



Annual Report to Parents on the Implementation of the Special Educational Needs and Disability (SEND) policy at Holy Rood Catholic Primary School for the academic Year 2022 - 2023

To be read in conjunction with the current Holy Rood SEND Overview.
[Please click here to view.](#)

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General SEND Overview

Staff

Mrs Jo Beard is the Special Educational Needs and Disabilities Co-ordinator (SENDCo) and is responsible for overseeing the day-to-day provision of education for children with special educational needs and disabilities. Helen Walsh is the SEND Link Governor.

Policies ([Please click here to view](#)).

The following policies that make reference to SEND are available:

- SEND Policy (reviewed annually)
- Supporting Children at School with Medical Conditions.
- Accessibility Plan (reviewed three yearly).
- Ensuring a Good Education for Children that Cannot Attend School Because of Health Issues.
- Equality Policy.
- Equality Plan.

All policies are available to parents from the school office upon request and on the school website.

Admissions

Admission arrangements for pupils with special educational needs can be found in the Admissions Policy. Admission arrangements are planned for children with an Education Health Care Plan according to the needs of the child and their family. They may involve adjustments such as additional transition visits, liaison with the feeder school staff, additional staff SEND training and the purchase of additional resources.

SEND Overview

Holy Rood Catholic Primary School is a larger than average sized primary school with approximately 420 children on roll in 14 classes, from Early Years Foundation Stage 2 (EYFS) to Year 6. There are approximately 30 children in each of the classes. Holy Rood Catholic Primary School is a split site primary school with the EYFS and Key Stage One children on our Groundwell Road site and the Key Stage Two children on our Upham Road site.

Attached to this document is our current SEND Overview. This document gives an overview of key SEND Information at Holy Rood. It details the number of SEND children as well as attainment and attendance information. [Please click here to read.](#)

The Local Offer

As part of the Children and Families Bill 2014, all schools are required to make available their local SEND offer to families. This details how they can support children and young people with a special educational need and/or disability (SEND).

Further details of Swindon's Local Offer can be found here:

[Swindon Local Offer - Home](#)

Special Educational Needs Definition

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.

Definition of SEND:

A child has a learning difficulty or disability if he or she:

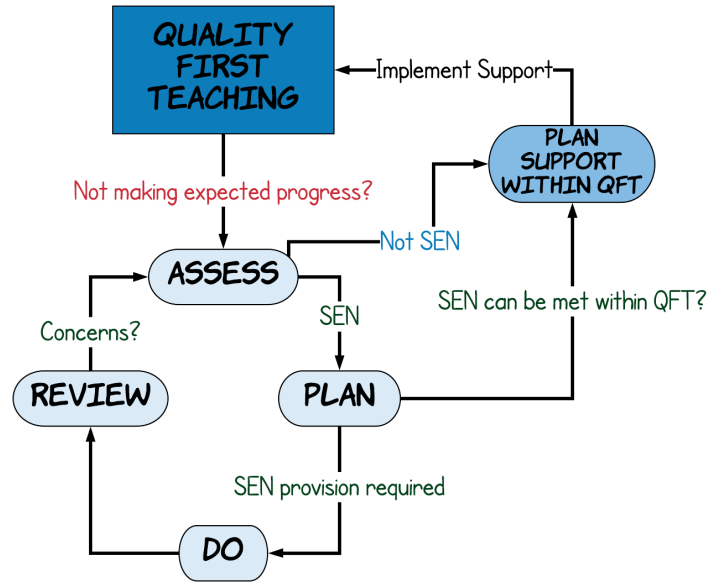
- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Code of Practice (January 2015)

SEND at Holy Rood

How does the school identify special education needs and disabilities (SEND)?

At Holy Rood Catholic Primary School, we monitor the children's progress carefully and implement interventions to support any child who requires additional support. Progress meetings are held every term between the Class Teachers and the Senior Management Team to monitor all children, especially groups that may be causing a concern. The class teacher will also discuss specific children with the SENDCo and the decision may be taken to undertake further assessments or discussion to help identify any special educational need the child may have. At Holy Rood, we use the CORE Standard process of Assess, Plan, Do, Review to enable us to monitor the progress individuals are making. We use the SEND Identification Criteria to support our decision making process.



Parents, and where appropriate, children, are kept fully informed about this process. Their views and permission are sought in order to place a child on the SEND Register.

This process also applies when a child may be removed from the SEND Register.

How will the school support my child?

Children who have been identified as having SEND, will receive additional support. The amount, type and frequency will depend on the needs of the individual child. At Holy Rood we utilise a range of support strategies:

- Quality First Teaching with appropriate differentiation and support within class.
- Additional adult support; this may be on a 1:1 or small group basis within the class or as additional support outside of the classroom.
- Reduced class sizes, where available.
- Personalised provision.
- Targeted and time limited interventions.
- Reasonable adjustments made within the classroom by supporting adults using the CORE Standards and Universal Provision documents for support.

How will the curriculum match my child's needs?

Our curriculum follows a teaching for mastery approach, where children all work to achieve the same learning objective. Children often require different levels of support with this: sometimes the expected outcome may differ; there may be occasions where the support or resources given may be different; targeted, guided group work within lessons is used to provide further support and, where necessary, the work itself may be different.

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

There are many different ways of keeping in touch with your child's progress in school. These include:

- Parent Consultation Evenings - there are two of these in the Autumn and Spring Terms. These will be face to face unless COVID-19 restrictions are reinstated.
- The SENDCo is also available during these Consultation Evenings to discuss and support as necessary.
- Class Assemblies (Parents may attend when COVID-19 restrictions allow).
- Annual report to Parents during the Summer Term.
- Class teachers and the SENDCo are also happy to set up additional meetings to discuss and help support your child where appropriate.
- If your child has an EHCP, you will receive an Annual Review meeting with the SENDCo, class teacher and any other professionals involved.
- Children's IEPs (Individual Education Plans) are reviewed regularly by staff and discussed three times a year with parents to monitor progress.
- If an EHR (Early Help Record) is in place for a family, these are reviewed with relevant professionals at 3-6 monthly intervals.
- If an IHCP (Individual Health Care Plan) is in place, this will be reviewed annually with the school nurse and relevant professionals involved.

What support will there be for my child's health or medical needs?

We have designated first aiders on site at all times. If a child has more complex medical needs, an Individual Health Care Plan is drawn up by the School Nurse in consultation with Parents and any necessary training is given to staff. All staff are made aware of the Individual Health Care Plan, a copy of which is kept in school and is updated at least annually.

Prescribed medicines are administered by staff, only when strictly necessary, if the appropriate form is completed. This can be obtained from the School Office.

Attendance is monitored by the School Attendance Office who will call if no reason has been received for an absence. If attendance becomes an issue, the Head Teacher will be informed and Parents will be invited to discuss the issue so that a satisfactory solution can be found and support, where appropriate, is put in place for the child and/or family. This might involve an action plan being drawn up or additional support put in place. We have a Pastoral Lead, Liz Galvin, to support with these matters. The SENDCo may be involved with such instances where attendance is impacting on the child's educational needs.

Please [click here](#) to see the school Attendance Policy for further information

What support is in place for my child's overall well-being?

At Holy Rood we consider all aspects of learning as important as each other and therefore take the mental health and well-being of our students seriously. Our PSHE approach across the school has mental health and well-being at the heart. We follow a scheme called 'Jigsaw' which runs across all year groups from EYFS to Year 6, ensuring progression and

consistency across the school. The scheme focuses in on mental health and well-being as part of many topics throughout the year and supports children to identify, talk about and manage different emotions. In addition to this, school take part in activities such as 'Mental Health Week' and 'Anti-Bullying Week' where appropriate activities and strategies are discussed according to age.

We have an 'Open Door' policy where children are always listened to and given the time to talk with whoever they feel safest. It is our aim to ensure that children are confident to ask for help when help is needed but also to develop their independence when building on these life skills. Liz Galvin is our Pastoral Lead who works directly with children who might need support from time to time. This will be individualised to the needs of the child and may be short or long-term depending on the level of need. The Pastoral Lead and SENDCo work closely together in order to best support the needs of individuals as well as supporting other staff to build on the strategies put in place.

Liz Galvin has recently undertaken a qualification to be a Senior Mental Health Lead which has equipped her with the tools to lead both the staff and pupils with a whole school approach to positive mental health.

As well as this, we have a Teaching Assistant continuing the training for qualification as an ELSA (Emotional Literacy Support Assistants) who will work with children on a 1:1 or small group basis to support well-being whilst at school. This might be associated with friendships, children's own emotions or events occurring outside of school that impact on their education such as bereavement. Liz Galvin, Pastoral Lead, and other TAs have previously trained as ELSA's and we utilise their experience and training in order to support the children.

As a school we are signed up to start the 'Trailblazers' Project. This is a Barnardo's charity that supports young children with mental health and will work together with staff to support the children in a variety of ways.

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

A number of our children and their families are supported by outside agencies with whom we have close working relationships. The agencies we regularly work with are as follows, the individual professional may differ according to case load and involvement:

- Educational Psychology
- Primary Behaviour Support Team (Nylands Campus Outreach Team)
- Speech and Language Therapy
- School Nurse
- Parent Support Advisor
- Paediatric Occupational Therapy
- Community Paediatrics
- Autism Support and Advisory Service
- Educational Welfare Officer
- Targeted Mental Health Service
- Autism Resource Centre

- Even Outreach Team (Speech and Language Therapy)

What training is available for staff in order to support children with SEND?

All staff receive regular in-house training on supporting children with SEND. The SENDCo has a Post Graduate Certificate in Special Education. Training from agencies, networks, charities and specialist services are also attended according to need throughout the year.

The SENDCo regularly receives support from the Educational Psychologist, Occupational Therapy, Speech and Language, Advisory Teachers from Nylands, and the Autism Advisory Service in order to support individuals and their needs. This may be part of training courses, meetings, observations, consultations or outreach support.

ECTs (Early Career Teachers) and new members of staff attend training on SEND delivered by the SENDCo in order to inform them of the best practice and policies that are in place at Holy Rood. The SENDCo continues to deliver training and monitor the use of CORE standards and how this looks at Holy Rood.

Training continues to take place on key interventions (Project X Code, Number Stacks and Precision Teaching) with all staff to support implementation. Individualised training and support is also in place with staff members that are implementing these 1:1 and small group interventions in order to ensure they are supported and resourced in order to carry out their role with children. The SENDCo has worked with the English and Maths Team to ensure that the training and delivery of these interventions is in line with the school curriculum and policies. The Pastoral Lead and SENDCO support TAs that utilise their ELSA training who continue to develop their skills when supporting children with Social, Emotional and Mental Health Needs.

The SENDCo works closely with the Leadership Team and outside advisory agencies to support, monitor the impact of and advise staff who implement interventions and additional provision for children with SEND across the school. This monitoring takes the form of observations (both informal and formal), collation of progress data, training, feedback and further support where necessary and appropriate. This then informs decisions about further training that may be required.

Pupil's opinions are taken into account during monitoring sessions from the SENDCo and Leadership Teams, this is taken in the format of Pupil Voice. This information is anonymous when shared and fed back to staff. Parent's opinions are collated during meetings for EHCP's and consultation meetings.

The SENDCo works with the assigned Governor for SEND to share this information and to ensure that they too have a clear vision of SEND at Holy Rood.

How will my child/young person be included in activities outside the classroom including school trips?

Holy Rood is an inclusive school. We try to ensure that all activities, including after-school clubs, can be adapted to the needs of our pupils. When planning trips, including residential trips, we liaise with parents to ensure that the adaptations made are appropriate for the individual.

How accessible is the setting/school environment?

The downstairs classrooms are fully accessible, but there are classrooms on both sites upstairs which are not. There are disabled changing and toilet facilities on both sites and disabled parking available at Upham Road site. The school can seek support from the Advisory Teacher for Physical Disability when any additional equipment is required. Please see our Accessibility Plan for further details.

We have a number of staff that speak a variety of languages who, with planning, can be available to support meetings and phone calls. If you would like any information in a different language, we will do our best to accommodate.

How does the school support transition, both in and out of the school?

We place great value on finding out about the needs of our children before they join us. Prior to starting in Reception, meetings are held between the EYFS lead, the SENDCo where appropriate, the staff from previous settings and the parents to gain as much information about the children before their first day of school. We have an extensive induction programme in Reception, where we work closely with the parents to find out about the needs of the individual throughout the Summer Term and into the Autumn. We work closely with parents and previous settings to share such information and prepare the individual and their family for the transition to Holy Rood. We will, wherever appropriate, discuss a variety of strategies that can be utilised to make transition as positive as possible. The past few years have been challenging in this area, due to COVID-19 restrictions and the impact of these on Early Years settings, but we have worked hard to ensure the children's transition to Holy Rood has been as successful as possible.

When a child joins us in other year groups, we allocate them a 'buddy' to look after them. This may be a child that speaks their home language, but is also someone who is kind and friendly to show them the routines, school environment and support them to make friends. We will also enquire about any relevant or important information from previous settings that may help us to identify any needs or support that needs to be in place.

Transition to secondary placement is also taken into account and work with the individual prior to and during transition is planned carefully involving the two settings and the pupil. This will take into account any specific or individual needs. The SENDCo has a strong working relationship with other local SENDCos in order to ensure that any transition is as smooth as possible. This process begins in the Summer Term, where teaching staff and the SENDCo will meet with members of staff from other settings to share general information and any specific information that is important. From this information shared, plans are put in place to support the individual needs of the children, such as, additional visits to the new settings, meetings with staff, tours and Q&A sessions to alleviate any concerns or worries. Secondary placements plan their own individual induction processes and we work with the settings in order to make this as positive an experience as possible for the pupils.

How are the school's resources allocated and matched to children's/young people's special educational needs?

The Senior Management Team will discuss with the SENDCo possible options of how best to allocate staff utilising their experiences to suit the needs of the children across the school. Some children will require considerably more support than others and this will be taken into account when planning. Children with more complex needs or those who have an Educational Health Care Plan (EHCP) may be in receipt of additional high needs funding allocated to them from the Local Authority which enables the school to support them more intensely.

Resources for individuals and groups of individuals with specific needs are purchased as and when required so that they are used effectively. These may be items to support learning or the development of specific skills recommended by outside agencies or resources that aid and support the children within their classroom on an everyday basis.

We look at providing the best support for each individual. It will vary according to the requirements of each child. We aim to promote independence for our children across the school and therefore we take an individualised approach to their learning to support them with their steps towards progress, whatever this may look like.

Who can I contact for further information?

The first point of contact is always your child's class teacher.

Mrs Jo Beard (SENDCo) is also available to discuss more specific concerns, please phone the school office to make contact (01793 523802).

If you are unsatisfied with the provision being made, you should first contact the school's SENDCo, Mrs Jo Beard.

If you are still unsatisfied then you should contact the Head teacher, Miss N Fry.

After this, if you are still unhappy with the outcome, then you should contact the governor responsible for SEND, Mrs H Walsh. Please contact through the Clerk to the Governors via the school.

All complaints will be dealt with in a friendly, supportive way. Every attempt will be made by the teaching staff and governors to resolve any problem.