

Holy Cross RC Primary School



SEND – Core Offer Policy

Signed _____ [Headteacher] Date October 2025

Signed _____ [Chair of Governors] Date October 2025

Next Review Date October 2026

CORE OFFER: SEND Information

Frequently asked questions by Parents / Carers:

How does the school know if a pupil needs extra help?

We use a range of indicators to help identify children with special educational needs, including:

- The definition in the SEN Code of Practice (June 2015) 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 settings.
- Daily assessment for learning through questioning, discussion, observation and marking.
- Summative assessment at the end of each term.
- Discussions with staff, the child (where appropriate), parents/carers and agency support.
- Information from previous settings. If a parent/carer has any concerns about their child's progress or attainment, they should first discuss these concerns with the class teacher. The class teacher will then involve the SENDCo (Mrs Hunt) as appropriate.

All children are regularly assessed by their teachers and the data is then analysed. Where there are concerns these will be discussed with the SENDCo and Class Teacher and if appropriate additional support will be planned.

What should I do if I think my child has SEND?

First speak to the class teacher to see if the family concerns are evident in school. If there are concerns these will then be discussed with the SENDCo and additional support will be planned.

How will the setting support my child?

We will support your child using our best endeavours and according to their needs. This could be through: personalised targets, intervention programmes, emotional support, and additional adult support, acting on advice from external agencies or making the curriculum and setting accessible. We make adaptations to the classroom environment and resources as necessary to meet the needs of the children.

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

All teachers plan their teaching to enable all children to make progress. This is called 'differentiation' and means making the curriculum different so that all children benefit from quality first teaching. At Holy Cross Primary, English, Maths are differentiated through our 'must, should, challenge' success criteria. Other lessons are set enquiry-based questions. Children sit and are taught in mixed ability groups and additional adult support (Learning Support Assistant) is assigned where there is the greatest need. Where appropriate, we provide personalised planning through individual provision maps.

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

In school your child's progress will be monitored very closely on a daily basis by their class teacher. The HT and SLT/SENDCo track progress on a termly basis. Your child's progress will be shared with you through:

- Parents' Evenings twice a year: Children with SEND and their families are now offered Parents' evening appointments on a different day when they can meet with the class teacher and SENDCo and an extended time is offered.
- A written report in July, with an optional additional Parents' Evening.
- One Page Profiles are reviewed regularly with parents
- Informal conversations
- Annual reviews (Where school receives Top Up Funding from the Local Authority or there is an Educational Health Care Plan in place)
- Home/School communication book if required
- Weekly homework is set for all children from Year 1 with a focus of either Reading, Maths or Writing as well as spellings and key Maths facts. There is an expectation of reading at home from Reception. If you need additional help with either if these please see the class teacher or contact the SENDCo.

What support will there be to support my child's overall wellbeing?

At our school we take safeguarding extremely seriously and this is paramount at all times. The school places a very high importance on your child's social and emotional needs. Where children have low self-esteem, are experiencing times of difficulty or emotional need, Mrs Douglas will provide Pastoral Support on a 1:1 or small group basis. Please contact Mrs Douglas or Mrs Hunt/Miss Stroud if you have any concerns. In addition, school employs three Play Therapists to support children with high level emotional needs. Mrs Douglas is also available for attendance issues. All children are greeted daily by name and are helped to feel part of our school family. The views of our children are taken into consideration through their input into their One Page Profiles, pupil interviews, School Council and Chaplaincy Group. The school has an educational mental health practitioner (EMHP) in school for a morning a week to support pupils who are struggling with their thoughts or feelings.

How does the setting manage the administration of medicines and manage personal care?

We have a robust Administration of Medication Policy.

Any additional specialist training to administer medication to individual children will be sought as and when required.

All staff working with your child know all the children well, ensuring all children are safe and secure.

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

A wide range of outside agencies are available to support your child if this is necessary. They are usually contacted by the SENDCo and include: Educational Psychologist, Bristol Autism Team, Occupational and Physiotherapy services, Speech and Language Therapy, School Health Nursing Team, Learning and Behaviour support and the Social Services First Response team.

What training have staff supporting pupils with SEND had?

Staff are trained to meet the specific needs of the children they are working with. Collectively we have staff trained in: ASD, Attachment, Speech and Language support, Reading Programmes such as Read, Write Inc, Positive Handling, Makaton and Dyslexia. In addition to this, we have staff trained on other specific intervention programmes. All staff have access to training programmes and termly staff meetings to enhance their ability to support your children. If a child has a very particular need e.g. a medical issue, the class team will be trained each year to enable them to meet his / her needs. The SENDCo is a qualified and experienced teacher who continues to receive ongoing training through the use of local cluster groups, the annual SENDCo conference and professional development training courses.

How will my child be included in activities outside of the classroom?

This is an inclusive school. A great range of activities are provided outside the classroom e.g. Forest School, a range of after school clubs, trips, camp etc. and all children can access these at the appropriate age. If there are any concerns over safety or access, a personal risk assessment may be carried out to identify any issues and make appropriate adjustments, especially on off-site trips including swimming lessons. Parents/carers will be involved in this process as appropriate. On occasion, staff/child ratios are adapted to ensure the inclusion of all.

How accessible is the education setting?

Our building is completely accessible with appropriate toilet facilities. If needed, we aim to arrange for a translator to attend meetings.

How will the school support my child in starting school and moving on?

Transition arrangements are well planned with the local Early Years providers before the children enter our Reception class. Home visits are made to the majority of our families at the beginning of the school year. Similarly, Year 6 children are well supported when they move to Key Stage 3 and records are shared in advance with the new secondary school. A transition plan is devised and put into place with the new school where appropriate, and may include additional visits, specific transition work and identification of a mentor. Children joining us from other schools are welcomed and information is sought from families and previous schools to aid transition.

How are the school's resources allocated and matched to pupil's SENDs and how are decisions made about how much support my child will receive?

For those children with an EHCP, this document guides us in what we must allocate to meet their needs. If a child is in receipt of Top-Up funding, we will provide for them as identified in our application, allocating resources to meet their funding level. No new top up applications are able to be made. Existing Top up funding is in place for those pupils who are in the process of an EHCNA, with the exception of pupils transferring from Nursery to Reception. For all children, it is during regular meetings between class teachers/LSAs and the SENDCO, that children's needs are identified. This then guides us in our allocation of resources. The school Provision Map identifies additional provision and resources that are available in school and then all children with additional needs have appropriate interventions and support allocated to them. The SENDCO and class teachers meet with outside professionals as required. The information gathered from these specialists may also guide us in allocating resources

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

In addition to an open-door policy and regular parents' evenings, parents are invited to meet other professionals working with their child and to share with any targets that are set using a One Page Profile.

Who can parents contact for more information?

In the first instance, class teachers are available for informal conversations. If further information or involvement is required the SENDCo (Mrs Hunt/Miss Stroud) can be contacted through the school office and an appointment to All staff working with your child know all the children well, ensuring all children are safe and secure.

