



HOLY CROSS CATHOLIC PRIMARY SCHOOL

Company No: 07696905

Registered Office: Queen's Drive, Swindon, Wiltshire, SN3 1AR

Tel: 01793 527679 www.holycross.swindon.sch.uk

✉: admin@holycross.swindon.sch.uk



Learn, Grow, Love, Live

**Special Educational Needs / Disability (SEND)
Report to Governors for Parents
Academic Year 2022-2023**

At Holy Cross Catholic Primary School, we
learn about ourselves and about the world.

We grow in faith,

we act with kindness, generosity and love to ourselves and others.

We live life to the full and have a future full of hope.

SCHOOL PROFILE

School Details:

Address: Queens Drive, Swindon, SN31RY

Phone Number: 01793 527679

Email Address: admin@holycross.swindon.sch.uk

Headteacher: Mrs S Dowdeswell

SENDCo: Mrs E O'Neill

Assistant SENDCo: Miss M Silva

Age Range: 4-11yr

DfE Designation: Swindon 866

About Us:

At Holy Cross, our Catholic faith is central to all that we do. Our curriculum, our moral values and our relationships stem from gospel values so that our children are reminded of God's loving presence in all that we do.

Our School:

School capacity 420

2 form entry for yr R to yr 6

Our Inclusion Offer:

Our aim when designing the Holy Cross Curriculum was to provide a child-centred framework that would deliver unique and diverse opportunities for all of our pupils. We want to inspire a lifelong passion for learning and a desire within our pupils to explore and connect with their immediate world whilst promoting curiosity in all they have yet to discover. We search to exploit every opportunity for children to grow, explore and succeed as happy and ambitious individuals in a community where they have a voice and a sense of belonging and we strive to provide a challenging and engaging learning environment: an environment that encourages children to question, problem-solve, collaborate and imagine. We work hard to provide opportunities for our children to view the world from different perspectives, to explore and connect with the natural environment, and to have an innate wish to 'know more' and 'understand more'.

We are a mainstream school who can provide support for pupils on SEN support plans and children with EHCPs.

Additional Information:

Website: <https://www.holycross.swindon.sch.uk/>

OFSTED: 07/2023 Good

	% of Holy Cross Pupils July 2021	% of Holy Cross Pupils July 2022	% of Holy Cross Pupils 2023	National figures June 2023
--	-------------------------------------	-------------------------------------	--------------------------------	-------------------------------

EHCP	1.6%	2.7%	2%	4.3%
SEN support	5.4%	6%	3%	13%
Overall % SEN pupils	7%	8.2%	5%	15.3%

Number of pupils on roll – 384

The number of pupils with SEND at Holy Cross is below the National figures. Compared to the previous year, pupils with an EHCP or have SEN support have decreased. However, many of the pupils with EHCPs have significantly higher needs. This is reflected in pupils with bespoke levels of top up funding.

SEN support figures are significantly lower than nationally. At Holy Cross we focus on high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people, together with making reasonable adjustments. Therefore, teachers make reasonable adjustments for pupils where needed such as using a visual timetable, breaking work down into small sections.

Exclusions	Number of pupils	Number of sessions
Fixed Term	0	0
Permanent	0	-

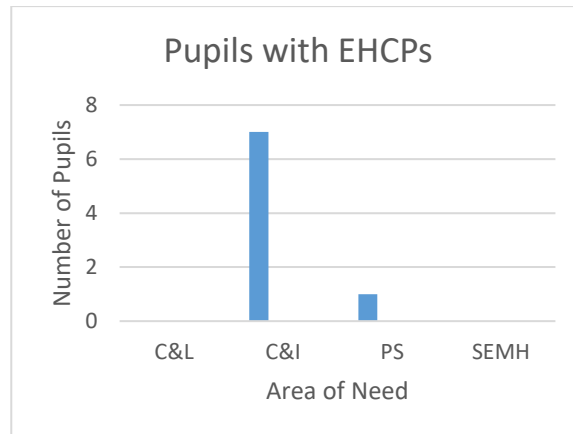
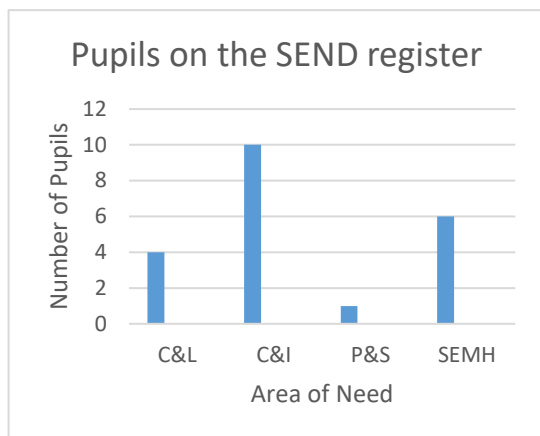
Additional information	
Total Number of Pupils with Early Help open	10
Number of pupils with Early Help opened 2022-2023	9
Pupils with Health Care Plans	6

Primary Needs

This data shows the primary need for pupils with SEND

COGNITION AND LEARNING (C&L)		COMMUNICATION AND INTERACTION (C&I)		PHYSICAL AND/OR SENSORY (PS)		SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES (SEMH)	
No. of pupils on SEN support plan	No. of pupils with an EHC plan	No. of pupils on SEN support plan	No. of pupils with an EHC plan	No. of pupils on SEN support plan	No. of pupils with an EHC plan	No. of pupils on SEN support plan	No. of pupils with an EHC plan
4	0	3	7	0	1	6	0
Total 4		Total 10		Total 1		Total 6	

Nearly 50% of children on the SEND register have communication and interaction needs which reflects the national picture. Support for pupils with communication and interaction needs is addressed through outside agencies such as Speech and Language therapists as well as SASS (Swindon Autism Support Services).



26% of pupils with SEND are also PP children

73% of pupils with SEND are boys.

75% of pupils with EHCPs are in EYFS and KS1.

72% of pupils on SEN support are in KS2.

3 pupils with EHCPs moved to specialist settings.

2. PROGRESS MADE BY PUPILS WITH SEND

Children with SEND are part of a group of learners who are vulnerable to underachievement. Many factors contribute to learning being challenging such as lower entry points, working memory and processing difficulties and environmental issues. Holy Cross Primary School is dedicated in 'Closing The Gap' between children with SEND and their peers. We therefore track SEND pupils against national expectations as well as their smaller objectives in their Pupil Plans.

'Teachers adapt activities so that pupils with SEND can follow the same curriculum as their peers.' OFSTED: 07/2023

Progress Breakdown 2022-2023: Y1 – Y6

All pupils	Reading %			Writing %			Maths %		
	Not SEN	SEN support	EHCP	Not SEN	SEN support	EHCP	Not SEN	SEN support	EHCP
6 or more steps	50.7	36.4	25.0	59.7	63.6	25.0	64.2	81.8	37.5
5 steps	10.9	36.4	0	2.7	0	0	2.9	9.1	0
4 steps	3.2	0	0	1.9	18.2	0	0.5	0	0
3 steps	2.4	0	12.5	1.6	0	0	0	0	0
2 steps	0.5	9.1	0	1.6	0	0	0.3	0	0
1 step	0.3	9.1	0	0.5	9.1	0	0	0	0
No steps	0	0	0	0	0	0	0	0	0
regressed	0	0	0	0	0	0	0	0	0
Missing data	Remaining % missing data – Children not on roll for assessment period								

Most of the children with SEND made 5 steps or more of progress in reading, writing and maths.

Where some children with SEND are not making the expected progress additional support and guidance is being sought through outside agencies such as CLASS (cognition and learning advisory support services).

Total % Attendance YR – Y6

	Not SEN	SEN support	EHCP
2022-2023	93%	90.2%	92%
2021-2022	94%	74%	84%
2020-2021	97.1%	94%	89.2%
2019-2020	91.6%	95.1%	85.9
2018-2019	95.7%	91%	94.4%

Overall attendance of pupils with SEND has improved. However, the attendance of 36% of pupils with SEND had attendance less than 90% - mostly due to parents taking them on holiday. This is an area of challenge across the whole school and is not exclusive to SEND.

Our ELSAs have had training on how to support children whose attendance is a concern. The SENDCo supports parents and the Early Help Hub also provides support or signposting.

3. IDENTIFYING PUPILS WITH SEND

A pupil has SEN (special educational needs) if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers. Widens the attainment gap

The Teacher and SENDCo will draw on several sources to make these assessments:

- Information from previous school
- Teacher referrals
- Parent referrals
- Referral from an outside agency

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When a concern is raised, assessment of need will be explored using Swindon's Core Standards Needs Checker. This provides a comprehensive profile of the child's needs which may be found in more than one area.

'There are clear systems in place for identifying pupils with special educational needs and/or disabilities (SEND).' (OFSTED: 07/2023)

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns

Assessing and reviewing pupils' progress towards outcomes

Following the Swindon Core Standards, we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- Progress of pupils with an EHC Plan is formally reviewed at an annual review with all the adults involved with child's education. The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

- Holy Cross Primary follows the new Swindon Core Standards for SEND, which outlines the expected provision for children and young people with SEND.
- 'My Plans' were introduced to capture achievement towards targets which are shared with parents.
- The Core Standards outlines how we target support for pupils with SEND
- 2 pupils received EHCPs (Education, Health and Care Plan).
- We were successful in increasing the funding for 4 pupils with an EHCP to help meet need.
- All annual reviews for pupils with EHCPs were completed.
- Transition for pupils to new settings took place.
- Transitions for pupils with SEND to year R took place
- Transition for vulnerable pupils to new classes has taken place.
- X2 EP planning meeting
- X1 SALT planning meeting
- X1 TAMHS planning meeting
- SENDCo's Secondary setting attended Annual Reviews for yr 6 pupils
- SENCO carried out lesson observations of LSPs working with High Needs Pupils
- SEND Families coffee morning will took place
- An assistant has supported the SENDCo for 2.5 days each week.

- Pupil voice survey has been carried out.

'Leaders are developing effective systems to involve parents, carers and pupils in the review of targets and to evaluate the impact of support.' (OFSTED: 07/2023)

5. SEND FUNDING

Funding is mapped for students with EHCPs via the annual review process, a request to increase the funding levels for 1 pupil was successful. In addition, we were able to justify an increase in funding for 3 pupils during the EHCP assessment process.

Support for students is allocated to students who have EHCP funding, we have a statutory responsibility to fulfil the provision that is described in an individual's EHCP, this is closely monitored and funding discussed at least annually. Provision for SEND students closely follows need. It has been identified that there is a growing need in the areas of communication and interaction and there continues to be an increase in need of mental health.

We have 20 LSPs (Learning support partners), 3 of whom are HLTA (Higher level Teaching Assistants) and 2 are SEN specialist LSPs. Their working hours equate to 18.5 full time LSPs.

The LSP team predominantly support students with EHCPs and pupils with high needs through high needs funding. They also offer a range of provisions including in-class support. Recruitment of LSPs continues to be a challenge.

The school's SEND funding is overseen by the SENDCo and the Head. The funding is spent through the deployment of LSPs and external support staff such as Educational Psychologists, Counsellors, Speech and Language / Dyslexia Therapists, Literacy Support Teachers and Student Welfare Support where appropriate. Funding is also allocated in ensuring that effective staff training and differentiated resources are provided through department capitation.

At Holy Cross we have recognised that there has been a need to increase the support required for children's mental well-being. As a result, we employed two ELSA's (Emotional Literacy Support Assistants) to be available to support children in the afternoons. This has allowed us to support children across the school with emotional needs. The demand for ELSA continues to grow at a rapid pace.

In addition, we buy in the Educational Psychologist service, the Speech and Language service, the Behaviour support teams and new this year we bought in support from the mental health service known as TAMHS. As part of the graduated response it is important that we can access specialist support in order to identify more complex needs in our pupils.

We have been able to support a pupil with SEND on improving their mobility when using a wheelchair and attended an Access to Sport day at the County Ground for pupils with a physical disability.

6. STAFF DEVELOPMENT

The staff development that has been offered on SEND which includes:

Care Plans, asthma, epi-pen training whole school – delivered by the school nurse

SEND training for LSPs on basic Autistic Spectrum Disorder (ASD)

Support from the SENCO in planning support for SEND support in class and interventions.

SALT support for LSPs working pupils with complex communication and interaction difficulties.

ELSAs attended training sessions and regular supervision sessions with the Educational Psychologist

EYFS teachers and all LSPs had first aid paediatric training

SENDCO led staff meeting on the Graduated Response and implementing My Plans

SENDCO led TD day training of the Graduated Response and implementing My Plans

SENDCO attended Swindon SENCO network meetings – update on SEND in Swindon- TEAMS

SENDCO visits to settings to help develop current practice

SENDCO completed Early Help Hub assessment training.

SENDCO attended Swindon SEND conference

SENDCO met with SEN LSPs weekly.

SENDCO and LSP attended Sensory Need training.

All staff attended phonics training for the introduction of Little Wandle – which included phonics for pupils with SEND.

LSP worked with Occupational Therapist to help with pupil support

'Leaders ensure that staff receive the training they need.' OFSTED: 07/2023

7. WORK WITH EXTERNAL AGENCIES

At Holy Cross use is made of teachers and facilities from outside the school including links with support services for special educational needs. This is dependent upon the needs of the children. Currently we receive support from:

- Educational Psychologist (EP)
- Speech and Language Team (SALT)
- School Nurse Services
- SEMH Behaviour Support Team
- Targeted Mental Health
- Visual Impairment
- SASS Swindon Autism Support Service
- Children's Services
- Physiotherapist
- Hearing impairment
- Early Help Hub
- CLASS (Cognition and Learning Advisory Support service)
- Occupational Therapy
- Advisory Service for Physical Disabilities and Complex Health Needs
- SEND Families Service (SIAS)

As a school, we value the links we have with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with special educational needs.

There continues to be pressures on many of the services which impacts on the specialist advice and support for children. Assessments of children by SALT have been the most challenging as the service has been understaffed. Children with EHCPs have been prioritised by SALT.

Where the Early Help Hub have been involved, they have been useful in providing additional support at home and signposting parents for support. Some of our parents have attended courses on Managing Challenging Behaviour and the feedback has been positive.

The Early Help have provided valuable support for families with the Family Support Workers.

'Leaders work with external agencies to support those with the highest level of need.' OFSTED: 07/2023