



Holy Cross Catholic Primary School
SEND Information Report 2025-2026

Holy Cross Catholic Primary School
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All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

Children and young people, with SEND are allocated school places in two separate & distinct ways:

Those children and young people with Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.

Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School both if your child has an Education Health Care Plan, or if he/she has special needs but does not have an Educational Health Care Plan, can be found using the following link:

<https://www.iow.gov.uk/schools-and-education/school-admissions/>

What are Special Educational Needs?

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her, namely provision different from or additional to that normally available to pupils of the same age.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions behaviour or ability to socialise, for example they struggle to make friends (SEND Code of Practice, 2015)

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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.

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. (p96 Code of Practice, 2015).

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their:

- behaviour or ability to socialise, for example they struggle to make friends
- reading and writing, for example because they have dyslexia
- ability to understand things
- concentration levels, for example because they have attention deficit hyperactivity disorder (ADHD)
- physical ability

<https://www.gov.uk/children-with-special-educational-needs>

There are four broad areas of need:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autistic Spectrum Condition (ASC), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to

profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

How will staff support my child?

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 using the 'Assess, Plan, Do, Review' model. Mrs Bloomfield (SENDCO) will closely monitor all provision and progress of any child requiring additional support across the school. Support will depend on the identified level of need, but could include, for example:

- Specific Interventions for literacy, numeracy, social skills, motor skills.
- Adapted teaching
- Practical provisions such as: writing slope, overlays, dyslexic friendly font
- We will liaise with relevant external professionals, such as; Occupational Therapy (OT), Speech and Language Therapy (SALT), Educational Psychologist (EP), Specialist Education Services.
- Liaison between class teacher/parents/carers/ Child/ SENCO/ Headteacher

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:

Holy Cross Catholic Primary School	Staff	Summary of responsibilities
1. Who are the best people to talk to in the Early Years setting about my child's development needs?	Mrs Sarah Wild	Responsible for: • Early Years / Pre-School link
1a. Who are the best people to talk to in the school about my child's difficulties with learning/ Special Educational Needs/Disabilities (SEND)?	In the first instance the Class Teacher	Teachers are responsible for: • Adapting the curriculum to ensure access and progress for all pupils • Managing resources and support staff to ensure progress for all pupils • Assessing and recording progress to feed into whole school data • Recording and reporting on progress of children to their parents • Writing and reviewing 'Pupil Passports' (Assess, Plan, Do Review Plans, previously known as Individual Education Plans- IEPs) on a termly basis • Writing Annual Review School Reports
	Mrs Wendy Bloomfield SENDCo	Responsible for: • Overseeing the day-to-day operation of the school's Special Educational Needs & Disability (SEND) policy • Ensuring children identified as having Special Educational Needs (SEN) receive the correct support • Co-ordinate, oversee and evaluate the provision for children with SEND within the mainstream setting • Ensure all statutory requirements of Education Health Care plans are met, including Annual Reviews • Liaise with teachers/ parents/carers and families of children with SEND • Liaise with external professionals and services including Local Authority and Health

		• Contribute to in-service training for staff • Designated Teacher for Looked After Children (LAC) • Inclusion lead
	Mrs Lucie Banks Headteacher	Responsible for: • Wellbeing and safety of all pupils • Ensure that the school is delivering high quality provision and securing the best outcomes for pupils • Ensuring best possible progress and accessibility for all pupils to a broad and balanced curriculum • Monitoring the quality of teaching and learning for all pupils • Monitoring and reporting on progress and achievement for all pupils • Family liaison and support for inclusion of all children across the school • Either lead professional, or group member, for families subject to Common Assessment Framework (CAF)/Early Help Assessment (EHA) and Team Around the Family (TAF) meetings • Designated Safeguarding Lead (DSL)

HOW COULD MY CHILD GET HELP IN HOLY CROSS CATHOLIC PRIMARY SCHOOL:

Children and young people in Holy Cross will get support that is specific to their individual needs. This may be provided by one or a number of people/agencies, the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as Specialist Outreach Services (SOS) or Sensory Support Team (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service and Behaviour Support from the Primary Behaviour Service (PBS)

	Types of support provided also showing the stage of the SEND Code of Practice children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
2. What are the different types of support available for children and young people with SEND in this school?	All children: Quality First Teaching (QFT)	• QFT is universal to all children in the school. In the first instance, children will have their learning needs met through this support. • QFT uses a combination of varied materials aimed at your child's level that enable your child to make progress. • Exciting, curriculum opportunities with appropriate levels of challenge for all children. • A wide range of curriculum enrichment opportunities such as trips, visits, visitors and workshops.	All children at Holy Cross Catholic Primary School.
	All children: The school has a range of interventions including, for example: • Additional Phonics sessions • Reading Intervention • Communication /Interaction	• If a child is identified as not making expected progress (via pupil progress meetings), they will be put forward for a block of intervention. Access to these interventions will be made in	Children who have been identified as not making expected progress.

	• Social Skills groups • 1:1 Speech Programmes	conjunction with the Class Teacher, SENDCO, and Headteacher.	
	All children: Social and Emotional Needs: • Targeted intervention • Via referral through CAF/EHA to external counselling support e.g. CAMHS (Children & Adolescent Mental Health Services) and Barnardo's • Referral to Youth Trust is not currently available to schools	• We offer support for children's emotional well-being and mental health through intervention in school or by referral to outside agencies. Children who need this support will be discussed with the SENDCO, Headteacher and the class teacher.	Children identified by the school with social, emotional or mental health needs.
	Any child who has been highlighted as having a physical need.	• Motor skills support • Access to programmes to support identified needs such as Occupational Therapy/ Physiotherapy • Advice and guidance is sort and acted upon to meet the needs of pupils who have significant medical needs.	Children at SEN Support Children or with EHCPs. Any child diagnosed with a sensory and/or physical needs.
3. How can I let school know I am concerned about the progress of my child in school?	• Your child's current class teacher should always be your first point of contact. Teachers are happy to speak informally to parents at the end of the school day or by mutual arrangement at a later date. • There are timetabled opportunities during the academic year for parental consultation meetings, which include progress information, with a full school report published at the end of the year. • If, after speaking to your class teacher you still have concerns, then parents can contact the SENDCO – Mrs Bloomfield or Headteacher, Mrs Lucie Banks		
4. How will the school let me know if they have any concerns about my child?	• In the first instance, your child's class teachers will inform you if they have any concerns about your child. They will usually arrange to meet with you, or they will ask the SENDCO/Headteacher to discuss how we can support your child.		

5. How is extra support allocated to children and young people and how do they move between the different levels?	- The progress of all pupils is reviewed regularly through the year via pupil progress meetings. Class teachers, SENDCO, Headteacher will carry out these reviews and extra support or intervention, in addition to that available to all, will be allocated where appropriate. Children with extra support allocated, subject to intervention, or in receipt of Pupil Premium funding will be carefully monitored to ensure that they make good progress. - Extra support or intervention will be reviewed at least termly to assess impact on a child's progress. If progress is not evident, strategies will be reviewed.	
6. What specialist services are available at or accessed by the school?	A. Paid for centrally by the Local Authority but delivered in school	- Speech and Language Therapy support for children with an EHCP detailing a speech, language or communication need - Speech and Language Therapy drop in sessions available to staff during the year - Hearing Impaired Service – Teacher of the Deaf - Visual Impaired Service – Teacher of Visually Impaired - Educational Psychology Service (for pupils undergoing statutory assessment) - Regulation and Engagement Support Team (REST)
	B. Provided and paid for by the Health Service but delivered in school	- School Nurse - Speech and Language Therapy Service (for Reception Year group) - Occupational Therapy - Physiotherapy
7. How are staff in the school supported to work with children with a SEND?	- All our staff have been trained in the specialist interventions they deliver to children with SEND - All staff have access to the Local Authority's training and development programme which runs a number of courses linked to SEND. This is supported from the school budget. - All staff have training during the year to update them on SEND issues, and provide them with tools to support SEND children in the classroom	
8. How will activities/teaching be adapted for my child with learning needs?	- Holy Cross Catholic Primary is a fully inclusive school. Teaching will be adapted by the class teacher to meet the needs of your child and the level they are currently working at. It is the responsibility of your child's class teacher to ensure the curriculum is fully inclusive for all children to progress and achieve. - Should any specialist equipment or arrangements be required, this will be provided by the school to the best of its ability to support your child.	

How will the curriculum be matched to my child's needs? How will I know how my child is doing and how will you help me to support my child's learning?	• Parents will be kept informed by the parent/teacher meetings which take place in the Autumn and Spring term. There is also the offer of an additional parent/teacher meeting in the Summer term, for those who feel it is necessary. • If parents require more frequent meeting these can be made by prior arrangement with class teachers. Records will be kept by the class teacher and the SENDCO of progress and achievements through the year. • The teacher may communicate through the Reading Record, and in a Home/School communication book if applicable (for some children, parents and teachers can communicate with each other in a written form). • The school provides opportunities in addition to the scheduled parent/teacher meeting to inform parents on a range of educational issues linked to learning, core skills and progress. • If your child needs support at home, the class teacher will advise you on how this may best be achieved.
9. How will the school measure the progress of my child?	Your child's progress is assessed at three points during the year and discussed in pupil progress meetings with the Senior Leadership Team (SLT), which includes the SENDCO. The SLT and the class teacher will first review the approaches being used within the classroom. If additional support is required, this will be provided through in-school interventions or referral to outside agencies. Progress is the crucial factor in determining the need for additional support. Adequate progress is that which: • Narrows the attainment gap between pupil and peers • Prevents the attainment gap widening • Is equivalent to that of peers starting from the same baseline • Equals or improves upon the pupil's previous rate of progress • Ensures full curricular access • Shows an improvement in self-help and social or personal skills • Shows improvement in the pupil's behaviour A system of Assess, Plan, Do, Review will be in place, which revisits the progress of pupils and the impact of any additional intervention if this has been put into place. Class teachers will write Pupil Passport documents which will be used to assess, plan, do and review progress of children on the SEND register.
10. What is the pastoral, medical and social support available in the school?	The school has a broad range of pastoral, medical, and social support available to children and families, these include: • Access to School Nurse • Self-esteem groups • Teaching of the School Values and the Personal Development Learning curriculum • Social skills groups

What support will there be for my child's overall wellbeing? What support is there for behaviour, avoiding exclusion and increasing attendance? What approaches are used to manage behaviour?	• Celebration Assembly weekly • Breakfast club • After school clubs • Structured rewards linked to personal rewards and school Dojo system • The Senior Attendance Champion, Mrs Kerrie Margetts, oversees attendance Support for Behaviour The school has a published policy for Behaviour (see website). This incorporates a reward system for promoting positive behaviour and a stepped approach in dealing with negative behaviour. A restorative justice approach is used for specific pupils, where appropriate. A wider school ethos supports positive behaviour by providing: • A broad and balanced curriculum for all pupils • Enrichment opportunities (trips, visits, visitors, workshops etc) • Individual Behaviour Support Plans, if required • Modified timetable or access to an alternative provision, if appropriate Zones of Regulation is being used throughout the school, so every child is familiar with the terminology used. The results in children being able to understand their emotions and the best strategies to be able to regulate them. The Regulation and Engagement Support Team (REST) has replaced the Primary Behaviour Service. By providing early, targeted support through a child-centred approach, the service aims to: • remove barriers to learning • help children get the most from their education • reduce exclusion for children without an Education and Health Care Plan (EHCP). The school has an Attendance Policy (see website). We will challenge the behaviour of those pupils and parents who give low priority to attendance and punctuality.
11. What support does the school have for me as a parent of child with	Holy Cross Catholic Primary is a fully inclusive school. The parents are seen as the primary educators, and as such, the school encourages parents to take a full and active part in helping to develop their own children's learning, health and wellbeing. With regard to SEND, advice and support are available through discussions with

a SEND? How are children with SEND currently involved in their education?	teachers, SENDCO and the Headteacher. We offer Early Help Assessments to those families that meet the criteria. Children are involved in an age-appropriate manner. All children are encouraged and supported to know what it is they need to do to improve and make progress. This is achieved in a variety of ways through teachers talking to children about their individual short, medium and long-term targets and providing feedback to children through dialogue and marking.
12. How does the school manage the administration of medicines?	We are able to administer medication to your child in accordance with the school's policy (see the website for the policy on Supporting Pupils with Medical Needs).
13. How accessible is the school environment? (Including after school clubs and school trips)	The school has access for wheelchairs in most areas of the school. Doors may need to be held open by an additional person in some areas of the school. Classrooms could be reallocated from first floor to ground floor, if required. The school has one disabled access toilet. All pupils regardless of disability are actively encouraged to participate in all school activities, as far as is reasonably possible, including school visits and suitable after school opportunities.
14. How will the school support my child when they are leaving? How will the school support my child when they are moving to another Year?	For all children, transitions are key points. For SEND pupils, it is even more important that these are carefully managed. • EYFS lead makes direct links with parents, nursery and preschool providers prior to induction for Reception children. All children allocated a place at Holy Cross Catholic Primary School are encouraged to attend 'Stay & Play' days before entry the following Autumn Term. Any identified SEND issues are discussed with EYFS lead, parents/carers and SENDCO. • Transition of SEND children, between classes, once they have started at the school, is managed by teachers and the SENDCO. SEND information and Pupil Passports for each class are updated and shared with the new class teacher and are reviewed each term. Meetings are held between teachers to ensure new receiving teachers are fully aware of the needs and progress of SEND children in their classes. At these meetings pupil information and Pupil Passports are shared. Where appropriate, children are given a booklet to support transition to their next class. • We have close links with the secondary schools and meet to discuss pupils. • Where appropriate, children with SEND in Y6 will undertake a range of pre-transition activities prior to any formalised transition days to allocated secondary providers. These may involve visits to their new school and visits by their new teachers to primary school. All relevant information for Y6 children with SEND will be passed to and from SENDCO to SENDCO.

15. What support is in place for looked-after and previously looked-after children, and these children with SEN?	• Mrs Bloomfield is the designated teacher for looked-after children and previously looked-after children here. Mrs Bloomfield will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning. • Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.
16. Where can I get further information about services for my child?	If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. To see what support is available to you locally, have a look at the IW Local Offer: A source of local information, help, support and advice for parents and carers with children and young people who have Special Educational Needs and Disabilities (SEND) 0-25 years old: www.iwight.com/localoffer Our local special educational needs and disabilities information advice and support services (SENDIASS) organisation is: http://iowsendiass.co.uk/ National charities that offer information and support to families of children with SEND are: https://www.ipsea.org.uk/ https://sendfs.co.uk/ https://www.nspcc.org.uk/ https://family-action.org.uk/ https://www.specialneedsjungle.com/ Parents and families can also obtain further information about how the school can support them by visiting the SEND page on the school website: http://www.holycrossrcpri.iow.sch.uk/web

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan

- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **REST** – Regulation and Engagement Support Team (new name for PBS)
- **SENDCO** – the special educational needs and disability co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages