



**HOLY CROSS CATHOLIC PRIMARY SCHOOL**

Company No: 07696905

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**Learn, Grow, Love, Live**

<p><b>Special Educational Needs / Disability (SEND) Report to Governors for Parents Academic Year 2024-2025</b></p>
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At Holy Cross Catholic Primary School, we  
learn about ourselves and about the world.

We grow in faith,

we act with kindness, generosity and love to ourselves and others.

We live life to the full and have a future full of hope.

## SCHOOL PROFILE

### School Details:

Address: Queens Drive, Swindon, SN31RY

Phone Number: 01793 527679

Email Address: [admin@holycross.swindon.sch.uk](mailto:admin@holycross.swindon.sch.uk)

Headteacher: Mrs S Dowdeswell

SENDCo: Mrs E O'Neill

Assistant SENDCo: Miss M Silva

Age Range: 4-11yr

DfE Designation: Swindon 866

### About Us:

At Holy Cross, our Catholic faith is central to all that we do. Our curriculum, our moral values and our relationships stem from gospel values so that our children are reminded of God's loving presence in all that we do.

### Our School:

School capacity 420

Number of pupils on roll – 393

2 form entry for yr R to yr 6

### Our Inclusion Offer:

Our aim when designing the Holy Cross Curriculum was to provide a child-centred framework that would deliver unique and diverse opportunities for all of our pupils. We want to inspire a lifelong passion for learning and a desire within our pupils to explore and connect with their immediate world whilst promoting curiosity in all they have yet to discover. We search to exploit every opportunity for children to grow, explore and succeed as happy and ambitious individuals in a community where they have a voice and a sense of belonging and we strive to provide a challenging and engaging learning environment: an environment that encourages children to question, problem-solve, collaborate and imagine. We work hard to provide opportunities for our children to view the world from different perspectives, to explore and connect with the natural environment, and to have an innate wish to 'know more' and 'understand more'.

We are a mainstream school who can provide support for pupils on SEN support plans and children with EHCPs.

### Additional Information:

Website: <https://www.holycross.swindon.sch.uk/>

OFSTED: 07/2023 Good

The number of pupils with SEND at Holy Cross is below the National averages. Compared to the previous year, pupils with an EHCP or have SEN support has increased. Many of the pupils with EHCPs have significantly higher needs. This is reflected in pupils with bespoke levels of top up funding.

SEN support figures are significantly lower than nationally. At Holy Cross we focus on high quality teaching that is differentiated and personalised which will meet the individual needs of the majority of children and young people. Reasonable adjustments are made for pupils where needed, such as using a visual timetable or breaking work down into small sections.

## 2. PROGRESS MADE BY PUPILS WITH SEND

Children with SEND are part of a group of learners who are vulnerable to underachievement. Many factors contribute to learning being challenging such as lower entry points, working memory and processing difficulties and environmental issues. Holy Cross Primary School is dedicated in 'Closing The Gap' between children with SEND and their peers. We therefore track SEND pupils against national expectations as well as their smaller objectives in their Pupil Plans.

*'Teachers adapt activities so that pupils with SEND can follow the same curriculum as their peers.'* OFSTED: 07/2023

Maths is a strength for pupils with SEND due to its structured and logical nature, visual learning aids, and less reliance on language. Many pupils with SEND face challenges in reading and writing, such as language processing issues, working memory problems, and limited vocabulary.

At Holy Cross, targeted interventions support maths learning, while the Little Wandle phonics scheme is helping to improve reading. Writing progress is a focus, with curriculum changes making it more immersive and vocabulary targeted in each topic. Further CPD is planned to improve teachers' support for pupils with working memory and attention difficulties.

Where some children with SEND do not make the expected progress additional support and guidance is being sought through outside agencies such as CLASS (cognition and learning advisory support services).

Attendance is closely monitored, and when necessary, we work closely with families to provide the support they need. This may involve the early help process and collaboration with external agencies, such as the School Nurse and Family Support Worker.

Our ELSAs have had training on how to support children whose attendance is a concern. The SENDCo supports parents and the Early Help Hub also provides support or signposting.

## 3. IDENTIFYING PUPILS WITH SEND

A pupil has SEN (special educational needs) if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers. Widens the attainment gap

The Teacher and SENDCo will draw on several sources to make these assessments:

- Information from previous school
- Teacher referrals
- Parent referrals
- Referral from an outside agency

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When a concern is raised, assessment of need will be explored using Swindon's Core Standards Needs Checker. This provides a comprehensive profile of the child's needs which may be found in more than one area.

*'There are clear systems in place for identifying pupils with special educational needs and/or disabilities (SEND).'* (OFSTED: 07/2023)

### Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns

### Assessing and reviewing pupils' progress towards outcomes

Following the Swindon Core Standards, we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- 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
- The pupil's own views
- Advice from external support services, if relevant
- Progress of pupils with an EHC Plan is formally reviewed at an annual review with all the

adults involved with child's education. The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## 4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

- Holy Cross Primary follows the new Swindon Core Standards for SEND, which outlines the expected provision for children and young people with SEND.
- 'My Plans' continue to be developed which capture achievement towards targets which are shared with parents.
- The Core Standards outlines how we target support for pupils with SEND
- 3 pupils received EHCPs (Education, Health and Care Plan).
- We were successful in increasing the funding for pupils with an EHCP to help meet need.
- All annual reviews for pupils with EHCPs were completed.
- Transition for pupils to new settings took place, including in-year transfer for pupil with an EHCP coming to Holy Cross.
- Transitions for pupils with SEND to year R took place
- Transition for vulnerable pupils to new classes took place.
- X2 EP planning meeting
- X1 SALT planning meeting
- X1 Assistant EP planning meeting
- X2 Cognition and learning advisory teacher planning meetings
- SENDCo's from Secondary setting attended Annual Reviews for yr 6 pupils
- SENCO carried out lesson observations of LSPs working with High Needs Pupils

- Families invited to Developing Healthy Habit presentation led by Assistant Educational Psychologist.
- SENDCO available to meet with parents during Parent evening to discuss their concerns – several parents took up the offer.

*‘Leaders are developing effective systems to involve parents, carers and pupils in the review of targets and to evaluate the impact of support.’ (OFSTED: 07/2023)*

## 5. SEND FUNDING

Funding is mapped for students with EHCPs via the annual review process, a request to increase the funding levels for 2 pupils was successful.

Support for students is allocated to students who have EHCP funding, we have a statutory responsibility to fulfil the provision that is described in an individual’s EHCP, this is closely monitored and funding discussed at least annually. Provision for SEND students closely follows need. It has been identified that there is a growing need in the areas of communication and interaction and there continues to be an increase in need of mental health.

Teaching assistant numbers have fluctuated throughout the year due to illness, retirement and pregnancy. By the end of the academic year we had 15 Teaching assistants, 3 of whom are HLTA (Higher level Teaching Assistants) and 2 are SEN specialist TAs.

The TA team predominantly support students with EHCPs and pupils with high needs through high needs funding. They also offer a range of provisions including in-class support. Recruitment of TAs continues to be a challenge.

The school’s SEND funding is overseen by the SENDCO and the Head. The funding is spent through the deployment of TAs and external support staff such as Educational Psychologists, assistant Educational Psychologist, Advisory Teachers for cognition and learning and the SEMH team. Funding is also allocated in ensuring that effective staff training and differentiated resources are provided through department capitation.

At Holy Cross we have recognised that there has been a need to increase the support required for children’s mental well-being. As a result, we employ two ELSA’s (Emotional Literacy Support Assistants) to be available to support children in the afternoons. This has allowed us to support children across the school with emotional needs. The demand for ELSA continues to grow at a rapid pace. At Holy Cross, the SEMH lead supports the well-being of both pupils and staff through assemblies and CPD sessions. In addition, we buy in the Educational Psychologist service and assistant Educational Psychology service, as part of the graduated response it is important that we can access specialist support in order to identify more complex needs in our pupils.

## 6. STAFF DEVELOPMENT

The staff development that has been offered on SEND which includes:

Care Plans, asthma, epi-pen training whole school – delivered by the school nurse

SEND training for TAs ADHD, Cognition and learning.

Support from the SENCO in planning support for SEND support in class and interventions.

SALT support for TAs working pupils with complex communication and interaction difficulties.

ELSAs attended training sessions and regular supervision sessions with the Educational Psychologist

ELSAs worked with assistant educational psychologist

SENDSCO led staff meeting on the Graduated Response and implementing My Plans

SENDSCO attended Swindon SENCO network meetings – update on SEND in Swindon- TEAMS

SENDSCO visits to settings to help develop current practice

SENDSCO attended SENDCo cluster meetings.

SENDSCO met with SEN TAs weekly.

Training for phonics on going – includes phonics for pupils with SEND.

On going training for TAs – included training by Cognition and learning advisory teacher on supporting children with writing, phonics, ADHD, 1:1 training sessions from SALT outreach.

Support/advice from Brunel ASD outreach team.

Support/advice from Crowdy's School outreach team.

*'Leaders ensure that staff receive the training they need.'* OFSTED: 07/2023

## 7. WORK WITH EXTERNAL AGENCIES

At Holy Cross use is made of teachers and facilities from outside the school including links with support services for special educational needs. This is dependent upon the needs of the children. Currently we receive support from:

- Educational Psychologist (EP)
- Speech and Language Team (SALT)
- School Nurse Services
- SEMH Behaviour Support Team
- Targeted Mental Health- BeU
- Visual Impairment
- SASS Swindon Autism Support Service
- Children's Services
- Physiotherapist
- Hearing impairment
- Early Help Hub
- CLASS (Cognition and Learning Advisory Support service)
- Occupational Therapy
- Advisory Service for Physical Disabilities and Complex Health Needs
- SEND Families Service (SIAS)
- Branches

As a school, we value the links we have with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with special educational needs.

There continues to be pressures on many of the services which impacts on the specialist advice and support for children. Accessing assessments by SALT continue to be a challenge as the demand is high. Children with EHCPs are prioritised by SALT.

Where the Early Help Hub have been involved, they have been useful in providing additional support at home and signposting parents for support. Some of our parents have attended courses on Managing Challenging Behaviour and the feedback has been positive.

The Early Help have provided valuable support for families with the Family Support Workers.

*'Leaders work with external agencies to support those with the highest level of need.'* OFSTED: 07/2023