



St Thomas Aquinas  
Catholic Multi-Academy Trust



# Holy Cross School: A Catholic Voluntary Academy SEND Information Report 25/26



Parsonwood Hill  
LE67 5AT  
01530 832799



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# About us...



Mrs C Murphy – Executive Head Teacher

Miss M Breeze – Acting Head of School / DSL

Mr P Saxton –SENDCO [psaxton@aquinas-cmat.org](mailto:psaxton@aquinas-cmat.org)

Mrs N Ward – ELSA

School Office - [school.office@whx.leics.sch.uk](mailto:school.office@whx.leics.sch.uk)

Mr S Marsh – SEND Governor - [Stephen.Marsh@whx.leics.sch.uk](mailto:Stephen.Marsh@whx.leics.sch.uk)

Website - <http://www.holycrosswhitwick.co.uk/>

Twitter - @holycwhitwick

Age range 3 to 11

Inspection: Ofsted (2023) – Good



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# What is in a SEND Information Report?



- the kinds of SEN that are provided for
- policies for identifying children and young people with SEN and assessing their needs
- arrangements for consulting parents of children with SEN and involving them in their child's education
- arrangements for consulting young people with SEN and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes.
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.
- the approach to teaching children and young people with SEN
- how adaptations are made to the curriculum and the learning environment of children and young people with SEN
- the expertise and training of staff to support children and young people with SEN
- evaluating the effectiveness of the provision made for children and young people with SEN
- how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
- support for improving emotional and social development.
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations
- arrangements for handling complaints from parents of children with SEN about the provision made at the school



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# Our SEND Intent



Our philosophy encapsulates valuing each child as an individual, as well as part of a wider community. Unlocking potential and facilitating personal progress is at the forefront of all that we do. We believe that if children's barriers to learning are removed or lowered then they will be better prepared for future life and achieve greater progress in all areas. We share the Academy Trust's mission of shaping young people's lives to the highest possible standards.



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# What people say...



*Holy Cross “school is highly impressive and have high aspirations for young children with additional needs (SEN), hence [children] mature socially and emotionally.*

*(C. Boorn, Educational Psychologist).*

*Our most recent OFSTED (2023) inspection stated the following, “Leaders are ambitious for all pupils to achieve well, especially the most disadvantaged and those with special educational needs and/or disabilities (SEND).”*

*“Leaders make regular checks on what pupils know. As a consequence, any gaps in pupils’ learning are swiftly identified. Teachers provide appropriate support. Pupils quickly catch up if they fall behind.”*

*“Pupils with SEND are and feel well supported. Staff are clear on what help these pupils require. This is because they work with the pupils to write individual plans. Targets for pupils with SEND are simple and understood. Teachers adapt learning to make it accessible and achievable for pupils with SEND. They know staff have high expectations of them.”*



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# SEND at Holy Cross



|                                   |          |
|-----------------------------------|----------|
| Number of children in school      | 149      |
| Number of SEND pupils             | 23 (15%) |
| Number of pupils with EHCP/top-up | 8 (5.3%) |

SEND & EHCP numbers at Holy Cross are above national averages.

We make provision for ALL children including those who have learning difficulties and/or disabilities. We support children with...

- Communication and Interaction (CI) e.g. Speech and language and autism
- Cognition & Learning (CL) e.g. Dyslexia, Dyscalculia, moderate learning difficulties.
- Social, Mental and Emotional Health (SMEH) e.g. Autism spectrum disorders
- Sensory and/or physical (SD) e.g. visual impairment.



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# Quality first Teaching



‘Every Teacher is a Teacher of SEN’. Provision for children with SEND is a matter for the whole school. The governing body, the school’s Head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All children in school should be getting this as a part of excellent classroom practice. For your child this would mean:

- Teacher has the highest possible expectations for your child and all pupils in their class.
- Teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning
- Specific strategies are in place to support your child to learn.
- Assessment - Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress



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# What is SEND?



SEND stands for Special Educational Needs/Disabilities

Indicators of possible SENDs are...

- **Not similar to progress of peers** starting from baseline
- **Below** previous rate of progress
- Attainment gap remains **the same or widens** between them and their peers
- They **do not make adequate progress** despite appropriate interventions and adjustments and good quality personalised teaching.
- **Below expected rate of development** (physically and mentally).
- **A significant difference in learning styles.**
- When a **SpLD** may be present.

If it is agreed by teachers, parents and the SENDCo then a child will be placed on our School SEND Register.



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# Assessing and Identifying



- Teachers use the 'Road to SEN' to help guide them identification of SEND.
- Teachers begin 'SEND Request' documents when they have a concern about a pupil's progress.
- Teachers assess all pupils at key data points using in school assessment systems.
- The SLT meet after assessment periods to identify groups who may require additional and/or different support.
- Children who have SEND are continuously tracked using the Assess, Plan, Do, Review Cycle every 8 to 12 weeks. This tracking is based on personal targets.
- The school also uses other forms of assessment such as checklists, small step trackers, Pre-key stage standards, assessments from other professionals and personal assessments linked to each individual.



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# Partnership - Other Professionals



- The SENDCo works closely with a variety of professionals.
- Currently, Speech and Language Therapist, Educational Psychologists and Specialist Teaching services and medical professionals are all involved with a variety of pupils.
- The school will regularly communicate with health professionals including GPs and community paediatricians
- The school refers to the school nurse
- Joe Dawson, Educational Psychologist, also works closely with the School and SENDCo
- The school is part of the St Thomas Aquinas Catholic Multi-Academy Trust and works closely with a variety of specialist leaders.





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# Partnership – Pupils & Parents



## Holy Cross Catholic Voluntary Academy


|  |             |               |                       |     |             |    |   |
|--|-------------|---------------|-----------------------|-----|-------------|----|---|
|  | Name:       | Philip Saxton | SEND?                 | YES | EHCP/Other? | NO |  |
|  | D.O.B:      | 04/03/1986    | Pupil Premium?        | NO  | EHCP Date:  |    |   |
|  | Class/Year: | 2             | Other (give details): |     | Amount?     |    |   |

**Strengths and What People Appreciate about me...**

**Pupil's Voice:** I am outgoing and eager please adults.

**Parent/Carer Voice:** Philip is good at sharing his understanding when he doesn't have to write things down.



**Area of Difficulty / My Needs (Summary)**  
CYP has difficulties with/in the following areas:

- > Cognition & Learning - Dyslexia
- > Reading - fluency, not comprehension.
- > Spelling - vowel graphemes
- > Working Memory - verbal processing
- > Organisation - forgetful.
- > Co-ordination
- > Dyscalculia

**Aspirations/What's important for the Future...**

**Pupil's Voice:** To become a teacher.

**Parent/Carer Voice:** To fulfill his potential and to remove literacy as a barrier to his learning.

**How best to support me (teaching strategies / resources / External Agency Advice)**  
Include if the CYP has/needs any adaptations for examinations

- > Additional time to complete reading tasks (+25%).
- > The use of ICT (Word processing) to aid in recording work.
- > The use of ICT (Microsoft Word Dictate) to aid in recording work.
- > Information to be presented in visual and verbal form - relative strength in visual processing.
- > Focus spelling strategies on 'whole word' teaching such as syllables.
- > Provide as much overlearning and pre teaching as possible as part of quality first teaching.
- > Regular reading to and with an adult.
- > Table top resources (Vowel Grapheme chart phase 3 and high frequency words)
- > Provide modelled examples for Maths less
- > Make sure I sit next to a supportive peer.

**Pupil Passport & Provision Agreed by:**

- Children and families are at the centre.
- Pupil Passports seek the views of family members and pupils.
- Partnership between home and school increases pupil success.
- Information about a child's difficulty and the strategies they need is included.

Parents / Carers: \_\_\_\_\_

Teacher: \_\_\_\_\_

SENDCo: \_\_\_\_\_



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# Class Outcome Plans



Class Support Plan 1

| Pupil's Name | Pupil Group | Entry / Baseline | SMART Target  | Intervention / Provision                   | Frequency   | Evidenced in... | Adults involved | Exit / Baseline Review | Comments   | Plan 1 Progress (1-2-3) |
|--------------|-------------|------------------|---|--|-------------|-----------------|-----------------|------------------------|--|-------------------------|
| Philip S     | SEND        | 34/100 HFw       | I spell at least 15 more HFw  | Speed spelling intervention                | 4x5 minutes | Spelling book   | AM / AD         | 45/100 HFw             | All new words remembered - not secure on 'older' words. Build in recap | 2                       |
| Philip S     | SEND        | 2/10 times       | I can identify the value of each digit in a 2-digit number, 9 out of 10 times | Partitioning & base ten morning starter    | 4x5 minutes | Maths BOOK      | Teacher         | 8/10 times             | Reversing numerals   | 2                       |
| Philip S     | SEND        | 0% accuracy      | I can use full stops and capital letters 25% of the time                      | sentene starter before each writing lesson | 4x5 minutes | Writing book    | Teacher         | 25% accuracy           | Making small step progress.  | 3                       |

**Assess** every 8 to 12 weeks,

**Plan** next steps in collaboration with SENDCo, teachers, parents and pupils.

**Do** and implement agreed intervention and/or support

**Review** at the end of the 8 to 12 week cycle to inform progress and impact.

**Repeat** the process again and improve/change practice, if applicable.



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# Personal Outcome Plans



## Holy Cross Catholic Voluntary Academy

|   |               |            |                              |     |                    |            |   |
|---|---------------|------------|------------------------------|-----|--------------------|------------|---|
|  | <b>Name:</b>  | Philip     | <b>SEND?</b>                 | Y   | <b>EHCP/Other:</b> | Y          |  |
|   | <b>D.O.B:</b> | 04/03/1986 | <b>Pupil Premium?</b>        | LAC | <b>EHCP Date:</b>  | 03/03/2020 |   |
|   | <b>Year:</b>  | 2          | <b>Other (give details):</b> | N/A | <b>Funding:</b>    | 25 hours   |   |

### Individual Support Plan 1

| EHCP OUTCOME  | Entry / Baseline | SMART Target  | Intervention / Provision                    | Frequency   | Evidenced in... | Exit / Baseline Review | Comments   | Plan 1 Progress (1-2-3) |
|---|------------------|---|---|-------------|-----------------|------------------------|--|-------------------------|
| Outcome 1: To spell all high frequency words                | 34/100 HFw       | I spell at least 15 more HFw  | Speed spelling intervention                 | 4x5 minutes | Spelling book   | 45/100 HFw             | All new words remembered - not secure on 'older' words. Build in recap | 2                       |
| Outcome 2: To achieve end of year 1 expectations in maths   | 2/10 times       | I can identify the value of each digit in a 2-digit number, 3 out of 10 times | Partitioning & base ten morning starter     | 4x5 minutes | Maths BOOK      | 8/10 times             | Reversing numerals   | 2                       |
| Outcome 3: To use full stops and capital letters correctly. | 0% accuracy      | I can use full stops and capital letters 25% of the time                      | sentence starter before each writing lesson | 4x5 minutes | Writing book    | 25% accuracy           | Making small step progress.  | 3                       |

Just like the 'Class Outcome Plans' but individual to a child with additional funding from the Local Authority (more targets). This plan works in line with a pupils 'Timetable of Support'...




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# Timetable of Support



## Holy Cross Catholic Voluntary Academy

|   |               |            |               |     |                    |            |
|---|---------------|------------|---------------|-----|--------------------|------------|
|  | <b>Name:</b>  | Philip     | <b>SEND?</b>  | Y   | <b>EHCP/Other:</b> | Y          |
|   | <b>D.O.B:</b> | 04/03/1986 | <b>PP?</b>    | LAC | <b>EHCP Date:</b>  | 03/03/2020 |
|   | <b>Year:</b>  | 2          | <b>Other:</b> | N/A | <b>Funding:</b>    | 25 hours   |



### Timetable of Support 1

| Day | TIME                                 | TIME2                                 | TIME3                              | TIME4                                 | TIME5                 | TIME6                         | TIME7      | TIME8                | TIME9           | COSTING             |
|-----|--------------------------------------|---------------------------------------|------------------------------------|---------------------------------------|-----------------------|-------------------------------|------------|----------------------|-----------------|---------------------|
| MON | 8:45 - 9:00<br>Meet & Greet (1:1 AD) | 9-9:20<br>Maths Intervention (1:4 AD) | 9:20 - 10<br>Maths Lesson (1:6 AD) | 10 - 10:45<br>English Lesson (1:2 AD) | 10:45 - 11 -<br>Break | 11-12 Reading skills (1:2 AD) | 12-1 Lunch | 1-2 Science (1:4 HT) | 2-3 RE (1:4 HT) | 5 hours @ £10.20p/h |
| TUE |                                      |                                       |                                    |                                       |                       |                               |            |                      |                 |                     |

The timetable of support reflects the 'Individual Support Plan' and how the school uses the additional funding.



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# SEND Systems Summary



Stage 0 – Quality teaching for all

Stage 1 – Pupil Passport

Stage 2 – Class Outcome Plans

Stage 3a – Personal  
Outcome Plan

Stage 3b –  
Timetable of  
Support



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# Provisions and Interventions



Provision across the school varies from...

- One to one support
- Small group support
- Intervention Group Support
- Pre-teaching (intervention before whole class teaching) Proactive.
- Overlearning (teaching concepts over and over again)
- Post-teaching (intervention after whole class teaching) Reactive.
- Immediate teaching/intervention (on the spot).
- Precision Teaching (personalised teaching programmes).
- ELSA Support (Emotional Literacy Support)
- Sensory Circuits
- Speech and Language Therapy.



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# Alternative Provision



## Internal Alternative Provision

- Holy Cross School have established an 'Internal Alternative Provision' named The Nest.
- The Nest Provision is supported by 2 Highly trained Teaching Assistants.
- Students with access to the Nest, require significant adaptations to the curriculum and in most cases have an EHCP.
- Children who attend the Nest do so at specific points in the day to meet their personalised needs. Each child will have a slightly different timetable.
- Some children attend the Nest for single sessions (e.g. Sensory Circuits) whilst others will attend for Phonics, Maths and Social Emotional purposes.
- Class Teachers remain responsible for ALL children identified with SEND/EHCP, especially those who access Alternative Provision.



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# Alternative Provision



## External Alternative Provision

- Although rare, the school has/does use external Alternative Provision (AP).
- AP is only used when all previous strategies, approaches and external professionals have been exhausted.
- The school has robust Safeguarding procedures in place for any pupil attending an AP.
- The school follows strict guidelines set by the St Thomas Aquinas Catholic Multi-Academy trust.
- AP is intended to be used for a short period of time with clear 'exit' criteria.



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# Education, Health and Care Plans



- An EHCP is a legal plan which grants the pupil and family additional funding to help support their learning in school. Usually, the funding is given to schools to use and implement in the best way to support the individual.
- In order to obtain an EHCP, a school must demonstrate support for a pupil at or around £6,000 (15 hours).
- You can find more information about EHCPs from the school SENDCo or the Local Authority website.... [www.leics.gov.uk/local\\_offer](http://www.leics.gov.uk/local_offer)
- The SENDCo is experienced in identifying pupils who may require an EHCP.



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# Education, Health and Care Plans



- Leicestershire Local Authority currently communicates levels of funding in the form of TA allocated hours – e.g. 25 hours. These levels of hours are based on a 2012 TA pay scale.
- As a school we endeavour to clearly communicate with parents/caregivers regarding levels of funding (see table below) and how this is used.
- We endeavour to ensure that children in receipt of an EHCP have the correct level of funding needed to match their provision and needs.

| EHCP Hours | Actual TA hours including school contributions | Actual Additional funding (TA hours) |
|------------|--|--------------------------------------|
| 15         | 8.6  | 1.2                                  |
| 20         | 11.5   | 4.1                                  |
| 25         | 14.4   | 6.9                                  |
| 27.5       | 15.8   | 8.4                                  |
| 32.5       | 18.7   | 11.2                                 |

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# Emotional Literacy Support Assistant (ELSA)



At Holy Cross we recognise that there will always be children facing life challenges that detract from their ability to engage with learning. As a result, some children will require greater support to increase their emotional literacy than others. We are pleased to offer the ELSA Program at Holy Cross, an initiative developed and supported by Educational Psychologists.

The ELSA at Holy Cross is Mrs N Ward



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# SEND & the Curriculum



- We recognise that children identified with SEND have strengths in a variety of subjects.
- It is our intent to ensure that barriers to learning are removed to ensure our SEND children succeed in the wider curriculum.
- Our curriculum is creative, imaginative and meets the needs of all pupils. Giving them transferable knowledge and skills for the next stage in their education.







# Training and Expertise



- The SENCo has the National SENCO Award and is a Specialist Leader of Education (SEND)
- We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEN.
- The SENCO attends relevant SEN courses, Family of Schools SEN meetings and signposts relevant SEN focused external training opportunities for all staff.
- Staff members responsible for the support of our SEN pupils have experiences and qualifications working within special schools and supporting pupils with MLD, Downs syndromes, Attachment Theory, Palliative care, PMLD, positive handling, dyslexia, numicon, dyspraxia, Lego Therapy, ELSA, ASD, degree in Early childhood studies and foundation degree in early years and young people services.



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# Resources and Equipment



- Sensory cushions and resources.
- Dyslexia friendly reading books.
- Coloured Overlays
- Pencil grips and specially designed pencils and pens.
- Sand timers.
- Fine/Gross motor skills activities (Balance see-saw, threading, etc).
- Widgets (visuals to support communication)



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# Transition



- One of the benefits of being a close, family orientated school is that children know the majority of staff. Despite this, we still endeavour to ensure class teachers meet to discuss SEND pupils and that children have an opportunity to be taught by their new class teacher.
- Also, it is the little things that help children with SEND settle into a new class. E.g. where their new peg will be and where they will sit can all be agreed before the child steps foot into their new class.
- The SENDCo will endeavour to meet with your child's secondary school SENDCo to ensure they fully understand your child's needs.
- Additional transitioning is arranged as well as normal transition days for Secondary.
- If your child is due to transfer to a specialist provision, we will often facilitate transitioning by inviting your chosen secondary school to your child's October Annual Review (EHCP only).



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# Concerns / Complaints



- First, speak with your class teacher.
- Second, speak to the SENDCo
- Thirdly, speak to a member of the SLT (Head of School/Head Teacher)

*If this does not resolve your concern, see our complaints policy.*



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# Governing Body



The **SEND Governor** is the Governing Body's champion for Learners with **SEND** and those with inclusion needs. He or she will support and challenge the school to ensure that no Learner is treated less favorably, denied opportunity or left behind because they have additional needs. The SEND governor for Holy Cross is Mr Stephen Marsh – [Stephen.Marsh@whx.leics.sch.uk](mailto:Stephen.Marsh@whx.leics.sch.uk)

The SEND governor and SENDCo work closely together and meet approximately once every term.



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# Support Services



- Specialist Teaching Services Telephone: 0116 305940
- Autism Support Service Telephone: 0116 305940
- Hearing Support Service Telephone: 0116 305940
- Learning Support Service Telephone: 0116 305940
- Vision Support Service Telephone: 0116 305940
- Psychology Service Telephone: 0116 305510
- The Parent Partnership Service Telephone: 0116 305614
- SENA - 0116 305660
- SEDIASS - 0116 305 5614
- Website details of LA local offer: [www.leics.gov.uk/local\\_offer](http://www.leics.gov.uk/local_offer)



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# Relevant Documentation



You may also be interested in...

- School SEND Policy
- Safeguarding policy
- Behaviour policy
- Accessibility Policy
- If any of the above are not accessible via our website then please do not hesitate to request a paper copy.



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