



Mission Statement

Where Jesus is the centre of our lives, our learning and friendships, in a safe, happy and caring community where all are welcome.

Special Educational Needs Information report 2023

The Special Needs co-ordinator is Miss J Wheeler

Miss Wheeler is part of the senior management team, she works closely with Parents, the Head Teacher Mrs Kerrell, the Governors, Teachers, the SEMH Coordinator and the team of staff who deliver support to children across the school on a daily basis. Good links with professionals who work to support the needs of SEN children within Essex are maintained and staff training is updated.

At Holy Cross Catholic Primary Academy we strive to support ALL children to enable them to achieve; through providing a caring learning environment, which will meet the needs of all pupils to foster and develop their academic, emotional and physical development in order that each child reaches their full potential. - Please also refer to the information on the final page of this document and further information on SEN is available on the website e.g. within the SEN policy.

In order to do this many steps are taken to support them through their learning journey with us.

Quality teaching is vital and all our staff maintain high expectations for the children; however for some children there are occasions when further additional support may be needed to help them achieve their targets and develop as independent learners.

Some children need increased support to access learning because:

- a. they have a significantly greater difficulty in learning than the majority of children of the same age;
- b. they have a disability or medical condition as defined under the Equality Act, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

We will try to ensure that all barriers to equal access in our school are removed or overcome. We monitor and track progress of all children regularly so that the support provided is as effective as possible. We seek support and advice from specialists outside school to ensure we develop and maintain suitable strategies and best practice to meet the needs of all children.

The Key principles of the 2014 SEN Code of Practice are:

1. Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress. The child and the family need to be at the heart of this process.
2. All teachers are teachers of SEN.

There are many SEN terms which are abbreviate which can lead to confusion even for us – below is a glossary of the most used SEN terms:

AGT	Able Gifted and Talented
CAMHS EWMHS	Child and Adolescent Mental Health Service Emotional Wellbeing and Mental Health Service (EWMHS) From NOV 15
CLA	Child Looked After
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
FSM / PP	Free School Meal / Pupil Premium
HI	Hearing Impairment
IEP/One Plan	Individual Education Plan – now known as a One plan
INCO	Inclusion Manager
ISR	In School Review
KS	Key Stage
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapy
PT	Physio Therapist
SaLT SLT	Speech and Language Therapy/ Speech and Language Therapist
SEMHD	Social Emotional and Mental Health Difficulties
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
Sp T	Specialist Teacher
VI	Visual Impairment

What You May Need to Know :

All questions are answered on the following pages but to save time – hover over your question and press ctrl and left click on the mouse.

1 How does Holy Cross Catholic Primary Academy know if children need extra help?

2 What should I do if I think my child may have special educational needs?

**3 How will the school prepare and support my child when joining Holy Cross or
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5 How will I know how Holy Cross Catholic Academy will support my child?

6 Identification of need and provisions in place for specific needs.

- For children with general learning difficulties
- For children with a diagnosis of Autism, ADHD or have emotional difficulties etc
- For children who have a diagnosis of Dyspraxia, or have gross or fine Motor control difficulties, attention or organisational difficulties
- For children who have Speech and Language difficulties.
- For children who have physical difficulties accompanied by a PNI diagnosis.
- For children who have medical issues.

7 How is the decision made about how much support my child will receive?

8 How will the curriculum be matched to my child's needs?

9 How will my child be included in activities outside the classroom including trips?

10 How will my child be involved in their learning journey?

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15 Pupils with Medical needs.

16 What specialist services & expertise are available at or accessed by the school?

**17 What training are the staff supporting children and young people with SEND
had or are having?**

**18 How are the school's resources allocated and matched to the children's special
educational needs?**

19 Who can I contact for further information?

SENCO and Local authority contact information:

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1 How does Holy Cross Catholic Primary Academy know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child.
- The SENCO, Head or Class Teacher are made aware by the parent or specialist services that the child has recognised needs prior to joining the school.
- Limited progress is being made over time.
- There is a change in the pupil's behaviour or progress.

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2 What should I do if I think my child may have special educational needs?

- The class teacher is the initial point of contact for responding to parental concerns.
- Alternatively contact Miss Wheeler via telephone, email or the school office. A meeting can then be arranged to discuss your concerns and how we can work to best support the needs of your child.

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3 How will the school prepare and support my child when joining Holy Cross or transferring between classes / phases or schools?

Many strategies are in place to enable the children's transition to be as smooth as possible. These include:

- Initial meetings take place with the Head Teacher, Chair of Governors – for entry of children who are beginning school when they turn five, and additional meetings take place with the class teacher and Teaching assistant prior to starting school in EYFS (Early Years Foundation Stage/ Reception) The SENCO is available and may contact you if this is thought beneficial to plan a programme of support or to aid tracking the settling period.
- When a child is entering mid-year or is joining the school at a later stage than Reception, a meeting with the Head teacher will take place. If a child is entering with needs eg. . they have had additional or high SEN needs identified at a previous setting; the SENCO will contact you to arrange a meeting and a plan of support or future action can be drawn up to ensure support continues as needed.
- Additional visits are arranged for children who need extra time in their new class or school.
- All children attend a transition session where they spend some time with their new class, class teacher and support staff.

- Discussions take place between the previous or receiving class teacher prior to a child moving on. If a child is transferring to a new setting we are able to discuss any needs with a new school. We also have meetings with the staff from our feeder Secondary schools.
- When a child in Year 6 is expressing anxiety regarding transition or parents have raised concerns we can work with the secondary setting to establish dates for extra visits at different times of the day and for key information to be shared – timetables, maps of the site, visits with key staff and information regarding holiday camps if available.
- Where a child has more specialised needs the SENCO will work closely with parents and staff to ensure a positive transition between classes. Staff support children intensively to ensure that they are confident with their environment, familiar with staff and are becoming aware of the expectations for the year ahead; along with looking forward to all the exciting times. To support a child over the holiday from the summer term to autumn term visual records are made available to give extra support to children with higher needs eg: photos of staff and the setting, key programmes of work to rehearse skills gained the previous year to promote continuity.
- The SENCO and Class teachers are available to you during the period of transition to offer any support you need to feel confident that your child is happy and all needs are known and catered for. A meeting can be arranged at any time at your request via the school office if you need additional quality time; in addition to feedback at the end of the day in the playground.

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4 How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities we have include:

- There are various entry points to the building at present which are wheelchair accessible and many of the classrooms are on the ground floor.
- A ramp is available for access by wheelchair to ascend/descend stairs situated within the hall. An additional portable ramp is available for external access to Y1.
- We have three toilets which are adapted for disabled users. One at the main entrance, one near the main playground, which has a fixed hoist and one near the main entrance within the new build.
- The infants have access to low level toilets and sinks and the juniors toilets are age appropriate with additional urinal facilities for the boys in the juniors. The reception classes also have toilets within their classrooms for easy access.
- Where a child has specific physical needs and requires additional equipment to aid mobility e.g wheelchair, frame, hoist etc., the school will do it's utmost to accommodate the equipment and will also receive training from specialists as needed.

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5 How will I know how Holy Cross Catholic Academy will support my child?

(also refer to point 6 and the SEN flow chart)

- Children's work is planned and adapted by the class teacher based on previous learning. Children may access additional general support by the teacher, teaching assistant or learning support assistant.
- If a child has needs related to more specific areas of their education, such as spelling, handwriting or numeracy and literacy skills etc, then they will be placed in a small focus / booster group or 1:1 interventions which are regularly reviewed to inform future planning. Links with home and class will be maintained to ensure holistic support is in place to maximise progress.
- Pupil progress meetings are held each term with Parents and the class teacher. In addition, children with an EHCP have termly meetings with the SENCO and staff. Children with higher levels of need may have additional meetings each term.
- A team meeting with the Head teacher, Class Teacher/s and SENCO is held in the Autumn term and subsequent meetings between the Head teacher and class teacher with input from other staff provided; as provisions are tracked throughout the year and regular discussions are held as needed. The needs of the whole class are discussed and discussions may highlight any potential difficulties in order to action further support for individual children. Where provisions are placed, parents will be informed by the class teacher in the first instance.
- Occasionally a pupil may need more expert support from an outside agency such as the school Nurse, Speech and Language Therapist, Educational Psychologist, Paediatrician or Counsellor from Brentwood Catholic Children's Society. A referral will be made, with parent/carer consent and forwarded to the most appropriate agency. After an initial assessment, a programme of support is usually provided with recommendations for the school and parents. This is then acted upon promptly and monitored over time. We aim to have regular meetings with at least parents involved if not specialists to ensure we can monitor progress and effectiveness of support and plan future action.
- The Governors of Holy Cross are responsible for entrusting a named person, Mrs Kerrell to monitor Safeguarding and Child protection procedures. In a support and challenge role the Governors also ensure that the school is as inclusive as possible and treats all children and staff in an equal way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.
- The school holds an exhibition evening each year in addition to an open evening for prospective parents.

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6 Identification of need and provisions in place for specific needs.

The four broad areas of need are:

- Communication and Interaction,
- Cognition and Learning,
- Social, Emotional and Mental Health
- Sensory and/or Physical.

An easy guide - [SEN Flow chart](#) (Link by using ctrl & click)

See below for detailed information:

Once the area of need has been identified provisions will be put in place and the child will be placed on the SEN profile. Initially support will be put into place within class; where the child will gain access to first quality teaching and have additional strategies of support in place; this may include hover support or daily support from the Teaching Assistant on agreed target/s or a block programme of targeted work delivered by a trained member of staff. The Parents will be consulted through this process by the Class teacher/SENCO. If parents or the school, with parental consent, have referred the child to speech services; the school will be following the recommended programme of support until the child is discharged. At all stages provisions will be monitored and reviewed regularly with the child, staff and parents.

If the child is still failing to make progress in a specific area over a prolonged period, despite provision of an individual programme and concentrated support backed up by evidence then discussions will be held to discuss next steps. This may include a referral to a specialist to assess specific needs. Recommendations will be planned in and tracked for effectiveness over time.

If the child is demonstrating a high level of need and appropriate provisions are in place but despite this, the child is making no or very little progress then an application could be made for an Educational Health Care Plan. This process can be initiated by parents/carers or by the school but it is essential that we all work together to gain the best possible support for the child; in order that their needs are effectively identified and the most effective information is supplied for the application. The SENCO will work closely with Parents to support this process, alongside other professionals.

An overall aim within the school is that children remain included as much as possible.

We provide for needs in the following ways:

[Also see SEN General Provision Map](#) – showing provision in Waves/Levels of support (Ctrl & click)

● **For children with general learning difficulties.**

The delivery of the provision for children with learning difficulties can take place in the classroom setting and it is the responsibility of the class teacher. Teacher planning includes adapted work for SEN children.

All children are ability grouped but at times will work in mixed ability. The class teacher and Teaching Assistant support a range of groups through the week and for one session a week Lower ability children or children with low level identified additional SEN needs will work on a task without adult support. This is to encourage independence and organisation. The task will be levelled to ensure they are able to carry this out without support as they will be familiar with the presentation and clear on the expectations, they also have access to a box of resources if they become stuck that they can choose tasks from to rehearse skills (they will be confident with how to use the selection of resources within the box).

Children falling below the lower group may be given individual daily numeracy, literacy, phonics/reading or spelling support. Parents will be aware of this and receive updates.

Sometimes special phonic groups, literacy or numeracy support groups and booster groups are run for a select number of children; using specific programmes which enable staff to track progress.

Various booster groups are delivered for children in Year 6 or targeted years based on evidenced need by either a Higher Level Teaching Assistant or a Qualified Teacher.

Where a child has an EHCP they are likely to have access to a Learning Support Assistant. Parents will be made aware of how support is in place for their child through identified targets and strategies including the level of support from individual to hover support. The overall aim being that we encourage the children to be as independent and confident as they can be in achieving their goals, whilst maintaining self-esteem.

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● **For children who either have a diagnosis of Autism, ADHD or have emotional difficulties with Social, Emotional Communication, Interaction and Friendships.**

Our SEMH Coordinator runs social skills groups, fun friends, relaxation, and supports delivering emotional literacy awareness through application of a variety of resources. Parents would be made aware and encouraged to support work at home and ensure the staff are aware of all the needs of the child – strengths, likes, difficulties and dislikes. The SEMH Coordinator works very closely with parents as this really helps the children.

Where a child has an EHCP they are likely to have access to a Learning Support Assistant. Parents will be made aware of how support is in place for their child through identified targets

and strategies including the level of support from individual to hover support. We encourage the children to be as independent and confident as they can be in achieving their goals, whilst maintaining self-esteem. Inclusion is Key but there may be times where it would be appropriate to learn individually at a work station or in another area of the school. Reviews take place regularly from daily contact to termly – based on the level of need.

Where behaviour is a concern, it is our duty to investigate the underlying cause for the behaviour the child is expressing – this may be short or long term. We can make a referral to a Specialist who can provide us with support depending on the level of our concern and the needs of the child (this can range from whole class support to individual – where a parent will be involved in the process). Initially, we will monitor the concern but not leave a situation to grow before getting in touch with the parents/carers. We will carry out an 'ABC' analysis (antecedent, behaviour and consequence) in order to assess possible triggers for the behaviour e.g. times of day, activity, social interaction, illness, sensitivity etc.,

Sometimes a child may only 'act out' at home and not at school, e.g particularly if they have needs within the Autistic spectrum or where they are accessing medication for ADHD. Please talk to the SENCO or the child's teacher as planning meetings to discuss how best to support your child and the family, by ensuring holistic support and strategies are beneficial. We may also engage with specialists who offer home and school support if this is agreed with parents.

Some children have eating difficulties, due to challenges they face – linked to additional needs (ASD) or medication (ADHD) or even emotional needs. We can set up a food diary to help you track what they are eating and provisions in addition to set eating times can be arranged within an agreed care plan. We can also build in sensory food play to work towards desensitisation and increase the range of food a child accesses over time – working closely with the family.

For children who need additional mentoring a qualified counsellor visits the school regularly to support children who have been referred by parents/carers through the Head Teacher. Our counsellor from Brentwood Catholic Children's Society can support children who have family difficulties, behaviour/emotional difficulties or are suffering a bereavement or have a high level of emotional need. Regular communication takes place between the parents/carers and counsellor.

The child may have a Care plan, One plan, Strategy plan, One Page profile or consistent management plan– dependant on need – which is seen by all staff working in the classroom. This makes sure that the child's needs are met consistently.

A home school diary is an option where this is considered beneficial to the child and the management of this is discussed between staff and parents but it is a good way to ensure that all adults supporting the child are aware of all their needs on a daily basis.

Staff have regular access to professional development training and the inclusion team work closely to share good practice.

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- **For children who have a diagnosis of Dyspraxia, or have gross or fine Motor control difficulties, attention or organisational difficulties.**

Some children who have less developed fine motor skills are supported in accessing a fine motor skills activity box by the Teaching Assistant or their Learning Support Assistant. This may be shared with parents to allow the child to repeat activities Within the home.

We support children through the 'Write from the Start' programme by Ion Teodorescu to support writing. We also have activities to support cutting skills (with scissors) and dressing / personal care skills.

We follow programmes set up and designed to meet the needs of an individual child by an Occupational Therapist.

For attention difficulties general good practice is in place in class and in addition to this guidance from the ELKAN training is followed or guidance provided by Speech and Language Therapy Team or Educational Psychologist.

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- **For children who have Speech and Language difficulties.**

Parents or staff can request a referral to Speech and Language services for a therapist to assess the child's level of need and will carry out a baseline assessment along with the referral. The therapist will then provide the school with a recommended programme of support, as needed. Therapists work on a tiered system from Universal to High need. Your child's assessment will guide the level of support in place. The class teacher, Teaching Assistant or Learning Support Assistant who have worked with the therapist will deliver the programme, in addition to the family at home. The progress is tracked by staff and therapist and Parental involvement is paramount.

Where it is unsure if a speech and language need is being influenced because English is not the child's first known language, our Global Development coordinator / EAL coordinator will carry out a first language assessment and this will be included within the referral to the Speech and Language Therapy Services. This can help determine the extent the first language/s are impacting spoken and received language.

The SENCO and other staff have received ELKLAN and Makaton training, this practice is Reflected across the school to ensure consistency in approaches to supporting needs.

The school can also assess 5-7 Year olds – where concerns arise with the Wellcomm package. This is a diagnostic tool, which includes a programme of support to close identified areas of need. Staff also have access to a programme called Phonological Awareness, which supports development of language skills beginning with identification of sound.

Staff will work closely with staff and families to ensure the best support is in place to help children overcome difficulties.

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● **For children who have physical difficulties accompanied by a PNI diagnosis.**

The school works closely with Specialist teachers, Physio Therapists and Occupational Therapists who design and recommend strategies or support programmes for the child. The specialist teachers maintain good links with the school and deliver frequent training on an individual / small group basis and LSAs take opportunities to attend training with The specialist teachers are also on hand to aid with specialised equipment where needed. Reports are left for parents and the SENCO ensures these are shared. Regular update meetings take place between staff, SENCO and parents to monitor needs and progress and consider next steps.

The child will have a One Page Profile, may have a care plan, One Plan, Strategy Plan or other specific guidance for staff. This is shared fully with parents and keeps the child at the centre. This maintains consistency in support strategies and ensures all work together to meet the current needs of the child.

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● **For children who have medical issues.**

The SENCO, Parents/Carers, School Nurse and other school staff (as needed) meet to complete health care plans for the child as needed. Unless this is being provided by a specialist in the Health service for the school.

Staff receive training as needed to ensure they are aware of the needs of the child. E.g all staff have regular training on epilepsy and epi-pens or asthma. Update training is then provided as new staff join or the needs of the child change.

All Teaching assistants and Mid-Day Assistants receive regular basic first aid training. There is always a first aider available during play and lunch times and someone available throughout the whole day from breakfast club on. For additional information on Medical issues please refer to question 15.

Holistic support is essential to support the children and communication between home and school is greatly valued. This takes place in a variety of ways: at hand over time between staff and the parent/carer, during a meeting or telephone call or through a communication book – which is used to pass important messages, good news and records of achievement.

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7 How is the decision made about how much support my child will receive?

- These decisions are made in consultation with the SENCO, Head Teacher and class teacher. Decisions are based upon termly tracking of a pupil's progress and as a result of assessments by outside agencies / specialists information or guidance from the Local Authority. Staff use the Essex Provision Guidance document or the Ordinarily Available teaching framework or targeted support as reference to adhere to guidance on tiered support based on the level of need.
- During their school life, the level of support will be monitored to check appropriate provisions are in place. If progress is good and learning is more independent, the level of support could be reduced. If further concerns are identified due to lack of progress or well-being then other interventions will be arranged and support time increased.
- The SENCO will be responsible for supporting staff and families in monitoring the level of provision in place to make sure all possible action has been taken to support the needs of the individual child – through planning meetings and following guidance provided by Specialists within Essex and guidance from organisations and the Government.

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8 How will the curriculum be matched to my child's needs?

- When a pupil has been identified with special needs their work will be adapted by the class teacher to enable them to access the curriculum more easily.
- Teaching Assistants may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs in addition to the in class support from the teacher.
- If a child has been identified as having a special need, they may be given One Plan. Parents are involved in planning the support and will be aware of what is in place. The targets will be monitored continuously and reviewed by the class teacher, support staff and SENCO three times a year and Parental views will be sought within planning meetings. In addition to this Parents will have regular updates regarding your child's progress at parent teacher consultation evenings twice a year and will receive a report at the end of the year.
- Where more intensive provisions are in place for your child, the member of staff responsible for overseeing or delivering the intervention will keep you up dated on a more regular basis – as needed. However, if you need further updates at any time please contact the Class teacher or SENCO and arrangements can be made to discuss provisions and progress.
- If appropriate, specialist equipment may be given to your child to support their learning e.g. writing slopes, Chrome books, I-pads, lap tops, concentration cushions, specialist pen/pencils/grips or scissors.

Further mention is given to resources within question 18.

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9 How will my child be included in activities outside the classroom including trips?

- Activities/clubs and school trips are available to all children and reasonable adjustments can be made to help children and staff get the best they can out of an activity.
- Risk assessments are carried out and procedures are put into place to help all children take part.
- However, if it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child.

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10 How will my child be involved in their learning journey?

- Wherever possible, children's views are collected as early on as possible when considering additional needs. The most important considerations are the child's strengths, areas they find challenging and how they can gain help for this and who will be a part of helping them achieve their goals. They also have the chance to have information that is important to them recorded e.g. likes and dislikes and when they are older or more informed they can say how they learn best.
- A child with recognised additional needs may have a One Page Profile/ care plan, strategy plan or 5 step plan for example, if needs are high and need bringing to the attention of all class staff.
- Children are made aware of the targets set and are informed on their progress on a regular basis.
- The children have regular daily feedback from the class teacher and support staff in relation to their tasks.
- The children are prepared for any changes with staff which may happen through the year (or day – where needed).
- Their views, which they are encouraged to express, are discussed and attended to with their Learning Support Assistant or class staff.
- Where a child has recognised behavioural or emotional needs and reward charts are in place the child will complete these with class staff daily.
- Pupils with SEN are given equal opportunities and are expected to follow the school behaviour system for rewards and sanctions; which is part of the agreed class rules. This is consistent throughout the school. Children have the opportunity to gain rewards for good behaviour, effort and attainment in a range of ways, demonstrating celebration of success.
- Children who have an EHCP attend the annual review meetings to share experiences and celebrate successes and where possible will look at old targets and set new targets wherever possible.

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11 How will I be involved in discussions about planning for my child's education?

All parents are encouraged to contribute to their child's education through:

- Discussions with the Class teacher at parent evenings or discussions through the year.
- Discussions with the SENCO or other professionals
- Parents attend regular meetings with the SENCO and class teacher / other staff to ensure we have your insight and input into your child's needs and provisions at the school.

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12 How will I know how my child is doing?

- You will be able to discuss your child's progress at parent's evening.
- Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCO by visiting the school office or telephoning in a request for contact.

Where more intensive provisions are in place for your child, the member of staff responsible for overseeing or delivering the intervention will keep you up dated on a more regular basis – as needed. However, if you need further updates at any time please contact the Class teacher or SENCO and arrangements can be made to discuss provisions and progress.

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13 How will you help me to support my child's learning?

- Parental support is highly valued as this can make a huge impact on a child's development and progress in school. It is also essential that you are aware of what is in place to support your child and know the impact this is having on their learning. In some cases it is essential to ensure that the strategies in place to scaffold learning are in place across home and school so the child feels supported and not confused resulting in confidence being raised.
- The class teacher may suggest ways of how you can support your child at home. They may discuss strategies, links to on line learning or life-skills or tasks to support, reinforce and rehearse skills at home.
- The SENCO may meet with you to discuss how to support your child or to discuss your child's needs further to ensure your knowledge of your child's strengths and difficulties has been recognised effectively and the best provisions are in place.
- Where outside agencies or specialists have been involved, suggestions and programmes of study can be provided that could be useful at home. Regular reviews will take place; whereby as many people involved in supporting the family and child will attend. The school can normally put recommendations in place prior to waiting for reports as this can take some time due to the heavy caseloads of specialists.

- If a Speech Therapist has seen your child at school, following a referral placed following a raised concern by yourself or the school (in consultation with you), you would normally be present. Recommendations will be discussed with you and a member of staff (SENCO/Class Teacher – or both) and a report will follow. As with other specialist input the school can normally put recommendations in place prior to waiting for reports as this can take some time due to the heavy caseloads of specialists,

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14 What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- The head teacher is our Designated Safeguarding Lead and the school has very good safe guarding measures in place. We use CPOMS – a secure online programme to monitor needs and support placed.
- Staff continually monitor the safety and wellbeing of all children in their care at all times and where a change in behaviour or mood is identified, staff act to provide support and raise the engagement of the child; making sure self-esteem is intact and confidence and enjoyment levels rise. We work closely with families to make sure holistic support is in place; helping the child feel reassured and supported in their needs.
- Members of staff such as the class teacher, Teaching assistant/Learning Support assistant, SEMH Coordinator and SENCO are readily available for pupils who wish to discuss issues and concerns. Where appropriate, the Head teacher or deputy are available to provide support and mediation sessions may be carried out.
- During Lunchtimes there are Learning Support Assistants available in addition to the SEMH Coordinator. The Learning support Assistants are there to provide support for children who have a high level of need during less structured times and they support social development. Our team of MDAs (Mid-day assistants) are also made aware of children with higher needs and how to support them and communication between all staff is key.
- There are also Play leaders and Peer Mediators on the playground. These are Year 5 and 6 children who have undertaken training from the SEMH Coordinator. The SEMH Coordinator and Mid-Day Assistants oversee how the children carry these roles out; to provide activities and positive social interaction.
- There are a range of clubs available during lunchtimes and after school to develop experiences, skills and provide learning through fun.
- Staff work with families to make sure reasonable adjustments are in place to support high level needs when taking part in more challenging activities; especially off-site visits.

- Some children may need additional or alternative food/drink intake or alternative toileting arrangements; based on medical or emotional needs. This is agreed with staff and reviewed regularly. (Toileting needs are addressed within the intimate care policy) Care plans, toileting passes or One Page Profiles are made available to staff supporting the child/ren with identified needs.

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15 Pupils with Medical needs.

- If a pupil has a medical need then a detailed Care Plan is compiled in consultation with the parents/carers and staff. There may be times when the school Nurse or specialist are involved. These are reviewed regularly and as needed.
- Staff receive regular training as needed to ensure on and off site care is there for the child at any time. This includes asthma awareness, epilepsy awareness and how to administer medication and epi-pen training.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.
- All Teaching assistants and Mid-day Assistants receive regular basic first aid training in addition to members of staff who are first aid trained. There is always someone available throughout the whole day.
- Where a child is taking medication at home, parents make staff aware and this information is included in our medical needs profile. This includes food allergies. Staff will be made aware of possible side-effects.
- Where a child is taking medication to support ADHD, staff and parent communicate regularly, as medication can change. Staff monitor mood changes and food intake and can also set up a food diary to allow family to see what the child has eaten during the day; as this can affect behaviours at the end of the day.

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16 What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Brentwood Catholic Children's Society
- Educational Psychologist* team/service and Inclusion Partner linked to the school
- Specialist Teachers – for Physical and Neurological areas of need

- CAMHS – Child and Adolescent Mental Health Service now known as Emotional Health and Wellbeing Services. Now called EWMHS (Emotional Wellbeing and Mental Health Services)
- Child Protection Advisors or Social Services, family solutions.
- Education Welfare Officer
- School Nurse
- Child Development Centre
- Occupational Therapists / physio therapists
- Speech and Language Therapy Services
- We also offer support to parents who would like our support in attending appointments at their doctors to discuss health/behavioural needs of their child.

*An Educational Psychologist is allocated to each school. He/She would normally only work directly with pupils who have needs which are felt to be quite considerable or who are not making progress over time despite interventions which have been put in place. Regular review meetings of the child's progress would have taken place between staff and Parents/carers and the SENCO will have discussions with the parents before a joint decision is made to enlist the support from the EP. Parental input is vital for all concerned and Parents/carers usually attend the visit and can meet the EP before or after they have met / worked with the child. Following this a report is prepared and sent to the school with a copy for the parents. The SENCO will ensure that staff are aware of recommendations and will work with staff to ensure that these recommendations are planned in and reviewed regularly. Review meetings will then be held with the Parents. If at any time Parents need any further support or have any questions the Educational Psychology team make contact details available to allow a parent to contact them directly. The Educational Psychology team can also provide training for staff and provide consultation meetings to discuss a child's / children's needs and aid the school/parents in providing evidenced support packages / recommendations which can be tracked before individualised contact.

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17 What training are the staff supporting children and young people with SEN had or are having?

- How to support children on the autistic spectrum, various workshops and courses attended and some staff have more specialised understanding of this.
- How to support children with ADHD / selective mutism or other specific additional needs.
- How to support children who suffer Bereavement.
- How to support children with writing in the classroom.
- Precision Teaching
- Numicon – general and more specific.

- Relaxation
- Social stories
- How to support children with Speech, Language and Communication needs
- The SENCO has had ELKLAN training
- The SENCO and some Learning Support Assistants are Makaton trained.
- Staff also attend regular workshops and cluster meetings to consider supporting the needs of children on the autistic spectrum, children with downs syndrome, Speech language and communication needs etc.,
- Miss Wheeler gained the qualification 'National Award for Special Educational Needs Co-ordination' in 2010 and has been in post as SENCO since 2009 following 8 years of being a class teacher within Primary settings.

There is always a great deal of training undertaken each year on and off site, in order to ensure that we are in the best position possible to deliver the best programme of support the children in our care need. The support / provisions in place for your child will be discussed with you regularly.

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18 How are the school's resources allocated and matched to the children's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Resources may include training of or allocation of staff dependent on individual circumstances.
- Other resources used to aid learning across the school are: varied level reading books, Chrome books, laptops and other technology equipment e.g. cameras, Dictaphones etc., visual timetables, word and topic mats, key maths mats and visuals in each class to support basic maths calculations and vocabulary, Numicon and various other hands on maths equipment, displays of topic vocabulary, left handed scissors, bounce back and block scissors, easy grips for pencils, writing slopes, relaxation boxes and sessions, learning stations (only when appropriate) Specific PE equipment is also available.
- New equipment is coming out on the market all the time and consideration is given to the needs of the children. The SENCO welcomes ideas from parents and specialists if they are aware of something which would be considered beneficial in supporting the child's needs within the school.

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19 Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact:

- The class teacher
- The SENCO / Inclusion Manager – Miss Wheeler
- The SEMH Coordinator – Mrs Gallagher
- The Head teacher Mrs Kerrell (in the last instance unless specific need to do so)

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**We hope these have answered any questions you may have but do not hesitate to contact the school if you have further questions or feel you would like information added to give a greater understanding to other parents and carers within our community.
Thank You.**

It is also important to view the SEN policy and other policies mentioned within the SEN Policy for further information. The SEN policy is available on the school website and a brief policy can be made available to you within our SEN Parent pack – request a pack from the SENCO.

You can contact the school SENCO – jenniwheater@holycross-pri.essex.sch.uk

You should also be aware of the Local offer from the LEA (Local Education Authority) available at <http://www.essexlocaloffer.org.uk/>

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Please see the information below

