



Holy Cross Catholic Primary School

SEND Information Report 2023 - 2024

**Holy Cross Catholic Primary School
Millfield Avenue, East Cowes,
Isle of Wight, PO32 6AS**

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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.

Admissions

Children and young people, with SEND are allocated 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 on the following links:

Links to Admissions and SEND Assessment Team

School Admissions & Transport
Directorate for Children Services
Floor 4, County Hall
High Street
Isle of Wight
PO30 3UD
Tel: 01983 823455

<https://www.iow.gov.uk/council/OtherServices/School-Admissions/Admissions-Policies>

SEN Support Services
Thompson House
Sandy Lane
Newport
Isle of Wight
PO30 3NA
Tel: 01983 814680

<https://www.iow.gov.uk/Residents/Care-and-Support/Local-Offer/Special-educational-need-support-services/Getting-the-right-support>

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 Frances Smith SENDCo	Responsible for: <ul style="list-style-type: none"> • 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 Head of School	Responsible for: <ul style="list-style-type: none"> • Wellbeing and safety of all pupils

		<ul style="list-style-type: none"> • 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 in conjunction with the Senior Leadership Team (SLT) • 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)
	<p>Ms Sharon Freeley Executive Head Teacher</p>	<p>Responsible for:</p> <ul style="list-style-type: none"> • Wellbeing and safety of all pupils • Ensure that the school is delivering high quality provision and securing the best outcomes for pupils • Monitoring the quality of teaching and learning for all pupils • Monitoring and reporting on progress and achievement for all pupils • Deputy Designated Safeguarding Lead (DDSL)

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 Island Learning Centre (ILC)

	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)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • If a child is identified as not making expected progress (via pupil 	Children who have been

	<p>including:</p> <ul style="list-style-type: none"> • Additional Phonics sessions • Words First/ Words in a Minute (Great 8 Scheme) • Reading Intervention • Communication /Interaction • Social Skills groups • 1:1 Speech Programmes 	<p>progress meetings), they will be put forward for a block of intervention. Access to these interventions will be made in conjunction with the Class Teacher, SENDCO, and Head of School/Executive Head Teacher.</p>	<p>identified as not making expected progress.</p>
	<p>All children: Social and Emotional Needs:</p> <ul style="list-style-type: none"> • Targeted intervention • Via referral through CAF/EHA to external counselling support e.g. CAMHS (Children & Adolescent Mental Health Services) and Barnardo's 	<ul style="list-style-type: none"> • 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, Head of School/Executive Head of School and the class teacher. 	<p>Children identified by the school with social, emotional or mental health needs.</p>
<p>3. How can I let school know I am concerned about the progress of my child in school?</p>	<ul style="list-style-type: none"> • 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 Smith, or Head of School - Mrs Lucie Banks 		
<p>4. How will the school let me know if they have any concerns about my child?</p>	<ul style="list-style-type: none"> • 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/Head of School to discuss how we can support your child. 		
<p>5. How is extra support allocated to</p>	<ul style="list-style-type: none"> • The progress of all pupils is reviewed regularly through the year via pupil progress meetings. Class teachers, SENDCO, Head of School and Executive Headteacher will carry out these reviews and 		

<p>children and young people and how do they move between the different levels?</p>	<p>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.</p> <ul style="list-style-type: none"> • 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. 	
<p>6. What specialist services are available at or accessed by the school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> • Educational Psychology Service • Island Learning Centre Outreach
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Speech and Language Therapy Service (for Year 1+) • Hearing Impaired Service – Teacher of the Deaf • Visual Impaired Service – Teacher of Visually Impaired • Educational Psychology Service (for pupils undergoing statutory assessment; for pupils in care)
	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> • School Nurse • Speech and Language Therapy Service (for Reception Year group) • Occupational Therapy • Physiotherapy
<p>7. How are staff in the school supported to work with children with a SEND?</p>	<ul style="list-style-type: none"> • 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 each term to update them on SEND issues, and provide them with tools to support SEND children in the classroom 	
<p>8. How will activities/teaching be adapted for my child with learning needs? How will the curriculum be matched</p>	<ul style="list-style-type: none"> • Holy Cross Catholic Primary is a fully inclusive school. Teaching will be varied 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 in order to support your child. 	

<p>to my child's needs?</p> <p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • Parents will be kept informed by the parent/teacher meetings which take place in the Autumn and Spring term. Parents/carers of pupils on the SEND register will be offered a parent/teacher meeting in the Summer term. • If parents require more frequent meeting these can be made by prior arrangement with class teachers. Records will kept by the class teacher and the SENDCO of progress and achievements through the year. • Through the Reading Record, and in the 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.
<p>9. How will the school measure the progress of my child?</p>	<p>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:</p> <ul style="list-style-type: none"> • 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 <p>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.</p>

<p>10. What is the pastoral, medical and social support available in the school?</p> <p>What support will there be for my child's overall wellbeing?</p> <p>What support is there for behaviour, avoiding exclusion and increasing attendance?</p> <p>What approaches are used to manage behaviour?</p>	<p>The school has a broad range of pastoral, medical, and social support available to children and families, these include:</p> <ul style="list-style-type: none"> • Access to School Nurse • Emotional Literacy Support • Teaching of the School Values and the Personal Development Learning curriculum • Social skills groups • Celebration Assembly weekly • Breakfast club • After school clubs • Structured rewards linked to personal rewards and school House Point/Dojo system • School Attendance Meetings with Education Welfare Service and senior staff in school • Education Welfare Support <p>Support for Behaviour The school has a published policy for Behaviour and a Code of Conduct (see website). This incorporates a reward system for promoting positive behaviour and a stepped approach in dealing with negative behaviour.</p> <p>A wider school ethos supports positive behaviour by providing:</p> <ul style="list-style-type: none"> • A broad and balanced curriculum for all pupils • Enrichment opportunities (trips, visits, visitors, workshops etc) • Individual Behaviour Support Plans if required • Modified timetable – access to an alternative provision if appropriate (Island Learning Centre) <p>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.</p>
<p>11. What support does the school have for me as a parent of child with a SEND? How are children with SEND currently involved in</p>	<p>Holy Cross Catholic Primary is a fully inclusive school. 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 teachers, SENDCO, Head of School and senior staff. 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</p>

their education?	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?	<p>For all children, transitions are key points. For SEND pupils, it is even more important that these are carefully managed.</p> <ul style="list-style-type: none"> • 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 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	<ul style="list-style-type: none"> • Mrs Smith is the designated teacher for looked-after children and previously looked-after children here. Mrs Smith will make sure that all teachers understand how a looked-after or previously looked-

<p>and previously looked-after children with SEN?</p>	<p>after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.</p> <ul style="list-style-type: none"> • 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 will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.
<p>16. Where can I get further information about services for my child?</p>	<p>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.</p> <p>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</p> <p>Our local special educational needs and disabilities information advice and support services (SENDIASS) organisation is: http://iowsendiass.co.uk/</p> <p>National charities that offer information and support to families of children with SEND are:</p> <ul style="list-style-type: none"> • IPSEA • SEND family support • NSPCC • Family Action • Special Needs Jungle <p>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</p>

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
- **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