HOLY CROSS
C of E PRIMARY

SEND Information Report 2026-2027

This booklet shares with you our approach to ensuring that all our children, including those with additional needs, get a high quality education. This report is part of the, much wider, Norfolk Local Offer for children with Special Educational Needs (SEN).

What is Norfolk County Council's Local Offer?

Norfolk's local offer is published here:

https://www.norfolk.gov.uk/children-and-families/sendlocal-offer. This website is for families and communities to support a child or young person who has a special educational need and/or disability in Norfolk. It can help you to find support in education, learn about special educational needs services that can help children and their families, find support networks for parents and gain guidance and advice on how to help a young person plan their adult life.

How are our decisions about SEND informed?

The following guidance and documents are used to inform decisions made:

Equality Act 2010: advice for schools, DfE (Feb 2013)

Children's and Families Act (2014)

Special Educational Needs Code of Practice 0 – 25 (2015)

Schools SEN Information Report Regulations (2014)

Statutory Guidance on supporting children at school with medical conditions (2014)

The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)

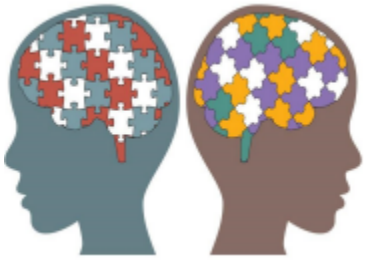
Teachers Standards (2012)

Safeguarding Policy

We consult with our parents, children, staff and Academy Trust about our approach to SEND; this happens through Parent Forum events, parent/ pupil SEND meetings and questionnaires. Our SENCo meets regularly with our Trust representative for SEND who also consults. We welcome any feedback and involvement in reviewing our offer and can be contacted about this via the school office.

What does the Term 'Special Educational Needs and Disability' mean?

The term 'Special Educational Needs and Disability' is used to describe learning difficulties or disabilities that make it more challenging for children to learn than their peers. Children with Special Educational Needs and Disabilities (SEND) are likely to need support that is different from or additional to that given to other children their age. Our school provides additional and/or different provision for a range of needs (as outlined in the Special Needs Code of Practice, 2015), including:



Communication and Interaction, for example, children who are diagnosed with autistic spectrum disorder, or have speech and language difficulties. Teachers and support staff are aware of a range of strategies to support children with these needs in the classroom and will further adapt their teaching to meet individual needs.



Cognition and Learning, for example, children who may have dyslexia, dyscalculia, working memory problems. These needs are met primarily through quality first teaching, making adaptations to the learning through appropriate scaffolding, and then through targeted interventions that address individual needs.

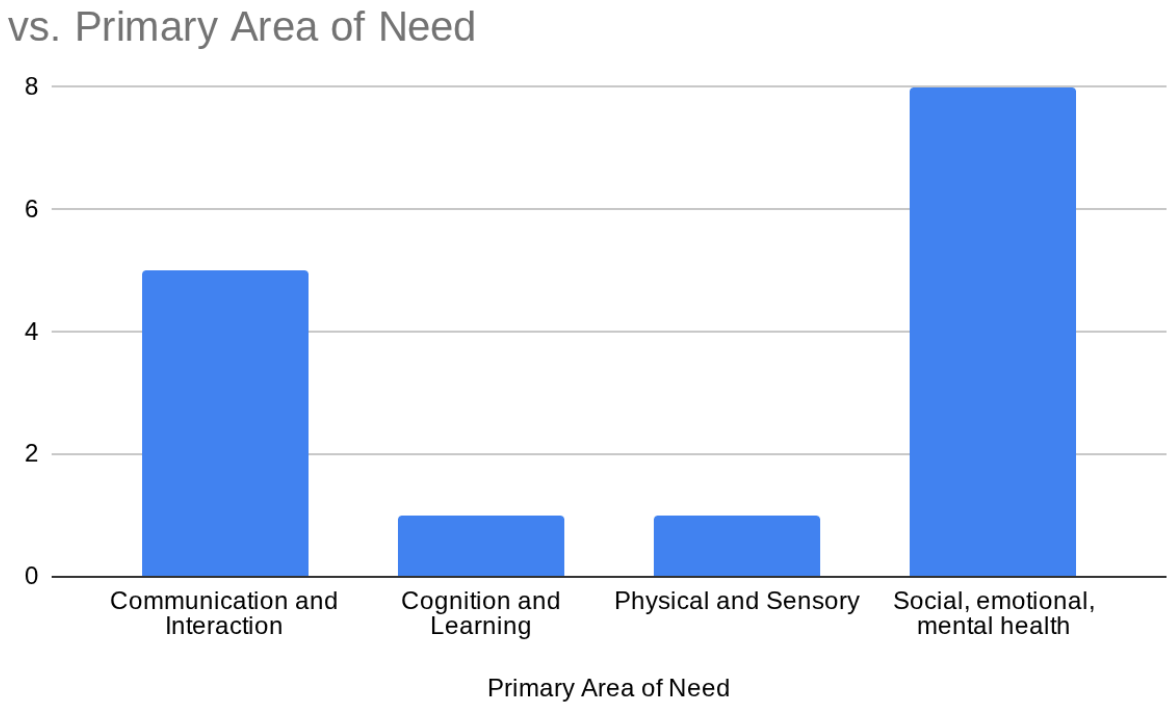


Social, Emotional and Mental Health difficulties, for example, children diagnosed with attention deficit hyperactivity disorder, anxiety disorders, social disorders, eating disorders. We work together towards meeting needs through providing pastoral support and working with outside agencies to provide additional support.



Sensory and/or Physical needs, for example, children who have visual impairments, hearing impairments, physical disabilities, processing difficulties, or epilepsy. These children are supported in school by making the necessary adaptations, in consultation with specialist agencies.

Category of Primary SEND need at Holy Cross



Some of our children may have a secondary needs, these are not included in the given data.

How do we identify pupils with SEND and assess their needs?

From the moment our children start at school, regular assessment is being carried out. Formative assessment is carried out through every curriculum area, every day to ensure our children are learning, and to decide upon whether they are meeting expectations or needing further support. **All** our children are involved in regular summative assessments that feed into future planning and reporting.

Analysis of assessments, observations of the child, and discussions as a staff (at Pupil Progress meetings) and with families during SEND meetings, contribute to the initial stages of identifying children who may have additional needs.

These become part of the planning process for additional support and interventions needed. These can include: small groups work, 1:1 keep up and catch up interventions in specific areas, pastoral support, or support needed with routines.

As part of this process additional assessments such as: Nelson Spelling, Head start tests, Sounds Write, Wellcomm, assessments may be used to establish an entry level, these are used termly or more frequently, as appropriate to the child, and in addition can be used as exit data, to determine that progress is being made or the child is no longer in need of additional support. Functional Behaviour Assessments are also used to establish a path, or those children with SEMH (Social, Emotional, Mental Health) needs. Soft data is recorded in addition to academic assessment to evidence progress and development of the whole child.

The progress of children with special educational needs is compared with children without special educational needs at a school level. This enables us to determine if our children with special educational needs; need further support to make accelerated progress.

We are able to use the data of our academy trust schools, collectively on a termly basis to evaluate the effectiveness of our school.

How do we identify pupils with SEND and assess their needs?

Once a child has been identified as having a special educational need, we will continue to:

*Have on-going discussions with parents/carers.

*Observe the child in school (social and/or learning times)

*Have discussions with other members of staff, including our pastoral workers.

*Implement and monitor suggestions made by other members of staff, a sharing of 'good practice'.

*Offer whole school or individual CPD if/where necessary

*Use ICT learning aids where appropriate.

*Refer, when appropriate, to outside support agencies

*Have discussions with the Trust SEND team, and with the Core Consultation and EPSS (Educational Psychologist and Specialist Support).

*Involve other supporting agencies involved with families, for example: Children's Services Safeguarding Team, Physiotherapist/ Speech Therapists/Communication Therapist/Occupational Therapist/Teacher of the Visually Impaired/ GPs/School Nurse/Health Visitor

*Engage with external services such as, EPSS, ATT (Access Through Technology), Virtual Schools, SALT (Speech and Language Team) , OT (Occupational Therapy), Inclusion Team, Dyslexia Outreach and Harmful Sexual Behaviours Team.

We believe behaviour is communication which is an underlying response to a need. The school will recognise this and identify the need clearly.

Slow progress and low attainment does not automatically mean a child is recorded as having a special educational need.

How is my child's SEND need recorded?

In order for a child to be added to the SEN register and included within the whole school provision map, the following has to have happened:

*High quality teaching has been in place and expected progress has not been made.

*This dip in progress has been highlighted as part of pupil progress meetings and discussed with parents. The learning is being scaffolded appropriately to support the child to achieve or targeted teaching, possibly through keep up interventions has been implemented.

*The child has continued to make less than expected progress; this will then be raised with the SENCo and more specific support considered.

*The child will be placed on our provision map and the graduated approach will be put into action, targeted catch up interventions, or support that is needed in addition to previous support is enacted. Each child identified as having a special educational need and/or disability is entitled to support that is 'additional to or different from' the existing scaffolded high quality inclusive curriculum.

The SENCo will be responsible for ensuring that the school provision map is updated termly and that all teachers are following the graduated response cycle. The SENCo will also ensure that communication with parents is maintained on a regular basis.

The provision map is regularly discussed as part of staff meetings, so we can learn from each other and share good practice of how we support learners with SEND. We promote consistent practice across the school through attending Trust SEND forums and training, ensuring equality of opportunity.

All children on the SEND provision map will have a Student Support Plan with information that will enable staff in our school and other professionals to understand what is important to the child and how best to support them.

All teachers and support staff who work with a child on our SEND register will have read Pupil Profiles and ADPRs to understand the needs of the specific child. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

We work with the following agencies to provide support for children with SEN: School 2 School support, Educational Psychologists, Dyslexia Support team, Speech and Language, Inclusion Team, Pandora Project, Ormiston Families, ZIP and TAS meetings, Just One Norfolk and colleagues at Grace Schools.

How do we assess and review pupils' progress towards outcomes?

We follow the graduated approach and the four-part cycle of assess, plan, do, review**.**

Teachers will **assess** the children by using an appropriate tool; this may be through reviews made following a class's termly pupil progress meetings, data from assessments, observations of the child to monitor emotional well-being or using a more specialised assessment related to emotional or academic need. We assess academic progress of children who are recorded as SEN Aware, SEN Support or have an EHCP with through the use of a range of assessments, inclusive of quantitative and qualitative data.	We **plan** to produce targets and share with parents and children during termly meetings, setting out SMART targets, discussing what we plan to do and improve over the coming term and asking for any feedback or comments they may have about their child and their previous targets, this in turn will inform our future plans.



This will then be **review**ed termly, often revisiting the assessment used at the assess stage to ensure small steps in progress are recognised and celebrated with both the child and their parents. At this point targets may be changed or adapted as a result, or continued until the next review point.	In consultation with the SENCo, teachers will decide on what they will **do,** their plan of action and implement it over the course of a term, reviewed more frequently if necessary, in response to assessments carried out. This is recorded on the child's ADPR.

The class teacher will then begin the cycle again with a new or extended target, unless it is felt that the child has made significant progress and will be removed from the SEND register. These decisions will be made during pupil progress meetings when staff can liaise as a team and discuss the progress of children in their class, there is further discussion with the parents and child as part of the review meetings.

Education, Health and Care Plans (EHCP)

If your child continues to demonstrate a significant concern, and despite all the extra provision and advice from outside agencies, the child is not making progress, the school may then request further support from the Local Authority. This may also happen if your child has severe or complex disabilities or medical needs.

If this extra support is required, an Education, Health and Care Needs Assessment may be completed. The SENCo will assist in collating the relevant background information about your child (from the child, parents, school staff and outside agencies).

The Local Authority will then decide if your child will require special educational provision or health care, which is over and above that normally provided by our services, and whether or not to issue an EHCP following the process as set out in the Special Educational Needs and Disability Code of Practice 2015.

The final EHCP will detail what support will be needed to achieve a set of outcomes as agreed by all involved and will set targets to be worked on.

All EHCPs will be reviewed at least annually with parents, the child (whenever possible), the school and other professionals involved to consider whether any amendments need to be made to the description of the child's needs or to the special provision specified.

How do we adapt our teaching for children with special educational needs?

Teachers ensure that all children receive and can access high quality inclusive teaching, for example, by grouping, 1:1 work, adapting teaching style, content of the lesson, providing additional scaffolding. Where a child with special educational needs cannot access the sessions, learning is adapted to a suitable level and additional intervention is put in place to enable pupils to catch up . We make the following adaptations to ensure all pupils' needs are met::

*Adapting our resources and staffing to support all children, allowing longer processing times, pre-teaching of key vocabulary, reading instructions aloud, repeating instructions and allowing questions for clarification.

*Using recommended aids, such as laptops, visual timetables, larger font, talking tins, iPads enabled with dictation devices

*Adapting our learning environment to ensure accessibility for all and additional classroom techniques such as altering seating arrangements, use of visual timetables and picture stimuli. On occasion groups may be used so that a teacher can work in a more focused way with children who need additional support.

*Using specific plans to support communication, including visual timetables, social stories, support with transitions between tasks and parts of the day, brain breaks.

*Using verbal questioning/ repetition to ensure children have understood and are clear about our expectations.

*Support children's engagement by rewarding and praising effort

*Adapting the child's position within the classroom to maximise engagement

*Extra time/ support is given for any formal assessments

*Pre-teaching is used to support children who are learning at a lower level, smaller steps and a slower pace to learning may be used., to embed instructions/ information *Additional scaffolding may be given on a 1:1 basis by staff

How do we support children with medical conditions?



The school recognises that pupils with medical conditions should be supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. Some adaptations used have included altering seating arrangements, supporting transition between lessons, providing quiet spaces, reducing the amount of learning required, use of the sensory resources and teaching life skills 2010. Some adaptations used have included altering seating arrangements, supporting transition between lessons, providing quiet spaces, reducing the amount of learning required, use of the sensory resources and teaching life skills

The school has the following measures in place for the comfort and ease of all children, including those with SEND and/or disabilities: quiet areas, sensory areas, low-stimulation areas, well-lit areas, ramps, wide doorways and corridors, non-slip flooring, disabled access toilet with handrails and emergency pull cord, clear signage and light controllable blinds. Classrooms are decorated in neutral/ pastel colours to create a less stimulating atmosphere for all children.

Following, or during, any extended period of school closure or absence, remote/ home learning is put in place. A member of the teaching staff will support this. Upon return children with special educational needs and/or disabilities will be reassessed in accordance to their area of need, and appropriate support/ intervention put in place quickly.

How the Grace Schools principles underpin our approach to supporting our children with special educational needs?

- We provide all our children with a knowledge-rich curriculum where knowledge is valued, specified, well-sequenced and taught to be remembered.
- When necessary, we use rigorous assessments to inform reasonable adjustments and adapt our provision to ensure all children receive their entitlement because their identified needs are met.
- In our school, everyone is responsible for the culture of ambitious aspirations and high expectations for all children. We recognise that every child is unique, complex and valued.
- We encourage high expectations of our children, so that they may flourish and achieve high academic outcomes, conduct themselves well and make valuable contributions to the school and community.
- The behavior curriculum is taught and reinforced throughout the academic year. We have consistent, high expectations, approaches to the learning environment and routines are set to ensure all children receive the education they are entitled to.
- We work in partnership with parents, carers and professionals to ensure a shared understanding of the inclusive practices we use.

How do we use interventions to support the learning of our children with special educational needs?

Interventions are used alongside high quality inclusive teaching to support children to access the learning, whether on an academic or pastoral level. They focus upon recognising the starting point of the pupil, possible pre-teaching or over learning of a curriculum area, having smaller objectives to achieve, and additional support in lessons to consolidate the learning. This can then be extended to interventions beyond the classroom, which support a child to keep up, or catch up, with the learning taking place within the class. Some of the interventions used include:

Cognition and Learning Needs	**Communication and Interaction Needs**	**Social, Emotional and Mental Health Needs**	**Physical/ Sensory Needs**	**SEN alongside English as an Additional Language**
Catch up interventions – reading for fluency, reading for comprehension, sentence structure Subject specific interventions	Colourful Semantics Sounds Write Speech and Language – blank level activities Wellcomm Intensive Interactions	ELSA resources Mindfulness practices Lego therapy Zones of Regulation	Brain breaks Mindfulness Sensory Circuits Daily Mile	Colourful Semantics Catch up interventions – reading for fluency, reading for comprehension, sentence structure Sounds Write

How do we enable children with special educational needs or disabilities to engage in all activities?



We believe all children should have the same opportunities to access extra-curricular activities. At Holy Cross we offer a range of additional clubs and activities. We make reasonable adjustments to ensure participation for all including, ensuring there is extra peer support, additional adult support, communication aids and adaption of equipment involved. Please contact the SENCo to discuss further.

All staff have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

No child is ever excluded from taking part in these activities because of their special educational needs or disability.

What do we do with the funding we receive?

Each year a costed provision map is produced which details how the SEND funding has been used. Last academic year funding was spent on: provision of SEN support for KS1 and KS2, small group work within core subjects, daily phonics and reading interventions. Funding was also used to engage support from Educational Psychologists, Wellcomm assessments were completed and CPD for staff.

This academic year funding for the provision of SEN support remains the same. CPD is being accessed to develop the early speech and language understanding of our staff.

What support do we offer to support the emotional, mental and social development of pupils with special educational needs?

At Holy Cross, the whole child is our priority; all our children are supported according to their individual needs. We focus upon what a child can do and we build from there. We give plenty of praise, demonstrate positive attitudes, give positive reinforcement at all times, not only thinking of a child's level of intellectual ability, but the way they perceive themselves and their environment and enable our children to enact the vision; respect, aspire, challenge and succeed.

Appropriate peer group support and understanding is encouraged. Our aim is to ensure early support for children before they develop negative attitudes caused by feelings of failure. We use a clear, consistent behaviour approach across the school to reward behaviour as it is just as important to recognise the achievements of a child as is to be responsive to their particular needs. What a child can do is more important than what they cannot do.

Additional pastoral provision is provided where necessary. We have a number of staff trained as Youth Mental Health First Aiders, who can support children in their immediacy and can help to signpost children and their families to the appropriate path, be that external or internal agencies. Mindfulness and relaxation activities are used to promote positive emotional literacy are used regularly within our classrooms and as interventions. Emotional literacy is also developed through out PSHE curriculum.

We use of Zones of Regulation to support all children in our school, using the training from EPSS for all staff delivered in the Spring term 2025.

We have had input from Schools and Communities Team with Lego therapy sessions and with our parent workshops.

When needed the SENCo, as Mental Health lead, can also put forward referrals to Just One Norfolk, NDS pathway or support parents in going to the GP for additional referral to CAMHS (Child and Adolescent Mental Health Services) or other agencies that can support. These external agencies may visit children in school and in their home, and give both parents and school advice on how best to support the child.

How do we involve our parents?

We will have an early discussion with parents/carers, and where possible the child, when identifying whether they need special educational provision. These conversations will ensure that:

*Everyone develops a good understanding of the child's areas of strength and difficulty

*Parents/carers can share their concerns

*Everyone understands the agreed outcomes sought for the child

*Everyone is clear on what the next steps are

*Notes of these early discussions are added to the child's record

Parent consultations are held termly for all children on the SEND register as part of the Graduated Approach process, to discuss the support in place for their child, review targets and set new ones. However, both the class teacher and SENCo are available to meet with a parent whenever needed.

Where there is a need to proceed with an EHCP, parents are consulted at the earliest stages, and involved throughout the process.

Additional opportunities for parents to communicate with the SENCo or class teacher are provided through: review meetings, parents' evenings, home-school contact books, or via email/ telephone.

How do we involve our children?

All our children are supported to give views through questionnaires, including how they are supported in their learning. They are enabled to access opportunities extra-curricular activities in school: the after school clubs board has pictures of the clubs on offer, outside of school letters are distributed sharing information about activities that they can access, and on occasion the HLTA (PE Lead) has targeted children to attend events specifically for children with special educational needs. Pupils have an involvement in their own Student Support plan, sharing their views and opinions on how they can be best supported and the challenges they face in school.

In addition to this feedback from parent questionnaires and spontaneous conversations are also used to shape our provision.

How do we prepare our children at different points of transition?

Communication between our school and the next provision is paramount for children with special educational needs and/ or disability. We will have early conversations with these schools, as soon as a place has been confirmed to pass on all information including files to the next school and organise transition, suitable to the needs of the child, with the school they are transitioning to. This also includes conversations with the SENCo; these conversations may also include parents and external agencies as required. Where it is needed, a member of staff will visit a new school with a child to ensure they get the most out of the transition arrangements and feel confident to ask questions.

Transition into the school in Early Years is managed with discussions made to feeder Nurseries and Pre-schools, a timetable of opportunities for new children to look around the school, meet other children and get used to school life before they join us. As we now have our own Pre-school we aim to identify need early.

When new children start attending our school they have often toured the school and are invited for taster sessions. Open events are often held and a personalised meeting for parents to further discuss the needs of their child is often held. These meetings will include the SENCo and the class teacher who can then convey relevant information to other staff members in the school as needed. If a tailored transition is required to support a child, then this will be discussed at a meeting with parents and the SENCo. A pen picture may be created to share information with the whole team, allowing them to get to know the child before they start our school.

If in the event of any further national lockdown, or self- isolation, remote learning will be provided. The SENCO and class teachers will maintain regular communication with parents, and support for pupils. On return to school, the SENCO and class teacher will have discussed with parents any concerns related to their child returning to school and provide transition support if required. This may include additional adult support, pastoral support, reduced timetabling, and flexible timetabling. Regular communication will be maintained with the parents as to how their child is settling back into school.

What external services do we use to support meeting the needs of children with special educational needs and in supporting the families of such children?

Education services: Where a specific learning difficulty has been identified or further advice on how to support a child is needed, the school may engage with the following services: Virtual School SEND, Virtual School Sensory Support, Education Psychology Specialist Support, Inclusion Team, Zones team, Schools and Community team, Dyslexia Outreach.

Health Services: Where a specific health or SEMH need has been identified or further advice on how to support a child is needed, the school may engage with the following services Just One Norfolk, Speech and Language Service, Young Minds, Mental health services

Social Care Services: Where a family require additional external support, the school may engage with the following services: Early Help,

Third sector services: Where a more specific area of need has been identified we have engaged with: Young Carers, Athena (Alternative Provision), Nelson's Journey, Bush Adventures.

What support services, beyond the school, can we contact as Parents of pupils with SEND?

We keep parents of children with special education needs and/or disabilities up to date with the latest publications from Parent Partnership. Sarah from Family Hubs has attended parents evenings and coffee afternoons to signpost families to local support.

Norfolk SEND Partnership Information, Advice and Support Service provide information, advice and support to children, young people, parents and carers about special educational needs and disabilities. They can be contacted via the following website: https://www.norfolksendiass.org.uk/ or by calling them on 01603704070, text 07860033614 or by emailing norfolksendiass@norfolk.gov.uk

Who can I contact for more information, advice or support?



Name of SENCO responsible for managing setting for children & young people with SEND: Mrs Rachael Waterson

Name of Lead for Mental Health: Mrs Rachael Waterson

Contact details: rachael.waterson@hcr.graceschools.org.uk

Telephone: 01553 810394

Advocate for SEND on the SLT (Senior Leadership Team): Mrs Rachael Waterson (SEND CoP, Role of the SENCO in School, 6.89)

SENCo: Rachael Waterson, National Award for SEN (NASENCo award) (Clause 64, C & F Bill, 2014) awarded September 2017

Grace Schools Representative for SEND: Jade Fitt

What training do the staff receive to enable them to support children with special educational needs effectively?

All staff receive regular updates from the SENCo through staff meetings, and providing information within the briefing notes. The SENCo attends the half-termly Academy Trust SENCo forums.

This year, staff including teachers and teaching assistants will have access to Speech and language CPD.

Over previous years, staff have undertaken a number of training courses including: Zones of Regulation, Sounds Write as an Intervention, Dyslexia Awareness, Place2Be Mental Health training, Training through Creative Education for mental health and ASD (Autistic Spectrum Disorder). All staff have undertaken specific training associated with ASD and ADHD provided by Andrew Whitehouse (2019), Making sense of Autism provided by Educator Solutions. Sounds Write from EYFS to KS2.

A number of staff, both teachers and teaching assistants are trained in Youth Mental Health First Aid, and the SENCO has completed the Mental Health lead training and continues to share this with staff.

What can I do if I am not happy with the provision?

Complaints about SEND provision in our school should be made to the class teacher in the first instance, and then the SENCo. If the complaint cannot be resolved at this level, parents will then be referred to the school's complaints policy. A copy of the complaints procedure can be found on the school website https://hcr.graceschools.org.uk/ or can be requested via the school office.

The parents of children with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

*Suspensions and Exclusions

*Provision of education and associated services

*Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details for raising concerns

If you are unable to reach an agreement with your child's school about their SEND support, you can:

*Contact Norfolk SEND Partnership: https://www.norfolksendiass.org.uk/ , they provide a free, impartial and confidential information, advice and support service on SEN and disabilities.

*Try disagreement resolution. In Norfolk, disagreement resolution is delivered by KIDS SEN Mediation Service which is an independent organisation funded by Norfolk. It is free to parents, young people and education providers. https://www.kids.org.uk/

Additional Information and School Policies

The following policies and procedures are used to support the identification and assessment of pupils with special educational needs:

SEND policy

Accessibility plan

Safeguarding policy and procedures

Behaviour policy

Complaints procedure

Supporting children with medical needs policy

Admissions arrangements

Equality information and objectives statement

All of the above policies can be found on the school's website:

https://hcr.graceschools.org.uk/