



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 2021-2022**

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

Holy Cross Primary School is a 2 form entry school. There are 402 pupils (July 2022) across YR – Y6. Class size is approximately 30.

This is the first year since Covid that children have completed a full academic year. Teaching has reflected this with gaps in learning being addressed.

	% of Holy Cross Pupils July 2021	% of Holy Cross Pupils July 2022	National figures Jan 2022
EHCP	1.6%	2.7%	4.0%
SEN support	5.4%	6%	12.6%
Overall % SEN pupils	7%	8.2%	16.6%

Number of pupils on roll – 402.

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 increased which reflects the increase in the National Figures.

One pupil with an EHCP was on a reduced timetable.

One pupil with SEND has been supported at home through the Swindon Tuition Centre.

Exclusions	Number of pupils	Number of sessions
Fixed Term	2 pupils	11
Permanent	0	-

Additional information	
Total Number of Pupils with Early Help open	16
Number of pupils with Early Help opened 2021-2022	8
Pupils with Health Care Plans	2

Primary Needs

This data show the primary need for pupils with SEND

COGNITION AND
LEARNING (C&L)

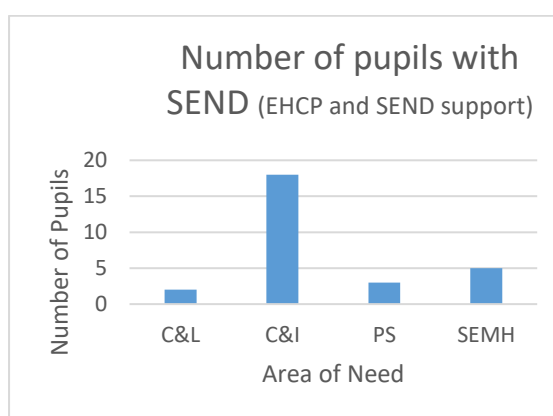
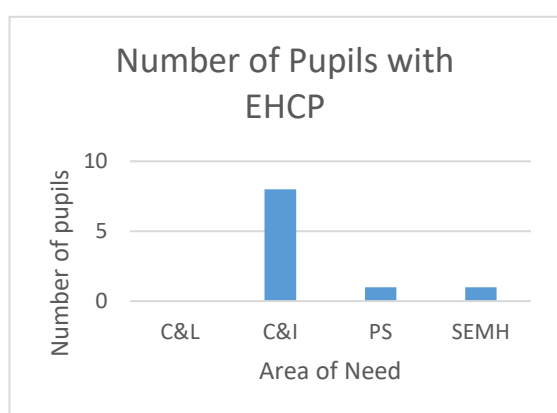
COMMUNICATION
AND INTERACTION
(C&I)

SENSORY AND/OR
PHYSICAL NEEDS
(PS)

SOCIAL,
EMOTIONAL AND
MENTAL HEALTH
DIFFICULTIES
(SEMH)

Overall no. of pupils with SEND	No. of pupils with an EHC plan	Overall no. of pupils with SEND	No. of pupils with an EHC plan	Overall no. of pupils with SEND	No. of pupils with an EHC plan	Overall no. of pupils with SEND	No. of pupils with an EHC plan
2	0	18	8	3	1	6	1

Last year 50% of the children with SEND had communication and interaction needs. This year it has increased to 65%. 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).



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. SATs took place this year but the data was not available at the time of writing this report.

Progress Breakdown 2021-2022 – yr 1 – yr 6

All pupils	Reading %			Writing %			Maths %		
	Not SEN	SEN support	EHCP	Not SEN	SEN support	EHCP	Not SEN	SEN support	EHCP
6 or more steps	43.9	45.0	33.3	40.1	45.0	66.7	48.9	45.0	50.0
5 steps	24.1	10.0	33.3	32.0	15.0	0	23.5	15.0	11.1
4 steps	10.7	5.0	0	8.2	10.0	0	8.5	5.0	5.6
3 steps	3.4	5.6	16.7	0.6	0	16.7	0.6	0	16.7
2 steps	0.3	0	0	0.9	0	0	0.6	5.0	0
1 step	0	5.0	0	0.3	5.0	0	0.3	0	0
No steps	0.3	5.0	0	0.3	5.6	0	0.3	5.0	0
regressed	0	0	0	0	5.6	0	0	0	0
Missing data	Remaining % missing data – Children not on roll for assessment period or absent due to COVID								

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 R – Yr 6

	Not SEN	SEN support	EHCP
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%

At the start of the academic year, some of the SEN support pupils were on a phased transition. This meant their school day was gradually increased to fulltime.

The level of anxiety post-covid has increased, making the return to school a challenge. Our ELSAs have had training on how to support children whose attendance is a concern. The SENCo 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 SENCo 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.

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.
- The Core Standards outlines how we target support for pupils with SEND
- 5 pupils received EHCPs (Education, Health and Care Plan).
- Funding for a pupil with an EHCP was increased.
- We were successful in applying for high needs funding for four pupils with SEND
- All annual reviews for pupils with EHCPs were completed.
- 4 pupils with EHCP's are moving to specialist settings in September.
- Transition for pupils to new settings is underway.
- Transition for vulnerable pupils to new classes has taken place.
- X2 EP planning meeting
- X1 SALT planning meeting
- SENCo's from Primary and Secondary setting attended Annual Reviews for yr 3 and yr 6 pupils
- SENCO carried out lesson observations of LSPs working with High Needs Pupils
- SEND Families coffee morning will take place 14.7.22
- Pupil voice survey has been carried out.

5. SEND FUNDING

Funding is mapped for students with EHCPs via the annual review process, 4 students brought additional funding into the school and in the last academic year we have increased the funding levels for 1 of these students.

Support for students is allocated to students that 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 in the wake of Covid there is an increase in need of mental health.

We have the equivalent of 19 full time LSPs (Learning support partners). 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 has been a challenge, but we have employed staff successfully through a recruiting agency. In addition, we have employed specialist LSPs to support some of our high needs pupils, also through agencies.

The school's SEND funding is overseen by the SENCo 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 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 42 children across the school with emotional needs. The demand for ELSA continues to grow.

In addition, we have increased the numbers of days for the Educational Psychologist service and the Speech and Language service. 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 a sport days 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 all staff on basic Autistic Spectrum Disorder (ASD) - TEAMS.

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

Training for SLT and LSP on Positive Handling

SENCO led staff meeting on differentiation

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

SENCO visits to settings to help develop current practice

SENCO attended Neuro Sense Seminar, NDC pathway, anti-bullying CPD

SENCO attended presentation on the SEND Green Paper

SENCO attended Well- Being course and SEMH coordinator course

SENCO completed Early Help Hub assessment training.

SENCO attended CLASS training (Cognition and Learning Advisory Support Services)

SENCO attended Swindon SEND conference

SENCO met with SEN LSPs weekly.

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

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. Parents attending the Cygnet Course (parenting for children with autism) have also found them beneficial.