

SEND Figures by Year Group							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
EHCP	1	2	2	3	0	0	1
SEND support	6	5	4	8	9	12	6
Total	7	7	6	11	9	12	7
Awaiting	2	1	0	1	0	0	1

SEND Figures		
	Holy Rood Jan 2025	National June 2024
EHCP pupils	9 (2.3%)	4.80%
SEND support	50 (12.7%)	13.60%
Total	59 (15%)	N/A

Staff Training and Continued Professional Development
Previous Training
Continued support for CORE Standards and the SEND process at Holy Rood
Autism Awareness—whole school
Sensory Solutions—SENDCo
SEND training from SBC
Ongoing Support for Project X Code , Precision Teaching approach , Phonics and Number Stacks for TAs/Staff
2024—2025—Planned Training
Working with staff to develop effective IEP writing. With a focus on small step progress
SEND and the Law—SENDCo and SLT
Proprioception—SENDCo

Please turn over for an overview of Holy Rood's Key Interventions implemented across the school, their purpose and impact.

SEND Overview



2024 - 2025

Broad Areas of Need



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

Fixed Term Exclusions			
	EHCP	SEND	Non
2022—2023	0	0	0
2023—2024	0	0	0
2024—2025	0	0	0

Year 4 Multiplication Check		
Average Point Score of children with SEN (out of a total of 25)		
	Holy Rood	National
2023 - 2024	21	16.6

SEND - Key Strengths at Holy Rood

A consistent approach across the whole school is used to support individuals and groups of learners particularly in Reading, Phonics and Maths.

Outside agencies and support is requested when there are specific needs and challenges that arise in order to make the best provision possible for those with SEND.

Consistent assessments are used across key interventions to monitor and review progress of those children receiving additional support.

Progress of those receiving additional support are monitored and reviewed each term to ensure the provision remains appropriate for them.

SEND - Areas for Development at Holy Rood

A whole school strategic approach is being undertaken to plan for and provide for those with SEND across the key stages, utilising staff and support in the most effective manner possible.

Developing staff confidence to support pupils and make 'reasonable adjustments' where appropriate; with the focus on targeting small step progress where individualised learning is required that cannot be met within the classroom environment..

SEN children achieving expected or above. (Reading, Writing and Maths combined)

	KS1		KS2	
	Holy Rood	National	Holy Rood	National
2023 - 2024	N/A	N/A	13%	22%

Children with SEN achieving expected or above.

	EYFS - GLD		Y1 Phonics	
	Holy Rood	National	Holy Rood	National
2023 - 2024	0%	19.70%	25%	44%

Holy Rood Top 5 Interventions

	Same Day Interventions	Project X Code/ Origins	Number Stacks	Phonics Precision Teaching Approach	Emotional Support / Nurture
Purpose	In class interventions where the class teacher/teaching assistant responds daily to pupils needs.	Reading Intervention supporting pupils significantly below there age related expectations.	Identifies key skills across the maths curriculum that pupils need support with.	Pupils who have significant gaps in Phonics are identified and supported in gaining key skills for phonics recognition, segmenting, blending and reading.	Individualised support by Pastoral Lead.
	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 that 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 help monitor progress.	Range of support for all areas of SEMH needs.
Impact	Pupils are supported from day to day in order to enable them to keep up with peers.	Pupils have designated reading that is appropriate to their needs.	Pupils who have gaps in knowledge are supported in order to catch up.	Phonic skills are embedded in order to support early reading skills.	Pupils feel safe to talk about their own well-being.
	Staff identify and support specific needs within their class, responding accordingly with 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 at each level. Observations and Pupil voice used to support monitoring.	Data collected and monitored at the end of each unit. Observations and Pupil voice used to support monitoring.	Data collected and monitored half termly. Observations and Pupil voice used to support monitoring.	Data collected on entry and exit point dependent on intervention.