SEN Information Report:

2026-2027

Frequently asked questions (FAQ) about special educational needs and disabilities (SEND)



What questions does the report answer? *(Ctrl and click the question to go straight to the answers)*

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The aim of this information report is to explain how we implement our SEN policy. In other words, we want to show you how SEN support works in our school.

Here is a short video to explain what a SEND information report is:

What is a SEND information report? | Family Hub

If you want to know more, Holy Cross' SEN Policy can be found on the school website:

https://www.holycross.leicester.sch.uk/about-us/values-and-ethos/

The 'local offer' is a website that provides information about hundreds of service providers for children and young people with SEND in Leicester City. It can be found at SEND Local Offer | Family Hub . On the website you can:

- Search for services from a range of local agencies including education, health and social care
- Find out more about SEND reforms

What do people say about SEND at Holy Cross?

"Holy Cross Catholic school is an inclusive school. Leaders have effective systems in place to identify pupils with special educational needs and/or disabilities (SEND). Teachers know the barriers that pupils with SEND have and provide them with targeted support. They meet the needs of pupils with SEND exceptionally well."

OFSTED (2023)

1. What types of SEN does the school provide for?

Children with 'special educational needs or disabilities' (SEND) have difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra help or different help than that given to other children of the same age.

Children with SEN may need extra help because of a range of needs, such as in;

- Thinking and learning
- Physical or sensory difficulties
- Emotional and social difficulties
- Speech, language and communication difficulties.

Many children will have SEN of some kind at some time during their education. Schools can help most children overcome their barriers to leaning quickly and easily, but a few children will need extra help for some or all their time in school.

Our school provides for pupils with the following needs:

Area of Need	**Condition**
Communication and Interaction	Autism Speech and language difficulties
Cognition and learning	Specific learning difficulties Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD) Attention Deficit Disorder (ADD) Mental health difficulties
Sensory and/or physical	Hearing impairments Visual impairments

You can find out more about different types of SEND here: Types of SEND | Family Hub

Children with SEND at Holy Cross:

	2024-2025		**2025-2026**	
	No. children	**% of the school**	**No. children**	**% of the school**
Number of children on roll	208		216	
Total number of pupils with SEN	85	41%	104	48%
SEND Support	69	33%	86	40%
EHCP	16	7.7%	18	8.3%

2. Which staff will support my child and what training have they had?

SENCo

Our SENCO is Mrs Sebastian. You can contact her on 0116 2833135.



She is allocated 3 days a week to manage SEN provision. She has had over ten years' experience in this role. She is a qualified teacher. She achieved the National Award in Special Educational Needs Co-ordination in 2016.

She had completed additional training, including:

- Autism Education Training level 2 and level 3
- Inference Training
- Let's Talk
- ADHD
- Mastery in Maths for children with SEND
- BRWP
- Prematurity
- Co-regulation
- Down Syndrome

Class/subject teachers

All our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Our teachers have also participated in training delivered by external providers, including:

- Language and Communication (the basics)
- Communication Friendly Environments
- Word Aware
- Team Teach
- Personalising Learning
- Down syndrome

- ADHD and learning
- Autism Education Trust (AET) training
- Makaton training

Teaching assistants (TAs)

We have a team of TAs, including two SEND TAs who are trained to deliver SEN provision.

Our teaching assistants are trained to deliver interventions including:

- Team Teach
- BRWP
- Colourful Semantics
- Lego Therapy
- Little Wandle
- Precision Teach
- Play Interaction
- Funtime
- Bucket Time
- Word Aware
- WellComm
- ADHD and learning
- Autism Education Trust (AET) training
- Language for Thinking
- Basic Makaton

Pupil Wellbeing Lead

Our pastoral lead is Mrs Henshaw. She provides support for parents and pupils across the school.

Trust EP

Our Academy Trust educational psychologist is Dr Joe Dawson. He provides the school with advice about meeting the needs of pupils and carries out assessments to better understand those children's needs.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families.

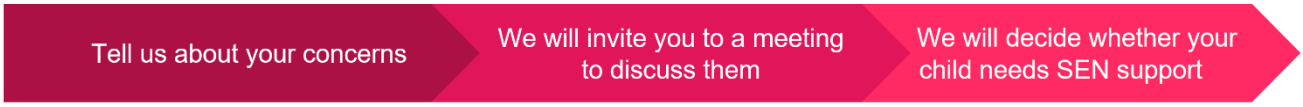
These include:

- Speech and language therapists
- Special Educational Needs and Disabilities Support Service (SENDSS) including:
    - Learning, Communication and Interaction (LCI) team
    - Social, emotional and mental health (SEMH) team
    - Early Years Support Team (EYST)
    - Hearing impairment (HI) team
    - Visual impairment (VI) team
- Educational psychologists
- The Virtual School
- Occupational therapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Mental Health Support Team (MHST)
- Quality Inclusion Team (QiT)

Here is a short video to explain what support Leicester City Council provides for SEN:

SEND support services in Leicester City | Family Hub

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should talk to is your child's teacher. Working together with your child's teachers will often help to sort out worries and problems.

If needed, they will pass the message on to our SENCO, who will be in touch to discuss your concerns. You can also contact the SENCO directly. You will be able to talk over your concerns and find out what the school thinks. The SENCo will be able to explain what happens next.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEN support, your child will be added to the school's SEN register.

Here is a short video to explain what to do if you think your child has SEN:

Think your child has SEND | Family Hub

4. How will the school know if my child needs SEN support?

We regularly assess all children's progress in reading, writing, maths, science and spoken language, and look at what is happening in the classroom. This can identify children whose progress is:

- significantly slower than other children (who started from the same baseline)
- failing to match their previous progress
- failing to close the attainment gap between them and their peers
- widening the attainment gap

Teachers can also look out for:

- wider developmental or social needs
- difficulties with speech, language and communication
- lack of emotional literacy
- a deterioration in behaviour

If your child's progress has been identified as a concern, we then put additional support in place to meet their needs. Your child's teacher would discuss this with you.

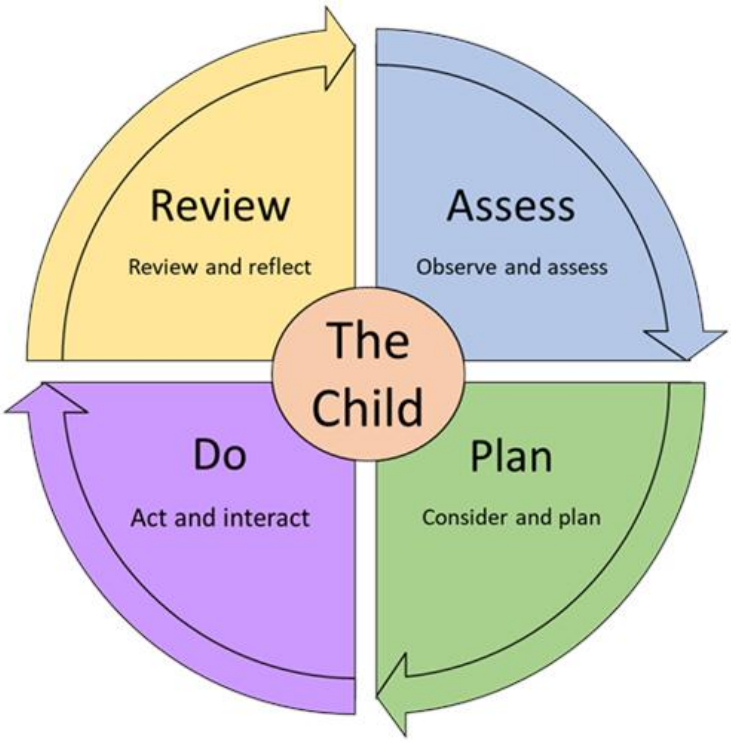
If, after a period of usually at least 6 weeks, they are still struggling to make progress with this additional support, we would arrange to meet with you to discuss what else we can do to support your child. This might involve placing the child on the SEN register, providing additional interventions at school or referring your child to an external agency to ask for their advice on meeting your child's needs.

5. How will the school measure my child's progress?

We follow the 'graduated approach' to meeting your child's needs. The graduated approach is a 4-part cycle of **assess, plan, do, review.** Decisions about the support your child will receive are determined by this cycle and your child's needs and their desired outcomes are at the heart of this.

- **Assess:** Your child's needs will be assessed by their class teacher, and if necessary the SENCo and external professionals. You and your child will have the opportunity to meet with the class teacher and/or SENCo to share your views on their needs and their barriers to learning.
- **Plan:** The class teacher and SENCo, in consultation with you and your child, will plan how the child can be supported to work towards the parent and child's desired outcomes.
- **Do:** The agreed support is put into place and monitored.

- **Review:** We will look at whether the support has been effective in meeting the child's needs and decide whether more support is needed.



Here is a short video to explain the 'Graduated Approach':

School support for children and young people with SEND | LCC Family Hub

6. How will I be involved in decisions made about my child's education?

Three times a year, you will be invited to meet your child's class teacher. You can discuss how your child is doing in their learning, what their next steps are and how you can support them at home. You will be consulted about your child's progress and the provision they need. The SENCo may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible. If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and ability to communicate their ideas. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting

Throughout the year, the child's teacher and the SENCo have ongoing discussions with the child about their progress, needs and what is helping them with their learning.

Every child on the SEND register has an individual support plan, which ensures that their views are kept at the centre of conversations about their support.

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. All children at Holy Cross receive excellent teaching in the classroom, adapted to meet the needs of individual pupils. This is also known as Quality First Teaching.

If a child has been identified as having special educational needs or disabilities, teachers may also:

- Use different resources to support their learning
- Provide in class support for small groups with a teaching assistant
- Set your child individual targets and suggest strategies that will be put in place to help them make progress in their learning.

The school refers to the 'Ordinarily Available' documents when planning support for children with SEND. They outline the provision that school can put in place to support children with different special educational needs.

Here is a short video to explain what a BERA is: What is a BERA? | Family Hub

Sometimes children need additional provision in groups or 1:1 with a teacher or teaching assistant, to meet their needs. This teaching would have specific targets and would be closely monitored to check the children are making progress.

The following interventions are available at Holy Cross:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Social Detective Intervention Play Interaction Intervention Bucket Time Ear defenders Bespoke adaptations as needed People Play Games Socially Speaking Comic strip conversations Intensive Interaction
	Speech and language difficulties	Whole school communication friendly environment Bespoke speech and language therapy programmes People Play Games Colourful Semantics Language for Thinking Funtime Talk Boost Let's Talk WellComm Word Aware
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Technology (e.g. laptops, dictation software) Precision Teach Little Wandle (Rapid Catch up, Fluency) Numicon Inference Training TRUGS Overlays
	Moderate learning difficulties	As above. Bespoke programmes as recommended by specialists.
	Severe learning difficulties	N/A

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Social, emotional and mental health	ADHD, ADD	Quiet workstations Movement breaks Fidgets/wobble cushions/other concentration aids Support from Pastoral Lead Zones of Regulation Task Plans
	Adverse childhood experiences and/or mental health issues	Calm areas/calm boxes Emotional check ins Support from Pastoral Lead Happy Charts Being Mad/My Emotions Meet and Greet Taming the Anger Gremlin Taming the Anxiety Gremlin Volcano in my Tummy
Sensory and/or physical	Hearing impairment	Considering seating position Use of visual supports and signing
	Visual impairment	Limiting classroom displays Considering seating position Screen sharing onto an iPad
	Multi-sensory impairment	N/A
	Physical impairment	South Warwickshire motor skills intervention 1:1 bespoke intervention as needed.

These interventions are part of our contribution to Leicester City's local offer. Alongside these standard programmes, we also offer bespoke programmes for individual or small groups of children, based on their needs. These programmes are closely monitored, and your child's progress reviewed, to ensure that they are meeting your child's needs.

9. How will the school evaluate whether the support in place is helping my child?

Every child's progress is measured throughout the year in reading, writing, maths, science and spoken language. If we have any concerns about the progress your child is making, your child's class teacher will talk to you about this and will discuss things that can be done to help.

Each term, your child's progress towards their individual targets will be reviewed and this information will be shared with you.

Your child will be assessed at the start and the end of any intervention they are receiving so that the effectiveness of that intervention can be measured and monitored. This information is recorded in a school provision map. Class-based provision for children is monitored by the SENCo, the Assistant Head and the Head Teacher, through learning walks, observations and pupil interviews.

10. How will the school resources by secured for my child?

Children with SEN are closely monitored and when a need is identified, the class teacher and SENCo work together to identify resources available to meet their needs.

The SENCo and the Head teacher monitor the allocation of resources across the school through the school provision map, identifying areas of need and support provided in each year group.

When deciding about the support a child receives, the school will also take the following criteria into account:

- The school must be able to afford the support through its delegated budget
- The amount of support is dependent upon which interventions are being used for each child.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

Here is a short video to explain what top up funding is and how it is applied for:

Top up funding | Family Hub

Sometimes, a child has additional needs that are persistent and enduring. Education Health and Care Plans (EHCPs) are legal plans that outline the support a child needs to have in place to be successful. These can be requested by the school or by parents themselves.

Here is a short video that explains what an EHCP is:

What is an education, health and care plan? | Family Hub

Leicester City Council have made a series of videos to explain the different parts of the EHCP process:

- How to request an EHCP needs assessment

Request an education, health and care plan needs assessment | Family Hub

- The statutory EHCP needs assessment process

Statutory assessment process | Family Hub

- How to challenge decisions

Challenging decisions | Family Hub

- What an annual review is

Person centred annual review | Family Hub

- How to find a school place for a child with an EHCP

Choosing a school for a child with SEND | Family Hub

- What a DSP is.

Designated specialist provision | Family Hub

- What a SEN unit is:

SEND units | Family Hub

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

Extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs, depending on age and where reasonable adjustments can be made.

If we can't provide a higher staffing level to meet individual children's needs for certain activities, we will invite family members to join us, to enable the child to be included.

12. How does the school make sure that the admissions process is fair for pupils with SEN or a disability?

Children with an EHCP naming the school will be allocated a place first. You can find further information on admissions in the school admissions policy.

13. How does the school support pupils with disabilities?

Holy Cross Primary School continues to improve access in line with the DDA (Disability and Discrimination Act) as amended by the SEN and Disability Act (2001). Our Accessibility Plan can be found on the school website.

The school has the following special facilities:

- wheelchair access to the front entrance
- a disabled toilet

To meet the learning needs of all pupils, teachers differentiate work within their 'Quality First Teaching'. They plan to meet individual learning needs within the classroom. Where pupils are identified as having special educational needs, the school provides for those additional needs in a variety of ways. The provision for pupils is related specifically to their needs and may include:

- Further differentiation of resources
- In class support for small groups with a teacher or teaching assistant
- Small group withdrawal with a teacher or teaching assistant
- Individual class support/individual withdrawal

Staff are informed if papers need to be enlarged for children, or if other additional resources are required (e.g. pen grips, writing slopes, overlays etc).

We have contact with Occupational Therapists, Physiotherapists, and specialist teachers for visual and hearing impairment when needed, to ensure that provision is effective, and all children can access the curriculum.

14. How will the school support my child's mental health and emotional and social development?

Your child's class teacher is responsible for ensuring the well-being of children in their class. They are the first point of contact for your child, and they know your child well. Class teachers and teaching assistants have a lot of strategies they can use to ensure that every child feels confident, secure and safe. Your child is encouraged to come and talk to an adult they trust if they are worried or concerned about anything.

All children participate in Circle Time at least once a week. All children and staff participate in Mission Circles (vertically grouped across the school) twice a week (a check in at the start of the week and a check out at the end of the week).



All children in Key Stage 2 have a 'think book' where they can write to the class teacher about anything that they are upset or concerned about including problems they have had in the playground.

We can also provide additional targeted support for pupil's mental health and emotional and social development, including:

- Meet and greets
- TA check ins
- Workshops with the Mental Health Support Team
- Buddying and friendship groups
- Happy charts
- Support from the Pastoral Lead

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

When children start in Nursery or Reception, visits are carried out to any pervious settings to learn more about individual children and to ensure transfer to our school is as smooth as possible. Parents and children are invited to attend our induction programme in the summer term before they start school in September. Parents are then invited to a baseline meeting where they share their knowledge of the child in the home setting that can inform the baseline assessments that are made in school.

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Provide children with opportunities to spend time in their new classrooms and with any new adults who will be supporting them.

Between schools

When your child is moving on from our school, we will ensure all relevant information regarding your child is shared with the new school.

Between Phases

The SENCO of the secondary school will meet with our SENCO. They will discuss the needs of all the children who are receiving SEN support. Children with SEN are offered additional transition visits to the secondary school. Pupils will be prepared for the transition by:

- Learning how to get organised independently
- Plugging any gaps in knowledge
- Practising independence and self-help strategies for learning

Onto Adulthood

Children are consulted every year about their aspirations for the future. Support and guidance are provided as needed, to help each child work towards their long-term aspirations.

Here is a short video about 'Preparing for Adulthood':

Preparing for adulthood | Family Hub

16. What support is in place for looked-after and previously looked-after children with SEND?

Our SENCO (Mrs Sebastian) is also our Designated Teacher. She will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

If you have concerns about our school's SEN provision, you should first raise any concerns informally with the class teacher, SENCO or headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve your concerns, you are welcome to submit your complaint formally.

Formal complaints about SEN provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

If there are problems concerning an EHCP, then the procedures set out in the Code of Practice (2015) will be followed. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you need support in accessing the complaints procedures, then this can be sourced via Leicester City Council. Alternatively, you can contact the 'Special Educational Needs and Disability Information Advice and Support Service' (SENDIASS) for support and advice (see contact details below).

SENDIASS

0116 482 0870

info@sendiassleicester.org.uk

SENDIASS – Supporting children, young people and carers with special educational needs

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. To see what support is available to you locally, have a look at Leicester City's local offer. Leicester City publishes information about the local offer on their website:

SEND Local Offer | Family Hub

You can also get free and independent advice from SENDIAS:

Independent advice - SENDIASS | Family Hub

Local charities that offer information and support to families of children with SEND are:

- Autism Space | Leicestershire Partnership NHS Trust
- Leicestershire Dyslexia Association – Dyslexic Support in Leicester and Leicestershire (ldadyslexia.org.uk)
- Public health (school) nurses - Leicester, Leicestershire and Rutland (healthforkids.co.uk)
- Saffron Children, Young People and Family Centre | Leicester City

National charities that offer information and support to families of children with SEND are:

- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle
- ADHD UK - Homepage - ADHD UK
- About autism | Understanding autism
- British Dyslexia Association
- Children's mental health - Every Mind Matters - NHS

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- I**ntervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO –** the special educational needs co-ordinator
- **SEN –** special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages