

HOLY CROSS CATHOLIC PRIMARY SCHOOL

Company No: 07696905

Registered Office: Queen's Drive, Swindon, Wiltshire, SN3 1AR

Tel: 01793 527679

www.holycross.swindon.sch.uk

✉: admin@holycross.swindon.sch.uk



SEN Local Offer 2018-2019

Review date: June 2018 Next review date: June 2019

How does the school know if children need extra help and what should I do if I think my child has special educational needs?

Children are identified as having SEND (special educational needs and/or a disability) through a variety of ways including the following:

- Liaison with Early Years setting /previous school.
- Child is performing below age expected levels.
- Concerns are raised by the parent.
- Concerns are raised by the teacher when, for example, behaviour or self-esteem is affecting performance.
- Liaison with outside agencies i.e. speech and language.
- Health diagnosis through a paediatrician.

What do I do if I am concerned about my child?

- Talk to your child's class teacher.
- Talk to the Special Educational Needs Co-ordinator (SENCO) who is Mrs E O'Neill.
- Talk to the Headteacher who is Mrs K Salter.
- If you continue to have concerns you can speak to the SEN Governor, Mrs Hyrb.
- Ask to speak to any of the above by asking at, or phoning, the school office (01793 527679). We are always happy to discuss your child with you at a convenient time to all.

How will my child be supported by Holy Cross Primary School? Who will oversee, plan, work with my child and how often?

- The SENCO, Mrs O'Neill, along with the Senior Management Team oversees all support and progress of children requiring additional support across the school.
- The class teacher will oversee, plan, and work with each child with SEND (Special Educational Needs and/or a disability) in their class to ensure that progress is made in every area.
- If the class teacher thinks it necessary, a TA (teaching assistant) may be asked to work with your child, either individually or as part of a group of children.
- A review of your child's progress and needs will take place 3 times a year.

Who will explain about the support my child will receive?

- The class teacher will meet with parents 3 times a year to discuss your child's needs, support and progress. These meetings may be incorporated into the twice yearly Parents' Consultation meetings. Children requiring intensive support will have a review meeting of their progress and needs 3 times a year. At these meetings the SENCO, class teacher, your child's teaching assistant and, possibly a member of an outside agency will be present. You will be invited to these meetings.

How are the governors involved, and what are their responsibilities?

- The SENCO and Head of School report to the SEN Governor three times each year to discuss the progress of children with SEN. This report does not refer to individual children and confidentiality is maintained at all times.
- The SEND governor gives a full report to the governing body at the end of each year.

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- The governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they require in order to make progress.

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

- Teachers plan work at an appropriate level so that all children in the class are able to access the curriculum according to their specific needs. This is called differentiation. For most lessons there will usually be three different levels of work set for the class. However, on occasion, there may need to be further differentiation for an individual child.
- The benefit of differentiation is that all of the children in a class can access the lesson and learn at their own level.

How will I know how my child is doing and how will you help me to support my child?

- There are two Parents' Evenings for all children.
- Children requiring intensive support will have a review meeting of their progress and needs 3 times a year. At these meetings the SENCO, class teacher, your child's teaching assistant and, possibly a member of an outside agency will be present. You will be invited to these meetings.
- We operate an 'open door' policy where you are welcome at any time to make an appointment with your child's class teacher, or the SENCO, to discuss how your child is getting on. We can offer advice and practical ways in which you can support your child at home.

What support do we have for you as a parent of a child with Special Educational Needs and/or a Disability?

- The class teacher and/or SENCO is available to discuss your child's progress and needs either during the review meeting 3 times a year or as requested by you.
- All information and advice from outside professionals will be discussed with you. This may be directly with the outside professional involved with your child or, if this is not possible, via a telephone call or access to a report they have written.
- IEP's will be reviewed with your involvement and you will have an opportunity to give your written views regarding your child's progress and further needs.
- Homework can be adapted to enable your child to complete it according to their need.
- A home/school diary may be used to support communication with you if this has been agreed to be useful for you or your child.

What is the pastoral, medical and social support available for your child in school?

- As an inclusive school, we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being and promote this in a variety of ways e.g. rewards, helping children to recognise their successes, specialist intervention programmes etc.
- The class teacher has overall responsibility for the pastoral, medical and social support for every child in their class. If further support is required, the class teacher liaises with the SENCO for further support and advice. This may involve working alongside any of the following outside agencies:
 - Autism Outreach Service
 - Educational Psychology Service
 - Sensory Service for children with visual or hearing needs
 - Dyslexia Advisory Service
 - Speech and Language Therapy
 - Occupational Therapy
 - Physiotherapy

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- Health professionals who provide training for school staff to deliver medical interventions
- Nyland Campus Outreach Team (Behaviour Support)
- Parent Partnership Service who support families through the SEN processes and procedures)
- School Nurse

How does the school manage the administration of medicines?

- Asking all parents to complete and sign a medication form giving the name of the medication, dose required and how often it is required (this is obtained from the main office).
- The main office informs the class teacher that a child requires medication.
- The child is taken to the medical room to receive their medication by an allocated teaching assistant as required. All medication is kept in the medical cupboard, or fridge, in the medical room (apart from inhalers and hypo packs which are kept in the child's classroom and accompany the child as necessary under the guidance of the class teacher or teaching assistant).
- Each dose of medication given is recorded by the teaching assistant.
- Children requiring certain medications i.e. adrenaline (via an EpiPen), insulin etc. require a Health Care Plan stating their particular needs regarding their medical condition. This is the responsibility of the school nurse to provide.
- All class teachers and teaching assistants are given training for medical conditions such as diabetes, anaphylactic shock and asthma annually. If required, class teachers or teaching assistants can be given more specialised training to support medical conditions in school.
- All teaching assistants receive regular First Aid training, including the reporting of all injuries and illnesses children present with in school.

What support is there for behaviour, including how to avoid exclusion and increase attendance, if needed?

- As a school we have a very positive approach to all types of behaviour with a clear reward and sanction system that is adhered to by all staff and pupils.
- A child with behavioural difficulties will have an Individual Behaviour Plan which is written alongside the parents and child. Targets will be set and support put in place and the plan will be reviewed as often as necessary (usually every 6 weeks).
- After certain behavioural incidents the child will be asked to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time in order to change and improve their behaviour. The parent will be informed of the incident and written records kept of it and any outcomes.
- Two of our teaching assistants have received counselling training. After discussion between parents and class teacher/Head of School children and families may access this.
- School and parents can seek advice from the Nyland Campus Outreach Team who will assess the behaviour and offer strategies to support this.
- Attendance of every child in school is monitored on a daily basis by the office staff. Home will be contacted by the office staff to find out why a child is absent from school. Lateness and absence are recorded and reported to the Head of School, if necessary.
- Support is given to any child and their family who have difficulties with lateness and absence. This may involve the support of the Education Welfare Officer.

How will my child contribute to their views?

- We value and celebrate each child's right to be able to express their views on all aspects of school life. This may be through talking to the class teacher, talking to the School Council and, at times, through

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questionnaires which actively seek the viewpoints of children regarding being able to speak to an adult if they have a worry.

- All children have an opportunity to formally discuss literacy and numeracy targets twice a year with their class teacher.
- Children with an IEP and/or IBP can discuss their views about progress made and targets to be set at their review meetings.
- Children with an IEP and/or IBP have an opportunity to have their views recorded alongside their parents' written views 3 times a year.
- Children with an Education Health and Care Plan will be asked their views, which will be recorded and shared at the annual review.

What specialist services and expertise are available?

- The SENCO is a fully qualified and experienced teacher. She holds the National Award for SEN co-ordination (NASENCO).
- Holy Cross Primary School works closely with any external agency which we feel is relevant to the needs of a child. i.e. school nurse, educational psychologist, GP's, clinical psychologist, paediatricians, speech and language therapists, occupational therapists, behavioural teachers, social workers, educational welfare officers.

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

- The SENCO attends training regularly in a variety of areas such as dyslexia, attachment disorder, ADHD.
- Teachers attend courses either delivered by a trainer from outside the school or as part of in-school training via staff meetings and staff development days.
- Teaching assistants attend training either delivered from outside the school, during staff development days, during meetings with outside agency personnel or during the weekly meeting with the SENCO.
- All teaching assistants have had training in delivering reading/spelling/phonics programmes.
- The SENCO also delivers training and information to teaching assistants and teachers.

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

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out before all off site activities to ensure that no one's health and safety will be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, alternative activities which will cover the same curriculum areas will be provided.

How accessible is Holy Cross Primary School?

- There are disabled toilets
- There is a shower room
- There is wheelchair access
- After school provision is accessible to all children, including those with SEND
- We ensure that all equipment used is accessible to all children, including those with SEND.
- We supply certain equipment for children with SEND i.e. writing slope, wobble cushion, sensory tent etc.
- The Governors are committed to ensuring that school is compliant with the Equality Act 2010.

How does Holy Cross Primary School communicate with parents or carers whose first language is not English?

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- Teaching assistants whose first language is not English can be used as translators. At present we offer translation for Konkani, Polish and Italian, speakers. Should further needs arise school is committed to sourcing support.

How will Holy Cross Primary School prepare and support my child's transfer to another school, especially into secondary school?

We recognise that transition, when a child moves on to a new school, can be difficult for a child with SEND. We take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school we:

- Contact the school SENCO and ensure he/she knows about your child's special educational need and any special arrangements that need to be made for your child
- Ensure that all records about your child are passed on as soon as possible

Before your child moves up to the next class at Holy Cross Primary School we:

- Pass all relevant information on to the new class teacher before the move.
- Enable children to spend a morning in their new classroom with their new teacher.
- Enable some children to visit the classroom before this when the classroom is empty and/or with the present class in it.

During year 6:

- The SENCO will discuss the special educational needs of your child with the SENCO of their secondary school as appropriate.
- Your child may work with a teaching assistant using a programme of work to help explain about secondary school and help alleviate anxiety about it.
- All children, with their class, will visit St Joseph's Catholic College on several occasions to experience sporting activities, use of the ICT facilities etc.
- Teachers from St Joseph's Catholic College visit Holy Cross Catholic Primary School to meet the pupils.
- All children will spend one day at their secondary school. They will tour the school, meet new teachers and children from other primary schools and experience some lessons
- Some children with SEND may visit their secondary school with the Holy Cross Primary SENCO before the whole year 6 Induction Day. This will help the pupil with transition from primary to secondary schools.
- Some children from Holy Cross Primary School will meet with two learning support staff, from St Joseph's Secondary School, at Holy Cross Primary School for a question and answer session and a craft session. This is to help the children recognise adults who can give them support, if needed, once they move and for the staff to begin to get to know children they may be supporting on transition.

How will Holy Cross Primary School prepare and support my child's entry to school from preschool and nursery school?

- Foundation Stage Leader to visit children in their Early Years settings to talk to key workers and identify individual needs
- Home visits will be made to support your child's move to school.
- Where a child has particular needs, a Transitional Plan will be made with parents and any professionals linked to the child. This plan will be put into place to support your child for when they enter school.
- The Transition Plan will be reviewed as needed.

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- Following the transition, your child may require an Early Years Additional Needs or Early Years SEN Support plan with targets to help support your child.
- Your child's targets will be reviewed three times a year with you and the class teacher. The SENCO will monitor this process.
- This process will continue as your child enters Year 1.

How are the resources at Holy Cross Primary School allocated?

- We ensure that all children with SEND have their needs met with the funds available.
- We have a team of teaching assistants who are funded from the school budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on needs basis with some children with SEND being allocated extra support from the budget of the Local Authority.
- The decision about what type of, and how much, support your child needs is made after discussion with the parent, the class teacher, SENCO and, on occasion, an outside agency.
- The impact of the support given will be evaluated through reviewing IEP targets, and academic progress against national/age expected levels as well as discussion with relevant parties.
- When a child has caught up or makes sufficient progress s/he no longer needs to be placed on the SEND Code of Practice.

Who can I contact for further information?

- The class teacher is responsible for checking on the progress your child is making and for writing an IEP, if necessary, and reviewing this regularly with you.
- The SENCO is responsible for co-ordinating all the support for child with SEND and developing the school's SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- The Head of School is responsible for the day to day management of all aspects of the school, including the support for children with SEND. The Head of School must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- The SEND Governor is responsible for making sure that the necessary support is made for any child with SEND who attends school.

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GLOSSARY OF TERMS	
PLP	Personal Learning Plan
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEND	Special Educational Needs and/or disabilities
SALT	Speech and Language Therapist
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
ASD	Autistic Spectrum Disorder

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