



Annual Report to Parents
Special Educational Needs and Disability (SEND)
Holy Rood Catholic Primary School
2025 – 2026

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Holy Rood Catholic Primary School

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. She has a Post Graduate Certificate in Special Education and attends regular SEND Conferences and networks throughout the year to keep up with local and national training opportunities and changes.

Helen Walsh is the SEND Link Governor.

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.

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

This report has been written in line with and makes reference to the following SEND document:

- SEND Code of Practice 0-25years (2014)
- 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.
- Admissions Policy.

In addition to this, our SEND Overview gives a Summary of SEND at Holy Rood. [Please click here to read](#).

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

Accessibility

The downstairs classrooms are fully accessible, but there are classrooms on both sites which are not as they are upstairs with no available lift on either site. There is a disabled toilet 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 to support individual needs if appropriate.

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.

Special Educational Needs and Disabilities (SEND)

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 SEND 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 2014)

Areas of Special Educational Needs

Children may have a range of needs that are identified into four main areas below. Please click [here](#) to see more detail on the following areas:

- Cognition and Learning
- Communication and Interaction
 - Speech and Language
 - Social, Communication and Interaction Difficulties
- Social, Emotional and Mental Health
- Physical and Sensory
 - Hearing difficulties
 - Medical Needs
 - Visual Difficulties

EHCPs – Educational Health Care Plans

- Some individuals with SEND require a significant amount more support than others due to their needs. If an individual requires an EHCP, the school and/or parent can apply for an Educational Health Care Needs Assessment (EHCNA) to take place. This is a process that is required to happen in order for the school to secure additional funding to support the individual with the appropriate provision. Please see this [additional document](#) for an outline of this process. The following link also provides information from the Local Offer website. [Please click here.](#)

Specialist Provision

- If a child has an EHCP; they are entitled to choose a specialist setting in order for their needs to be met in an appropriate provision. This may come in the form of a

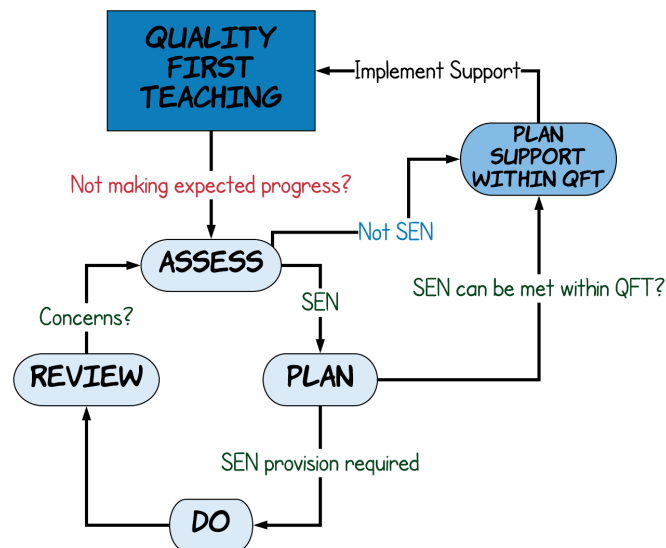
specialist school or a mainstream environment that has a Specialist Resource Unit/Provision attached (SRP/PRU). Please see the following link detailing the schools available in Swindon:

- [Continuum of provision | Swindon Borough Council](#)

SEND at Holy Rood

At Holy Rood Catholic Primary School, we monitor the children's progress carefully throughout the year to identify any that require additional support.

- Progress meetings are held termly with the Class Teachers, Senior Management Team and SENDCo, to monitor all children, especially groups/individuals that may be causing a concern.
- Intervention groups and additional support are planned for in order to support those with additional needs.
- If a class teacher has a concern about a specific child, they will meet with the SENDCo in order to decide if an increased amount of support is needed to provide for that child.
- 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.
- The child will be placed on the school's SEND Register which helps the SENDCo and staff to monitor and track the children with additional needs.
- The following flow chart outlines the process in which the school uses to identify SEND within the setting:



- 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.

Curriculum

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:

- the expected outcome may differ
- additional support or resources given may be different
- they may receive targeted, guided group work within lessons
- where necessary and appropriate; the work itself may be different

In school support

At Holy Rood we utilise a range of support strategies to support those who require additional support:

- 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 or outside 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 as guidance.
- IEPs – Individual Education Plans – these documents identify a child’s needs and the support that is put in place to help them make small steps of progress. Teachers use these to plan for and monitor the progress made by individuals with SEND.

Interventions

- At Holy Rood we use a number of key interventions to support the main areas of phonics, reading and maths. During termly progress meetings staff will prioritise those children that require interventions and plan for time to be dedicated to these on a daily/weekly basis. Our key interventions are listed within this document:
- [Interventions | Holy Rood Catholic Primary School](#)

Specialist Services

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)

The advice sought by these services is shared with appropriate members of staff and the SENDCo in order to best meet the needs of the individual. This may be part of training courses, meetings, observations, consultations or outreach support.

Training

The SENDCo holds in-house training, throughout the year, that supports the staff with the implementation of the CORE standards.

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.

Training taken place for all staff and/or SENDCo in 2023 -2024:

- Pupil Premium and Vulnerable Learners
- Graduated Response
- Ongoing Number Stacks, Precision Teaching and Project X Intervention Training
- Bowel and Bladder Training
- Sensory Solutions

Training planned so far for all staff and/or SENDCo in 2024 -2025:

- Ongoing Training for Number Stacks, Precision Teaching and Project X Interventions
- Number Sense Training
- EAL and SEND
- Team Teach
- Interoception
- Annual Review and Pupil Voice

Individualised training and support are in place for staff members that are implementing any 1:1 and small group interventions to ensure they are supported and resourced to carry out their role with the children.

Funding

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.

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.

Communication with Families

At Holy Rood we have an open-door policy and encourage parents and carers to be part of their child's learning journey. We offer a range of opportunities throughout the year to get involved:

- Parent Consultation Evenings – Autumn and Spring term – face to face.
 - Individual Education Plans are discussed at these meetings.
 - The SENDCo is also available during these Consultation Evenings.
- Annual report to Parents - Summer Term.
 - Copies of their Individual Education Plan are also sent home at this time.
- Welcome meetings at the start of each year.
- Events such as shared reading, visitors, church services, trips and productions.
- 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 Educational Health Care Plan (EHCP), you will receive an Annual Review meeting:
 - Class teachers, the SENDCo, parents and pupils (where appropriate) get together in order to discuss progress and plan for next steps.
- If an EHC (Early Help Conversation) is in place for a family, these are reviewed with relevant professionals at 3-6 monthly intervals. This may involve either the SENDCo, Pastoral Lead or both dependent on the needs of the family.



Health and Medical Needs

We have designated first aiders on site at all times.

The school hold a Medical Needs Register that details any specific health conditions that a child may have. School will seek guidance from the school nursing team if there are more complex needs who will then support with the writing of an Individual Health Care Plan (IHCP), where appropriate, which will be reviewed annually.

Prescribed, UK based medicines can be administered by trained staff, only when strictly necessary. An appropriate form and consent will need to be obtained from the school office and completed with a member of staff.

Attendance is monitored regularly by the School Attendance Officer. If attendance becomes an issue, the Head Teacher and parents will discuss any support required for the child and/or family. Our Pastoral Lead and/or SENDCo may be involved to support with these matters.

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

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. 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. Our Pastoral Lead 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 to best support the needs of individuals as well as supporting staff to build on the strategies put in place.

Our Pastoral Lead is a qualified 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 a school we work closely with charities such as Barnardo's and local initiatives such as SMASH and STEP who support young children with mental health difficulties and will work together with these professionals to support the children in a variety of ways.

Monitoring and Feedback

The SENDCo works closely with the Leadership Team and outside advisory agencies to support and monitor the impact of staff who implement interventions. 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 in the format of Pupil Voice.
- Parental Voice is also sought through an electronic form to gain the views of parents and carers on how their children are supported at Holy Rood.
- This information is anonymous when shared and fed back to staff.
- It also feeds into the SEND Action Plan where areas of need may be identified to improve on across the next academic year.
- The SENDCo works with the assigned Governor for SEND to share this information with the Governing Body and to ensure that they too have a clear vision of SEND at Holy Rood.

Inclusion

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. Risk Assessment are put in place to support these decisions.

Transition

EYFS:

- 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, SENDCo, staff from previous settings and parents to gain as much information about the children before their first day of school. This might be in the form of:
 - Home visits
 - Pre School visits
 - Welcome meetings
 - Transitional visits
 - Staggered entry to school
 - Reduced timetables
- We have an extensive induction programme in Reception where we will transition the children into the school setting at a pace that's right for them.

Other settings:

- 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 with meetings with staff at school prior to the start date.
- 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.

Secondary:

- Transition to secondary 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 secondary 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.

Help, Support and Advice:

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.

The Local Offer has lot of useful information and guidance:

[SEND Local Offer | Swindon Borough Council](#)

Our school contribution to the local offer can be found here:

[The continuum of provisions | Swindon Borough Council](#)



The Special Needs and Disability Information Advice and Support Service – they offer independent advice and support for parents and carers:

[Swindon SEND Information, Advice & Support](#)