



# **Holy Cross**

CATHOLIC HIGH SCHOOL

## **Special Educational Needs and Disabilities (SEND) Information Report 2024-2025**

Holy Cross Catholic High School is a mainstream secondary school. We believe that every teacher is a teacher of every young person, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn'. Good practice for pupils with special educational needs is good practice for all. This flows from our mission statement:

"I have come that they may have life and have it to the full" (John 10:10)

We are a Catholic community where every person is valued. We recognise each pupil as made in the image of God, all with different gifts and qualities. Christ is at the heart of our school and we promote a community where all pupils can be safe, be themselves, be proud of who they are, be happy and make our community a better place.

## **1. Holy Cross provision for different kinds of Special Educational Needs or Disabilities (SEND).**

All teachers are responsible for every child in their care, including those with special educational needs. The four broad areas of need and support are:

### **(a) Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty making their thoughts, wishes and feelings known, understanding what is being said to them or may not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Reasonable adjustments to support pupils with these difficulties may include:

- intervention to support the development of social skills
- Teaching Assistant (TA) in-class support
- access to Routledge Centre
- liaison with Speech and Language Therapy or other appropriate agencies
- Visual prompts
- Clear and consistent boundaries
- Exam Access Arrangements
- Specialist teacher advice

**(b) Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific Learning Difficulties (SPLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.

Reasonable adjustments to support pupils with these difficulties may include:

- Internal screening programmes (not diagnostic)
- Literacy, reading or numeracy intervention
- Involvement of specialist teachers
- TA support
- Task management boards
- Coloured overlays
- Exam Access Arrangements
- Specialist Teacher advice

**(c) Social, Emotional Mental Health**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many different ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have conditions such as Attention Deficit Hyperactivity Disorder (ADHD), attachment or trauma difficulties.

Reasonable adjustments to support pupils with these difficulties may include:

- The Routledge Centre (safe area for a short-term basis)
- Liaison with external agencies
- Access to the Chaplain or Counsellor
- ELSA (Emotional Literacy and Support Assistant)
- Pastoral Managers, Heads of Year, Form Tutors
- Exam Access Arrangements
- Specialist teacher advice

#### **(d) Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time.

Reasonable adjustments to support pupils with these difficulties may include:

- Specialist equipment
- Specialist programmes in PE
- Exam Access Arrangements
- Specialist teacher advice

## **2. Identification and Assessment of Need**

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils through the school's policy on Teaching and Learning.

It is really important that the school identifies pupils who experience difficulties accessing learning and general school life as early as possible. At Holy Cross, all teachers are responsible for quality first teaching and therefore are the first people responsible for assessing and tracking the progress of their pupils. When a class teacher identifies that a pupil is not making expected progress, a referral will be made. Assessment data from sources such as SISRA, FFT and internal data, is used to inform judgements regarding progress.

In their first term at Holy Cross, all pupils complete CAT tests and NGRT reading tests, to give a clear picture of any support that may be required. Further internal screening may be undertaken, following on from the results of these tests. Pupil specific difficulties and appropriate strategies are outlined on Synergy, for staff to access and adapt teaching and learning. Specific intervention is provided according to need. In-class support is provided by Teaching Assistants, who may also provide intervention programmes for small groups.

When necessary, we undertake internal screening and assessments and we are more than happy to discuss these individually to ensure specific areas of need are assessed. The Learning Support department works in partnership with key pastoral staff in ensuring a truly personalised approach to support the holistic development of pupils.

### **3. Consulting with Pupils and Parents**

At Holy Cross, we strive for open and transparent communication and consultation with parents/carers and young people, as well as other professionals. Key staff prefer to meet and discuss things face-to-face, but email is also useful as it allows for clear communication that can be referred back to, as required.

For pupils with an EHCP, an annual review is undertaken to review outcomes as per the SEND Code of Practice.

All discussions and decisions will involve the young person directly. In addition to the information provided on Synergy, pupils may require a Pupil Passport, which incorporates pupil and parent voice, in order to set personalised targets. These are reviewed termly, as part of the Graduated Response, which is outlined in the SEND Code of Practice.

### **4. Progress Towards Outcomes**

Support for pupils may be provided by a number of staff, including SENDCO, Assistant SENDCO, Heads of Department, Heads of Year, Pastoral Managers, subject teachers, TAs, specialist teachers and medical staff. TAs and the subject teacher liaise on successful classroom strategies that best suit a pupil. The TAs have specialist knowledge and their input is invaluable.

TAs and the SENDCO discuss and plan a programme of one-to-one or group intervention. Impact and progress of these interventions are closely monitored. Should an improvement be made, the pupil will exit the programme, but will take the strategies to be used in all areas of the curriculum, supported by the subject teacher. If little or no improvement is made, the TA and SENDCO will discuss further programmes of intervention and the Graduated Response will apply again.

When a pupil is on the SEND register, their targets will be reviewed up to three times annually. This allows us to evaluate the effectiveness of the provision in place. A pupil at SEN Support may be receiving intervention that is additional to their normal curriculum. SEN Support is fluid, and should improvements be made, the pupil can move off the register. If, despite intensive support and intervention, there is no improvement, the SENDCO, in consultation with external agencies, parents/carers, the young person and the pastoral team, may make an application for an Education Health Care Plan (EHCP).

### **5. Adaptations to the Curriculum and the Learning Environment**

Holy Cross offer a broad and balanced curriculum, accessed by all. Staff have high expectations and this is consistent across all departments. Pupils are taught in two ability bands. Within the bands, there are sets, which provide further adaptation, enabling staff to personalise the learning at the most appropriate level. Setting is reviewed termly.

Every member of teaching staff employs a range of strategies to ensure pupils are taught in

an inclusive learning environment, through collaboration with the SENDCO. Good practice is shared through regular SEND meetings and updates. All departments must have SEND teaching and learning as a discussion point in their departmental meetings. The SENDCO provides weekly updates for all staff and specific strategies are pinned to the pupil profile in Synergy, which are easily accessible.

Pupils choose their options in Year 9, after following the broad and balanced curriculum at Key Stage 3. A small number of pupils may be identified to follow an alternative curriculum pathway, which is reviewed annually.

We are extremely fortunate to have the Routledge Centre. It provides a sense of safety for our most vulnerable pupils. Due to the significant increase of need at Holy Cross, access to the Routledge Centre is by invitation only, at the discretion of the SENDCO.

Holy Cross endeavours to provide an accessible learning environment for all pupils. The school was built to accommodate fewer than the current number of pupils. The buildings are spread over two floors in three separate blocks. There is lift which provides access to some areas of the upper floor, ensuring that all pupils can access the Library, ICT suites and classrooms for Music, Art and Food and Nutrition. Corridors are narrow. Due to this, we follow a one-way system to reduce congestions as much as possible. An audit of the auditory environment has shown good acoustics in the majority of classrooms which are carpeted and have window blinds and wall displays. The dining room, main hall, sports hall and technology areas have poor acoustics. Visual timetables are available for those students who require them. The building had significant adaptations in 2016-2017, in order to become more accessible for wheelchairs. All information is in the school's Accessibility Policy.

## **6. Transition Support**

Our SENDCO and Transition Coordinator liaise closely with our feeder primary schools and acquire information concerning all children who have been identified as having a Special Educational Need or Disability. A transition programme, which includes additional visits to the school, ensures that they are able to feel secure and settle quickly when they move to Holy Cross. More socially vulnerable pupils may access Summer School to develop relationships with key members of staff.

During Year 9, SEND pupils are given careful guidance on how to approach their option choices, and in liaison with the family, the best course of action is arrived at through a mutually accepted pathway.

During Key Stage 4, there are numerous opportunities to have a careers interview with the independent Careers Advisor. TAs may support SEND pupils with visits to colleges and accessing appropriate information. All SEND transition information is passed to the next educational establishment.

## **7. Inclusivity in Activities**

Pupils with SEND are actively encouraged to go on all visits (including residentials) and to participate in extra-curricular activities. Where appropriate, parents will be consulted from the planning stage. Any possible reasonable adjustments will be made to ensure that the pupil can safely access and enjoy the social and skills development that such activities bring. All activities within and outside school are covered by a risk assessment. These are carried out by the school's Operations Manager, Educational Visits Coordinator and Lancashire County Council. Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs. We engage with Chorley Schools Sports Partnership's organised sporting activities for pupils with SEND throughout the academic year.

## **8. Supporting Social and Emotional Development**

Holy Cross follows a Pastoral Triage System. The Head of Year will submit a referral to the Pastoral Triage, if a pupil is struggling with their social and emotional mental health. The pastoral team meet fortnightly to review the referrals and ensure the most appropriate level of support is provided. This may include, but is not limited to:

- ELSA support
- Chaplaincy
- School nurse
- School counsellor
- Learning Mentor
- External agency referral

All children are taught about bullying, friendships and staying safe through a combination of age-appropriate Personal Development lessons, RE and whole-school Prayer and Liturgy. Children with specific difficulties may be teamed up with a buddy to ensure their inclusion. All staff are made aware of vulnerable children.

E-Safety is taught in an age appropriate manner throughout the school, recognising the potential dangers and issues on the Internet.

Pupils' views on safety, bullying and attitudes to risk are sought through questionnaires and through the Leadership Academy. Any bullying incident is dealt with in accordance with the school's Anti-bullying Policy, which is available on the website and from the office on request. There is a confidential 'report @' email address for pupils to report incidents of bullying.

In accordance with legislation, the school has a Designated Safeguarding Lead (DSL), and a deputy DSL, to deal with issues related to Child Protection and Safeguarding. All staff receive annual safeguarding training.

## **9. Support for pupils with SEND under the care of the Local Authority**

School has a nominated Designated Teacher for Children Looked After (CLA). This is Mrs Dempsey, who liaises with all staff to contribute to the child's Personal Education Plan (PEP). Where a CLA has an EHCP, whenever practicable, the PEP is reviewed along with the EHCP.

## **10. Involving Key Stakeholders**

We work closely with a number of external agencies including (but not exhaustive):

- CAHMS (Child and Adolescent Mental Health Service)
- Local PRU (Pupil Referral Unit)
- NHS
- Occupational Therapy
- Specialist Teachers from Local Authority and Inclusion Solutions
- Police
- Compass Bloom
- Early Help
- Key Mediation
- NEST
- Child Action North-West (CANW)
- Butterfly and Phoenix Project
- The Wish Centre
- Lancashire County Council Wellbeing Service
- Children's Social Care
- Speech and Language Service
- Educational Psychologists

Whenever a child is admitted with complex needs, we seek specialist advice.

## **11. Expertise and Training of Staff**

Staff have attended a range of CPD provided by the Local Authority or independent training providers on:

- EAL
- Social Skills
- Motor Skills
- Social, Emotional and Mental Health issues
- Responding to Challenging Behaviour
- SPLD
- Evac Chair
- ELSA
- EBSA (Emotionally Based School Avoidance)
- Phonics
- The SENDCO and the Assistant Headteacher have the National Award for SEND Coordination
- Designated Teacher Training



- Trauma Informed Approaches
- Autism and Wellbeing
- Postgraduate Award of Proficiency in Assessment for Access Arrangements

## 12. Handling Complaints

Staff at Holy Cross are committed to ensuring pupils feel happy and safe in school. In the unusual situation that a concern arises with the provision of SEND, the issue should be raised with the SENDCO. If a satisfactory resolution is not achieved, then a complaint should be made following the Complaints Policy and Procedure, which is available on the school's website. This procedure does not affect any statutory rights that parents/carers may have. The family of a pupil with SEND always has the right to seek support from Lancashire SENDIAS (SEND Information, Advice and Support). Information is available on the Local Authority website and in Lancashire's Local Offer.

## 13. Contacts and Key Information

For general enquiries, the school office on 01257 262093 or [admin@holycross.lancs.sch.uk](mailto:admin@holycross.lancs.sch.uk)  
The form tutor can resolve most issues, as the first point of contact.

Mrs E Dempsey (SENDCO) for SEND issues: [send@holycross.lancs.sch.uk](mailto:send@holycross.lancs.sch.uk)

The SEND Governor is Mrs J Hart.

The Designated Safeguarding Link is Mr P Morris and the Deputy DSL is Mrs M Hardman.

The Lancashire SENDIAS can be found at: <https://lancssendias.org.uk/>

The Lancashire Local Offer can be found at: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

### **Relevant school policies underpinning this SEN Information Report include:**

Equality Policy; Child Protection Policy; Complaints Procedure Policy; Teaching and Learning Policy; Anti-bullying Policy; Accessibility Policy; Behaviour Policy; Careers Education; Information and Guidance Policy; SEND Policy.

### **Legislative Acts considered when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015

**Updated: Autumn 2024**

**Review Due: Autumn 2025**