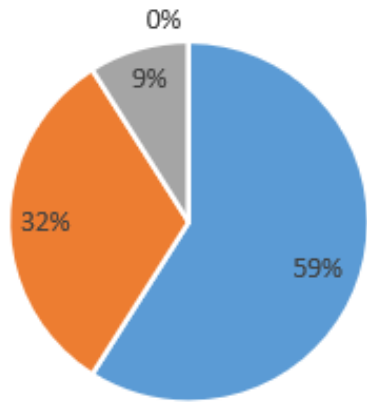


## Broad Areas of Need



- Cognition and Learning
- Communication and Interaction (including ASC)
- Social, Emotional and Mental Health
- Physical and/or Sensory



### Ofsted – June 2022 – ‘Good’

Pupils at Holy Rood ‘flourish in the school’s warm and inclusive ethos’.

Y3 – I am learning new words and how to understand them, this helps my reading skills.

Y2 pupil – My reading group helps me to read with expression.

Y5 pupil – To begin with I was nervous, but now I’m confident and I have made new friends.

Y5 pupil – When we are struggling with something (maths) and we get extra practice, this makes me feel amazing!

Y2 pupil – My reading group helps me to read with expression.

YR pupil – We have our tricky sounds on sticky notes.

### Parental Voice:

Year 3 parent – ‘I am pleased with the support he is getting, and would like to express our gratitude.’

...

Year 1 parent – ‘Thanks for everyone who takes good care and try their level best to improve my child behaviour He has really progressed very well.’

...

Year 3 parent – ‘R has made a huge progress in learning, speech, getting along with peers, staff is so friendly that he is very comfortable with them. He loves to go to school, very excited to do activities, very happy to meet his friends and teachers every day. Seeing him happy we as parents are very happy.’

...

Year 5 parent – ‘My child is very happy in this school. The teachers and the school administration are the best and most respectful. They put in a huge effort and the children have excellent results. Thank you very much.’

### SEND Figures

	Holy Rood May 2026	National June 2025
<b>EHCP Pupils</b>	2.4% (9)	5.3%
<b>SEND Support</b>	16% (60)	14.2%
<b>Total</b>	18% (69)	N/A

### SEND Figures by Year Group

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>EHCP</b>	1	2	3	2	3	0	0
<b>SEND Support</b>	5	9	5	9	8	10	12
<b>Total</b>	6	11	8	11	11	10	12
<b>Awaiting EHCP</b>	1	0	1	0	0	0	1

### SEND - Key Strengths at Holy Rood

Key Interventions are used throughout the school to support individuals and groups of learners particularly in Reading and Maths.

Outside agencies and support available is effectively used to support specific needs of individuals as well as the staff involved.

A whole school approach is taken to plan and provide for those with SEND.

### SEND - Areas for Development at Holy Rood

**Links to SDP: To improve outcomes for vulnerable groups by strengthening intervention strategies, enhancing communication among staff, increasing parental engagement, and networking with other schools to share and implement best practices.**

A consistent approach to monitoring and reviewing the progress of pupils with SEND is continuing to develop including termly SEND data collected in order to monitor and improve intervention. Working with teachers and TAs to collaborate and strategically plan support and provision for those that need it most.

Developing staff confidence to support pupils with SEND within their classroom environment and make 'reasonable adjustments' where appropriate.

**Comments from Outside agencies – ‘Teachers’ expectations for behaviour were high, and children were responsive and respectful of this. The level of engagement in class tasks was also notable with strategies such as metacognitive prompts and modelling used effectively. Teachers were able to attend to most children within the class, and it very much felt that there was no child left behind. The class and the teacher were a Team.’**

	Same Day Interventions	Project X Code/Origins	Number Stacks	Phonics	Nurture
Purpose / Implementation	In class interventions where the class teacher/teaching assistant responds daily to pupils' needs.	Reading Intervention supporting pupils significantly below their age-related expectations.	Identifies key skills across the maths curriculum that pupils need support with.	Pupils who have missed or are significantly below age related expectations for phonics are identified.	Individualised support by Pastoral Lead and trained members of staff.
	May include pre teaching to introduce new concepts and ideas to pupils prior to learning.	Includes phonics, word recognition, vocabulary discussion and comprehension skills.	Uses manipulative materials to support the learning of key skills in maths.	In line with whole school approach to phonics.	Individual or group support. Short- or long-term sessions as required.
	May include 'catch up' activities that support pupils who may not have achieved as well as expected within a particular lesson.	In line with whole school reading approach and levels to help monitor and track progress.	Closely tracked to support and monitor progress.	Closely tracked to monitor progress.	Range of support for all areas of SEMH.
Impact	Pupils are supported day to day in order to enable them to keep up with peers.	Pupils have designated additional reading support that is appropriate for their needs.	Pupils who have gaps in knowledge are supported in order to catch up.	Phonics skills are embedded in order to support early reading skills.	Pupils feel safe to talk about their own well-being and are supported.
	Staff identify and support specific need within their class, responding accordingly to Quality First Teaching.	Pupils make accelerated progress in order to help them meet age related expectations.	Key skills are embedded to enable pupils to access the whole maths curriculum with success.	Pupils make accelerated progress enabling them to make progress within reading as well.	Pupils have a positive attitude to mental health and well-being.
	Children monitored daily by staff.	Data collected and monitored termly /at the end of units to ensure progress.	Data collected and monitored termly/at the end of units to ensure progress.	Data collected and monitored half termly to ensure progress made.	Data collected and monitored on entry/exit point in order to track progress.

### Staff Training and Continued Professional Development 2024 – 2025: Previous Training

Continued support for CORE Standards and the SEND process at Holy Rood  
Support for Phonics and Reading interventions for TAs delivering interventions  
Ongoing support for Project X Code and Number Stacks for TAs

### 2025 – 2026: Planned Training

Support for Cognition and Learning in the classroom environment; supporting children to access the learning within the classroom.  
Looking into Dyslexia Training and advice for the school.  
Supporting new staff to continue the level of support for SEND across the school.  
Considering what Inclusion means for Holy Rood and we can support our children to the best of our ability.