Holy Cross Catholic Primary School

SEND Information Report

(October 2026)

SENCO: Mrs J Hodges

SEND Governor: Mrs A M Hutton

Contact: 0151 236 9505

Local Offer Contribution: (website link) http://EHD.liverpool.gov.uk

Our Approach as a School:

As of October 2026, we have 47 pupils receiving some form of SEN Support.

At a glance overview:

27.33% SEND (47 children) 47/161

4.35% Education Health Care Plans (EHC Plans) = 7 pupils 7/161

47.83% Cognition + Learning 45.65% Communication and Interaction 32%

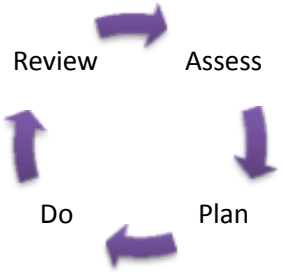
6.52% Social Emotional and Mental Health 0% Physical and Sensory

Holy Cross has a clear vision in relation to SEND:

Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives. For children and young people this means that their experiences will be of a system which is less confrontational and more efficient. Their special educational needs and disabilities will be picked up at the earliest point with support routinely put in place quickly, and their parents will know what services they can reasonably expect to be provided. Children and young people and their parents or carers will be fully involved in decisions about their support and what they want to achieve. Importantly, the aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence.

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, ensuring all possible adaptations are in place to support our pupils. We make it a point to discuss aspirations with ALL our learners and this is done through Learning Support Plan (LSP) reviews on a termly basis. 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. Your first point of contact should you have concerns about your child, is the class teacher.

Assess: Initial assessments will be by the class teacher on a daily basis (Assessment for Learning). If the class teacher has concerns about a pupil; a professional dialogue must occur between staff members and if necessary, the SENCo. From this, school have a range of internal assessments which will be used. For example: a monitoring form detailing all steps taken since concerns were raised and planned steps of support. There will also be some additional assessments carried out within the first two weeks of a new child arriving in the school or a concern being identified by the class teacher. We also carry out our own termly assessments for Mathematics and English. Part of the assessment stage may involve classroom or 1:1 observations involving the SENCo. If necessary, outside professional advice may be sought. Throughout the whole process, the child and parent will be central - *'Nothing about me without me.'*

Plan: Class teachers will meet with parents either during termly parent meetings or at a different time to discuss any concerns and to formulate their plan of action. If it is decided that a LSP is needed, then SENCo involvement will occur and we will discuss the type of provisions we can put in place for the child. At this stage a suitable review date for measuring the impact of new provisions will be set.

Do: This will vary from pupil to pupil but will usually involve the implementation of resources or provisions which are additional to or different from those normally received. Staff will also make necessary adaptations to lessons to ensure that all children

can access the full curriculum offer at an appropriate level. It will be made clear who, what, when and how these provisions will be organised and also any additional resources which will need to be used.

Review: These review meetings will be held normally with the SENCo and parent/guardian and any other relevant adults or professionals present, class teachers will contribute to these meetings through the information they have shared about the child on their LSP document. This meeting will help to determine the next course of action following a discussion about levels of progress. It will also act as a clear line of communication between school and home, enabling parents to keep school up to date with any information which may be important linked to how their child is presenting at home. It is recognised that behaviours in school and at home can be very different.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals who offer the support to your child/young person and hold both our internal/external providers and ourselves to account.

SEND Needs:

*At Holy Cross Catholic Primary School, **Quality First Teaching (QFT)** is the first means of support. All of our staff are performance managed, which allows them to develop professionally and gain new skills and expertise in relevant areas. The following four broad areas, help to highlight support and provision which is **additional to and different from** what is provided for all.*

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

1. <u>Communication and interaction</u>

    - In Nursery and Reception, many support staff are qualified in delivering specific and targeted speech and language intervention.
    - As a school we also work closely with speech and language therapists, who provide support for staff and liaise with the SENCo.
    - In addition to this, we use the Wellcomm programme as well as specific speech and language targets which are delivered to individual children throughout the week.
    - We are also lucky to have support from the MAST speech therapy service in EYFS for a given number of weeks each academic year.

2. Cognition and learning

For children who have learning difficulties, we offer a wide range of specialist intervention programmes tailored to individual needs. Learning Support Assistants support children in class, or through specific interventions to enable children with SEND to access the curriculum or give close adult proximity support through Top up Funding and identified EHCP support - for specific children. Some children are working on the pre-curriculum levels or engagement curriculum.

Teaching staff and support staff work closely with SENCO to ensure teaching practices and resources are appropriate for the needs of individual pupils. We liaise closely with outside agencies to implement their advice and plan further steps of support.

In addition to our staff to pupil ratios we also provide the following interventions and additional provisions.

Dyslexia provision

- Staff are highly trained in delivering Read, Write Inc and many children are working on the Fast Track Tutoring Programme if they are assessed to need extra support outside of the usual sessions offered. In Year KS2 we offer 1:1 tutoring and “Fresh Start” for small groups of identified pupils.

3. Social, emotional and mental health

- All of our staff follow the school Behaviour Policy and protocols.
- One member of staff has completed the Mental Health First Aider course and has attended introductory training from the Liverpool Mental Health Support Team.
- Furthermore, we can access Mental Health Support for Children and Young People in Liverpool through the Mental Health Support Team. We also provide a sensory/time-out area for children who need to de-escalate certain behaviours or who simply need to calm down.
- A new provider this year has been Beautiful New Beginnings, a therapeutic service working with our early years children to develop emotional awareness, language of feelings, self-regulation and resilience during key transitions. This was a welcome addition to our current offer.
- We are fortunate to have a play therapist who works alongside us 2 days a week.
    - With the agreement of parents' further support may be accessed for pupils through Play and Art Therapy, CAMHS or Seedlings, OSSME, SENISS, BIT Team, School Family Support Team and MAST

4. Sensory and/or physical needs

Our school environment is accessible for children with all needs, we have a lift to enable easy access between floors. For those with sensory needs we can access support from SENISS, Educational Psychologists and Occupational Therapists through Liverpool Occupational Therapists. All of our staff have been trained in positive handling techniques. For those with specific health, behaviour or medical plans, we also have one-page profiles which identify the needs of the child and how best to support them. Where the need is greater we apply for High Needs Top Up funding so that we are able to make reasonable adjustments to the environment and resources for that child.
Outreach services such as SENISS and an Educational Psychologist enable us to support staff in supporting all children.

In order to support children in school we are lucky to be able to access the following outside agencies:

- SENISS – Early intervention in the EYFS or Key Stage One.
- Educational Psychology Service – working with children with a range of different needs.
- Together Trust – providing support with OT advice.

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
Assess, Plan, Do, Review meetings	Child, parent, teacher and SENCo. Plus any relevant outside agencies and professionals.	At any stage during the process.
PCP review meetings	Child, parent, teacher and SENCo	Once termly
Annual Statement Review/EHC Plan review	Child, parent, teacher and SENCo. Education Officer, plus any relevant outside agencies and professionals.	Once annually
Parents' Evenings	Teacher and Parents, SENCo involvement too if requested.	Once termly

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.e. Masters, NVQ, Degree, HLTA)*
J.Hodges	Special Education Needs	National SENCo Award
	Mental Health	Mental Health First Aider and Liverpool Mental Health Support Team Training Trauma Informed Schools 2 days training
D.Shaw	Inclusion Project - Using technology to support inclusion	London grid for learning
L.Brennan	Neuro Diverse Champion	SENNIS trained
	Parent Puzzle	
L.Brennan	Communication Champion Referral	
D.Mc Ardle	Concept Cat Wellcom	EYFS Hub
E.Crute	Communication Champion Referral Pre formal learning	Alderhey Millstead
L.Hughes	Fresh start lead	Read Write Inc
Learning Support Assistants	Trained for Mathematics interventions Trained to support individual pupil's needs through OT and SALT	Trained SIL
Learning Support Assistants	RWI one to one tutoring	
	Freshstart	

Learning Support Assistants	1 to 1 sensory provision for identified pupils.	

LSP's are revisited regularly to ensure that staff are completing these documents correctly. Staff recognise the importance of making targets SMART to ensure the best outcomes for children. We also discuss the accurate completion and importance of concern forms. New staff to the school are given extra support in the first term to bring them up to speed with all of the procedures and paperwork.

Our school continues to be dedicated to improving provisions for SEND across the school.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes. Each year group has access to at least one teaching assistant to support learning in class. In addition, some teaching assistants deliver interventions within the learning environment and where necessary, on a one-to-one basis. TA's may work within a specific year group to deliver interventions or in another area of the school depending on their areas of expertise. The use of teaching assistants is strategic and on a needs basis, therefore where the need is greater, the support is increased. Where needs are severe within the school some TA's are deployed to give a higher adult to child ratio, again these decisions are made to best meet the needs of the pupils involved and will be linked to staff experience and areas of strength.

School External Partnerships and Transition Plans

Our academic assessment for children and young people with special educational needs is moderated through meetings between our trust schools

Through our local consortia this year we were provided with support from Together Trust, Beautiful New Beginnings and MAST speech and language services. We also buy in days when needed from an Educational Psychology service. This helps us to assess and identify needs and provision for a number of children across the school as well as supporting applications for EHCP's .

In school we are able to access SENISS support, this is tailored to the needs of the school following a planning meeting between school, SENISS and the schools education officer from the local authority.

Each year, we work with our feeder partners such as Holyrood, Dukes and Duchess Private Nurseries who help us welcome children and young people including some with special educational needs or disabilities into our setting. We also wave goodbye to children with SEND from Year 6, who begin their transition to the next phase in their education.

Our approach involves our Early Years teachers liaising with the private and voluntary care sector and families to organise transition into school programmes. The school SENCo also meets with secondary school SENCOs to exchange pupil information. Transition programmes for those in Year 6 with SEND take place annually in the second half of the summer term each year.

We closely monitor children and young people's destination data. All relevant data about a child moves with the child. Under the new GDPR guidelines, we do not keep any records of past pupils. They are sent to their new setting.

Complaint

Should a parent wish to register a complaint, please follow the set procedure. In the first instance, contact the head teacher or Deputy headteacher. If this does not bring satisfaction, the parent may take representation to the Governing Body by contacting the Chair of Governors via the school.

How we monitor and evaluate

We have internal processes for monitoring quality of provision and assessment of need. These include learning walks and data analyses, lesson observations and teacher/pupil progress meetings, LSP reviews and meetings plus impact data for all relevant provisions and interventions.

Further development

Our strategic plans for developing and enhancing SEND provision in our school next year include: regular learning walks, planned lesson observations, implementation of the new trust strategy for SEN, more training on pre identified areas of need within the school, evaluation of data, pupils and parent feedback and collaboration and how this impacts on development.

Relevant school policies underpinning this SEND Information Report include:

SEND Policy, Teaching and Learning Policy, Marking Policy, Equal Opportunities Policy, Anti-Bullying Policy, Behaviour Policy and Rewards and Sanctions Policy.

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005