



SEND Information Report

SENDCO: Paula Brás

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Dedicated SEND time: Half a day per week

Our Approach as a School:

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Teaching & Learning Policy)

Assess: When concerns arise at Holy Cross Catholic Primary School, information is gathered from a variety of sources (teacher, pupil, parent, outside agencies) so we can develop an accurate picture of the pupils' needs, attainment, projected targets, and motivators and how they respond to teaching approaches.

Plan: After gathering information a one page profile will be put together to outline the methods that will be used to achieve specific outcomes. Short-term targets are agreed which prioritise key areas of learning that are to be addressed and ways in which the progress will be measured. If external agencies are involved, their advice and recommendations are included. Any actions agreed take in to account pupil's strengths as well as their learning differences. In some cases additional resources may be allocated including teaching assistant support. This support is deployed to ensure the pupil makes progress and can engage in lessons and wider school

activities and develop independent learning. When developing support plans as a school we are financially responsible for up to £6,000 of support we action for individual pupils.

Do: *All class teachers are responsible for meeting the individual needs of children in their class. Some of these needs may be met through targeted interventions or in some cases SEND support plans. One page profiles are working documents and show progress towards targets and if needed adjustments will be made to the plan to determine success. It is the class teacher's responsibility to manage the plan and the suggested actions. They are accountable for the outcomes and therefore should discuss with the SENDCO if they feel the plan is not working, for whatever reason.*

Review: *All SEND support plans (One Page Profiles) are reviewed termly. In this review all targets will be evaluated and the views of the pupil and parent will be taken into account. A further plan will then be devised, if required, to enable the pupil to achieve their next steps in learning. If a pupil has made sufficient progress the support plan will cease and the child will be closely monitored through half termly tracking. For children with more complex needs termly review meetings will be held with the class teacher, SENCO and any external agencies.*

If your child is continuing to have significant difficulties after a period of intervention, further external expertise may be requested. An application for high needs top up funding may be made if the cost of support exceeds the £6,000 threshold that is the school's responsibility. If a pupil is still not making progress despite having taken relevant and purposeful action over time, then parents or school can make an application to the local authority for an Education Health Care Assessment.

SEND Needs:

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction - Children who have difficulties in communication and interaction are identified early and targeted through interventions which begin in the Early Years. Talk About Town carry out initial screenings on all children who start in F1 and children who have additional needs in communication and language are quickly identified and addressed. Parents/Carers are part of this process and this support continues until the child is working at ARE. Headstart intervention also support children in EYFS/KS1 with a daily focus and 1:1 intervention in Communication and Language.
2. Cognition and learning - Through regular tracking and analysis of data children are identified early if there are any concerns around cognition and learning. Children are then selected for relevant intervention programmes and if necessary a support plan will be put in place which is regularly updated and reviewed. Children who require further support can access SENNAT , or the Educational Psychology service if necessary.
3. Social, emotional and mental health - The whole school has a behaviour policy that is implemented consistently. This is in addition to PSHE/RSE being taught throughout the school and weekly whole school and key stage assemblies. A number of children who have difficulties with self-regulation in EYFS and KS1 also access Headstart intervention daily. Children who need further support can access Gillbrook Outreach, support from the PMHT and in some cases when appropriate 1:1 support.

4. Sensory and/or physical needs

Children with sensory or physical needs have specific programmes set out by Occupational Therapists and Physiotherapists. Termly reviews take place of these children to ensure their physical and sensory needs are being met and to advise of any adaptations or changes that may need to be made to meet their individual needs.

(Reference: SEND Policy September 2023)

As of September 2024 we have 45 (26%) children or young people receiving some form of SEND Support. Six of these children have EHCP'S.

We have internal processes for monitoring quality of provision and assessment of need. These include learning walks, data analysis, monitoring of SEND files, monitoring of SEND books, regular reviews and interventions that are carefully assessed and planned. Transition visits and meetings are also planned for and in place for children entering a New Year group or key stage.

Co-producing with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
SEND Coffee Afternoon	Parents/Teachers	Weekly
TAF reviews	All adults involved with the child	Every 6 weeks
Stay and Play Sessions	Parents and Children	Every half term
Home visits	Early Years Staff	Children who are starting nursery
School Council	Acting HT /School Council	Weekly
RWI Training	Parents	Annually
Nurturing Course	Parents/Family Liaison Officer	Termly
PEEP-Little Explorers	Parents/EYFS Staff	Weekly

School also has an open door policy and teachers are available to speak to parents on a daily basis.

Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level of Qualification (<i>i.e. Masters, NVQ, Degree, HLTA</i>)
PB	SEND, Early Years, KS1,Safeguarding, PSHE, School Council/Pastoral	Degree/ SENCo Award
CH	Attendance, Teaching and Learning Assessment and, KS2,	Degree/NPQSL
SH	Medical	NVQ Level 3
CH	Attendance and Wellbeing	Degree/NPQSL

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes for them to gain independence and ensure they are prepared for adulthood from the earliest possible age.

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefited our children/young people and their families in the following ways:

- Reducing the gap academically between children with SEND and their peers*
- Supporting our families to help meet their needs through parenting courses, links with the community and external agencies*
- Supporting children emotionally and socially to allow them to access the curriculum*
- Signposting families and referring children to the appropriate agencies*

School External Partnerships and Transition Plans

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked closely with Cradle to Career and other schools within the Birkenhead Cluster to discuss the best way in which our schools can be supported in years five and six with the transition into secondary schools.

We also have regular TAF meetings, enhanced transition meetings and comprehensive handovers with Y7 year heads in the various schools we feed into. A teddy bear's picnic was held for all children starting in F1 and F2, to give them an opportunity to meet their new teacher and the EYFS team as well as a Books and Breakfast morning and a welcome meeting for all new parents.

Complaints

Our complaints procedure is outlined in our Complaints Policy. A copy of which can be obtained from our school office or found on our school website.

Further development

All strategies that are currently in place for children with SEND are having a positive impact. We will continue to develop Headstart Intervention to support children across our EYFS and KS1 in the prime areas of learning. We have also bought in additional time from a speech and language therapist to support children with speech, language and communication difficulties. Staff have also been trained in lego therapy and this will start in the autumn term.

85 % of children with SEND make good or better progress in reading

82% of children with SEND make good or better progress in writing

87% of children with SEND make good or better progress in maths

Children with SEND to continue to be represented on school council

Attendance of children with SEND will also be monitored in After School Clubs.

Relevant school policies underpinning this SEND Information Report include:

SEND Policy

Teaching and Learning Policy

Marking and Feedback Policy

Equal Opportunities Policy

Confidentiality Policy

Behaviour Policy

Charging Policy

Admissions Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice (0-25)

Date presented to/approved by Governing Board: 17.09.24