assistive technology
<p>Social, Emotional and Mental Health</p> <p><u>Supporting External Agencies:</u></p> <p>Educational Psychologist (EP)</p> <p>Beacon behaviour support</p> <p>Our Place mentoring</p>	<ul style="list-style-type: none"> • 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, nurture groups, emotions coaching • Access to additional specialist support as required • Use of specialist equipment where necessary
<p>Sensory and/or Physical needs</p> <p><u>Supporting External Agencies:</u></p> <p>Visual Impairment specialist team (VI)</p> <p>Hearing Impairment specialist team (HI)</p> <p>Physical Difficulties Support Service (PDSS)</p> <p>Specialist medical teams (e.g. OT, Physio, consultants, nurses, etc.)</p>	<ul style="list-style-type: none"> • 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, gross motor groups, fine motor groups • Access to additional specialist support as required • Use of specialist equipment where necessary

This support will vary depending on individual pupil need. We will review whether the provision is working through regular monitoring, progress with achieving outcomes, pupil/parent voice.

4. Who do I contact if I have got 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.

In our school we also have a Special Educational Needs and Disability Co-ordinator, known as the SENDCo. The SENDCo in our school is our Assistant Principal Miss Turner. She can be contacted through the school office. Telephone: 0121 675 2158 Email: inclusion@holycross-sch.net

The SENDCo 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.

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the 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.

5. 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), Sensory Support Services (SSS), etc.

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

- Child protection training
- Asthma training
- Epi-pen training
- Safeguarding
- Lexia Training
- Training in delivering reading and spelling/phonics programmes
- Level 1 Autism Training
- Adaptive teaching
- Assistive technology as a whole class approach
- The impact and importance of OPP

In school we also have some staff trained in:

- SEND Co-ordination - Our SENDCo is fully qualified and accredited.
- ASC Lead Practitioner training
- Qualified first aiders
- Social skills group
- Hearing Impairment training
- Peer tutoring

6. Who will oversee, plan, work with my child and how often?

- 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.

7. Who will explain this to me?

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.

For further information, the SENDCo is available to discuss support in more detail.

8. 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 to help 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.

9. How will I know how my child is doing and how will you help me to support my child's learning?

- 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.
- If your child is on the SEND register they will have individual targets put in to place, on a OPP, to support their needs. These will be discussed and reviewed, with staff, parents and pupils, on a termly basis. The targets set are SMART (Specific, Measureable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- 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.
- When the children's targets are reviewed the impact of the interventions are recorded.

10. 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 School Council 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.

11. What arrangements are made by the Academy Committee for dealing with complaints concerning the SEND provision made at the school?

There is a clear stepped approach that parents should take when making a complaint. This is outlined in our school Complaints Policy, which can be found on our school website: www.holycross.sch.net

12. 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
- Pupil and School Support
- Speech and Language Therapy (provided by Health but paid for by the Local Authority)
- School Nurse
- Occupational Therapist
- Physical Disabilities Support Service
- 'Our Place' Community Hub-Mentoring service
- 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/>

13. Who can I contact for support outside of school?

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

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

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 EHCPs
- 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

Their website address is: <https://www.birminghamsendiass.co.uk/>

- Compass Support - Sutton Coldfield's Early Help Hub
<https://www.compass-support.org.uk/our-services/early-help-compass-support/>

14. How will the school prepare and support my child when joining the school and transferring to a new year group or school?

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 OPP. If the child is on a SSPP or EHCP, invite the new school to a 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.

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

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