



# Holy Cross Catholic Primary School and Nursery

## SEND Information Report

September 2025 – September 2026

Mission Statement / School Values

| Key People  |                       |  |
|---|-----------------------|--|
|   | <b>Sandra Power</b>   | <b>Headteacher &amp; Designated Safeguarding Lead</b> <ul style="list-style-type: none"><li>• I set the inclusive ethos for the school.</li><li>• My vision for the school is for <b>all</b> children to be at the heart of all that we do.</li><li>• I am responsible for safeguarding.</li></ul> |
|   | <b>Modupe Awolola</b> | <b>SENCO</b> <ul style="list-style-type: none"><li>• I lead and manage SEND in school.</li><li>• You can speak to me directly if you have any concerns about your child's learning, behaviour, social and emotional develop or wellbeing.</li></ul>  |
|   | <b>Rachel Thomas</b>  | <b>SEND GOVERNOR</b> <ul style="list-style-type: none"><li>• I visit the school to make sure the school has an up to date SEND Policy and is following it.</li><li>• I make sure the school's SEND funding is spent appropriately.</li><li>• You can contact via the school office.</li></ul>      |
|   | <b>Marie Ellis</b>    | <b>Deputy Designated Safeguarding Lead (DDSL)</b><br>You can speak to me if you have any concerns about your child's behaviour or welfare.   |
| How to contact us:  |                       |  |
| <b>SENCO EMAIL:</b> SENCo@holycrossprimary.thurrock.sch.uk          |                       |  |
| <b>SCHOOL OFFICE EMAIL:</b> office@holycrossprimary.thurrock.sch.uk |                       |  |
| <b>TELEPHONE NUMBER:</b> 01708 853000                               |                       |  |

# Holy Cross Catholic Primary School Ethos for Children with SEND

As defined in the Code of Practice 2015, pupils have special educational needs if:

*'Their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age' (COP 2015/6.15)*

## SEND Code of Practice - January 2015

At Holy Cross Catholic Primary School, we are committed to and adopt this approach to meeting the needs of all children including those with Special Educational Needs and Disability. Our aim is that all children, regardless of their specific needs, will be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

We seek to build a closer partnership with parents, the parish and the wider community. We work hard to provide an environment which is secure, stimulating and happy and where everyone is appreciated and enabled to give of their best. We encourage all stakeholders to be honest, tolerant, just and forgiving and to develop a closer relationship with each other and through this, a closer relationship with God.

We recognise Jean Baptiste Debrabant's vision that:

"A Christian based education is a sure hope for the future of religion and society."

Holy Cross Catholic Primary School is an inclusive school that offers a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs.

For ease of reading, this report uses the term "parents" to mean anyone who acts in the role of parent. This can include carers, other family members and, for children who are "looked after", the local council.

## How do we celebrate and promote inclusion and SEND?

At our school, inclusion and SEND are at the heart of everything we do, rooted in our belief that every child is unique and valued.

- **Welcoming every child**

We believe every child is made in God's image and deserves to feel loved, accepted and supported. We work hard to remove barriers to learning so that all children, including those with SEND, feel they belong and can take part fully in school life.

- **Supporting children as individuals**

Learning is carefully adapted to meet children's different needs. Through personalised support, specialist strategies and close partnership with families, we help every child to access learning in a way that works best for them.

- **Celebrating differences together**

We teach children to be kind, respectful and inclusive, celebrating each other's strengths and differences. Through daily school life, worship and shared experiences, children learn to care for one another and grow together as a community.

- **Wider community**

Every year, children are nominated by any member of staff for the SEND and Alternative Provision Awards. The award is for recognising outstanding children and young people with Special Educational Needs and Disabilities (SEND) and those attending Alternative Provision, who are breaking barriers and showing true resilience, determination, and perseverance.

## What is SEND?

## Special Educational Needs and Disability (SEND)

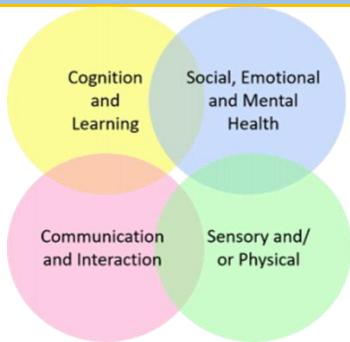
A child has SEND if they have a **learning difficulty** or **disability** that we need to make special provision for.

### Some key terms explained:

- **Learning Difficulty:** when a child finds it harder to learn than most children do.
- **Disability (that we need to make special provision for):** something that hinders a child from using our school facilities.
- **Special provision:** is support that is additional to or different from what is typically provided.



## What are the different types of SEND?



The four categories of SEND Schools follow the guidelines from the government's SEND Code of Practice, where SEND is broken up into four categories:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health (SEMH)
- Physical and Sensory

## **Social, Emotional Mental Health (SEMH), including:**

- ADHD
- Anxiety
- Dysregulated behaviour
- Eating Disorders

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

## **Cognition and Learning (C&L), including:**

- Learning difficulties
- Dyslexia
- Dyscalculia
- Focus, attention, or memory difficulties

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.

Some children have more than one type of SEND.

We welcome children with all the above types of SEND who have applied for a place. If a child has complex needs, we consider admissions on a case-by-case basis. For more information on this, please contact our SENCo.

## **Communication and Interaction (C&I), including:**

- Autism / ASD;
- Social communication difficulties (other than autism)
- Speech & language difficulties (e.g. receptive language difficulties, selective mutism, tongue tie)

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

### **Physical / Sensory needs, including:**

- Physical needs (e.g. cerebral palsy, dyspraxia)  
Deafness or hearing difficulty
- Blind or visually impaired

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support.



## How can our staff team support your child?

### SENCo

The SENCo is responsible for Coordinating all the support for children with Special Educational Needs and or Disabilities (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 SENCO at Holy Cross Catholic Primary School is Mrs Awolola

She is available on Tuesdays, Wednesdays and Thursdays.

The SENCO has many years teaching across the primary age range and achieved her SENCO qualification in 2017.

The SENCO:

- oversees and co-ordinate SEND provision for children with SEND.
- support and guide staff and parents so that children with SEND have both high-quality teaching and ambitious support.
- advises on the use of school's SEND budget and resources to meet children's SEND.
- works with the head teacher to plan how we will enhance our SEND work.
- identify training needs and make sure that SEND INSET enhances staff skills.
- liaises with Early Years settings, secondary schools and other schools to help a smooth transition both in and out of our school.
- is the key contact for external SEND support services.

### Teachers and Support Staff

Your child's class teacher is your first point of contact if you have any concerns. Speak to them at the end of the school day or contact the school office to arrange an appointment. Our support staff are often referred to as teaching assistants.

**Your child's class teacher is responsible for:**

- quality first teaching- adapting the curriculum content or delivery to meet your child's needs.
- the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- checking on the progress of your child and identifying, planning and delivering any additional help your child may need, e.g. targeted work, adapting resources etc., and discussions with the SENCo as necessary.
- writing Pupil Support Plans (PSPs) which are individual plans for pupils who have been identified as having SEND.
- setting up targets, in liaison with the SENCo, and sharing and reviewing these with parents during parent consultations
- making sure that all members of staff working with your child in school are aware of your child's individual needs and what specific adjustments need to be made to enable them to be included and make progress.
- making sure that the school's SEND Policy is followed in their classroom.

Our support staff are a key part of helping children achieve their targets. They support children during lessons and lead targeted and specific work inside and outside of the classroom. Support provided is tailored to pupils' needs.

### Training

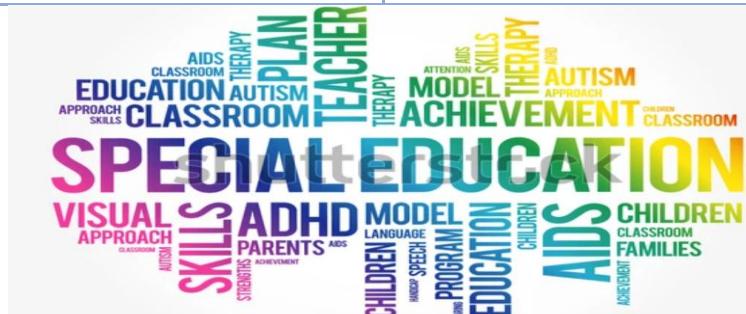
To train and develop our team, we use:

- Teacher and Support Staff Meetings
- INSET day training
- Collaborative and Peer learning and support
- Training from outside agencies such as Speech and Language Therapists
- Educational Psychologists

- Online courses and webinars
- Online information

Training we have completed include:

|  |  |
|--|--|
| <p><b>Cognition and Learning</b></p> <ul style="list-style-type: none"> <li>• Phonics Training - Read, Write Inc</li> <li>• Engagement Model</li> <li>• Reading Intervention</li> <li>• Precision Teaching</li> <li>• Catch up Maths</li> <li>• Mastering Number</li> <li>• Adaptations and Metacognition</li> </ul> | <p><b>Social, Emotional &amp; Mental Health</b></p> <ul style="list-style-type: none"> <li>• Bereavement</li> <li>• Mental Health First Aid</li> <li>• Adverse Childhood Experiences</li> <li>• Online Safety</li> <li>• Positive Handling</li> <li>• Communication and Behaviour Management</li> <li>• Zones of Regulation</li> </ul> |
| <p><b>Communication &amp; Interaction</b></p> <ul style="list-style-type: none"> <li>• Autism Awareness</li> <li>• Autism Education Trust</li> <li>• Speech and Language Link</li> <li>• NELI</li> <li>• Attention Autism</li> <li>• Colourful Semantics</li> <li>• Language for Thinking and Behaviour</li> </ul>   | <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• Epilepsy</li> <li>• Anaphylaxis</li> <li>• Sickle Cell</li> <li>• Paediatric First Aid</li> <li>• SEND Code of Practice</li> <li>• Local SEND Procedures</li> <li>• Ordinarily Available</li> </ul>   |

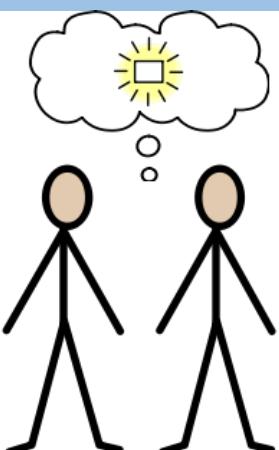


# Quality First Teaching

## Ordinarily Available Provision For All Pupils

## To Develop Communication and Interaction Skills:

- Speak clearly, not too quickly and use short sentences.
- Use a peer with good language skills to support.
- Use open questions and give time for response.
- Use visual cues to support written communication.
- Use sequencing and matching language activities.
- Use IT to encourage talk – video, audio recorders.
- Use common vocabulary, key words easily accessible.
- Develop listening skills by reading aloud and using commentary.



## To Develop Cognition and Learning Skills:

- Allow pupils to work at their own pace – allowing extra time where needed.
- Break learning tasks down into smaller steps – give a break between each one.
- Adults model what you want the pupil to do.
- Offer support structures for written tasks – mind-maps, writing frames, prompt cards, word lists etc.
- Check understanding by asking them to repeat what they have been asked to do.

- Allow pupils to present their work in a range of ways (not always written)
- Be aware of a pupil's reading ability when preparing work.
- Give pupils sufficient thinking time to process information.
- Enable pupils to work in pairs, small groups, independently and whole class.

### To Develop Social, Emotional and Mental Health Skills:

- Develop resilience; prepare for change in routines.
- Make teacher expectations very clear.
- Pair pupils with positive peer to model good behaviour for learning.
- Incorporate turn taking cooperative learning activities in lessons.
- Use non-verbal cues to deal with the minor behaviour.
- Focus on strengths, talents and interests and use positive praise.
- Develop anger management strategies – count to 10, breathing.
- Zones of Regulation
- Defuse confrontation, change the subject, send pupil on a message or give classroom responsibilities.
- Use fidget tools



### To Develop Sensory and/or Physical Needs:

- Ensure pupils are seated so they can see whiteboard.
- Use a visualiser, enlarged text or audio materials.
- Be aware of bright lights, flickering lights, and glare from windows.
- Provide extra time as required. Face pupils with hearing impairment when speaking.
- Use a hearing loop or lapel microphone, where required.
- Ensure safe movement around classroom and from lesson to lesson.
- Ensure all learning resources are easily accessible and labelled well.
- Pair pupils to ensure they always have some support.
- Give breaks between learning activities.
- Use multisensory resources.

## How do we decide if a child has SEND?

At Holy Cross Catholic Primary School, we follow guidance from the **SEND Code of Practice (2015)** and use a **graduated, evidence-based approach** (pages 7 and 8) to identify whether a child has special educational needs. Identification is careful and takes account of a range of information over time.

### Parental engagement

This is essential when determining whether a child has needs that require additional targeted or specific support.

### How concerns are identified

Concerns about a child's learning, progress, or inclusion may be raised by:

- Parents or carers
- Class teachers or support staff
- External professionals or agencies
- A child's previous school or setting
- The child themselves

The school recognises that some concerns seen at home may not be immediately visible in school and therefore works closely with families over time to build a full picture of the child's needs. Excellent teamwork between us and parents is vital for meeting the needs of all pupils.

## Monitoring progress and attainment

The school uses whole-school tracking systems to monitor pupils' attainment and progress. If a child requires closer monitoring, this will be determined during Pupil Progress Meetings which are led by the Senior Leadership team, and discussed with parents. If parents agree, the child will be placed on the pre-send monitoring register and reviewed termly. A child may be considered for SEND support if:

- They are making less progress than expected compared with children of the same age
- They are making less progress than they previously did
- They are not closing the gap with their peers despite additional support
- Observations show difficulties in one or more of the four broad areas of need (page 3)

## Evidence gathering and assessment

When concerns persist, we will gather a wide range of evidence, which may include:

- Classroom observations
- Assessments over time
- Information shared by parents (for example, medical or clinic reports)
- Advice from external specialists, where appropriate

The school acknowledges that SEND may become clear quickly for some children, while for others it is identified through longer-term assessment and monitoring.

## Considering other possible factors

We recognise that **slow** progress does not automatically mean SEND. Before identifying a child as having SEND, the school also considers whether difficulties may be linked to:

- Attendance issues
- Emotional or life events (for example, bereavement, trauma, or loss)
- Friendship or self-esteem difficulties
- English as an Additional Language
- Summer-born age

In these cases, teachers will make reasonable adjustments through quality first teaching rather than SEND provision.

## Diagnosis is not required

We do not require a medical or external diagnosis in order to identify or support SEND. Children can receive SEND support based on their identified needs, and adjustments are made as soon as possible rather than waiting for a formal diagnosis.

## Decision and next steps

A child is identified as having SEND when they are working significantly below age-related expectations and/or their needs present a significant barrier to learning despite high-quality teaching.

Once identified:

- The child is added to the SEND register
- Parents are involved at every stage
- A Pupil Support Plan (PSP) is put in place with tailored targets and provision
- Progress is reviewed regularly with parents, the child, and relevant professionals

## How do we meet children's needs?

We meet children's needs through implementing the **graduated approach using the Assess, Plan, Review, Do cycle**. (See page 8.)

The Special Educational Needs and Disability Code of Practice stipulates that all teachers are responsible and accountable for the progress of all learners in their class, including where they access support from teaching assistants or specialist staff. Quality first teaching is always our first response to children with SEN however even with this in place, some children still struggle to make progress.

The SEND code of practice states that, for these students, schools are required to remove barriers to learning and support these learners with effective Special Education Needs provision. This is implemented through a four- step cycle (assess, plan, do and review) which is called the Graduated response. The child and the family will always be at the centre of this cycle.



## What happens once my child has been identified as SEND?

Once a child is identified as having Special Educational Needs and/or Disabilities (SEND), Holy Cross Catholic Primary School takes the following steps:

### Parents as Partners

Parents are actively involved at every stage of the SEND process. We work in partnership with families to identify needs and make decisions together. Parents' and pupils' views are essential in shaping the support and next steps.

### The child is added to the SEND register

This ensures the child's needs are formally recognised and monitored.

### A Pupil Support Plan (PSP) is put in place

The class teacher, supported by the SENCo, writes a PSP with up to three agreed outcomes that are tailored to the child's needs.

### Support follows the graduated approach

Support is provided using the Assess, Plan, Do, Review cycle, with the child and family at the centre of all planning and decisions.

### Progress is reviewed regularly

PSPs are reviewed three times a year with parents, the child, and staff, usually as part of parent-teacher consultation meetings with additional time given.

### Additional support may be explored if needed

If progress remains a concern, the school may request a statutory assessment by the Local Authority, which could lead to an Education, Health and Care Plan (EHCP).

### Support can be reduced or stopped if no longer needed

If a child makes sufficient progress and additional support is no longer required, the school will discuss ceasing the PSP with parents or during an annual review, if the child has an EHCP. The final decision is confirmed in writing.

## Parents and Child's Views

### Child's Views

Pupils are encouraged to participate in all decision-making processes including the setting of learning targets and contributing to PSP's, discussions about future choices. Pupils are involved in these processes in the most appropriate way according to their age and needs. They may express their views through writing, pictures, pupil interviews, or using PECs cards to indicate likes and dislikes.

It may also include:

- Asking or observing the child.
- The child completing a survey.
- The child self-assessing their behaviour targets.
- The child coming to their SEND review meeting.
- An annual survey of SEND children.

How we collect child views depends on the child's age and development.

### Parents' Views

Teamwork with Parents and Families are a vital to the success of children with SEND:

- Their knowledge helps us to get a complete view of a child's SEND.
- They tell us what strategies work well at home (often good ideas from home can help the child in school).
- Parents attend termly SEND Reviews so we can review their child's progress as a team.
- Parents contribute to the next steps and long-term goals/outcomes
- Parents use ideas from school to help the child at home.
- Parents share useful information with us to help us meet the child's SEND (e.g. clinic reports).
- Parents can share during the coffee mornings

## How will I know how well my child is doing?

There are a number of ways to let you know how well your child is doing.

- We offer an open-door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCO to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents, teachers, support staff and where necessary other professionals, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- For children with more complex needs we operate a home/school link book which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed
- If your child is on the SEN register, they will have a Pupil Support Plan which will have individual targets. This is discussed on a termly basis, with the pupil, parents, teachers and professionals – (with parental consent all involved will receive a copy of the Pupil Support Plan).
- The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.

When a child makes the necessary progress so that additional or different provision is no longer necessary, the class teacher will discuss ceasing the child's PSP with the SENCo. If the child has an EHC plan, the discussion to cease the plan will take place during an EHC plan review meeting.

If it is agreed that a PSP is no longer required, the SENCo and class teacher will discuss this with the child's parents at the review meeting or arrange a meeting sooner if appropriate. The SENCo and class teacher will give the parents written confirmation that the child's SEND Support plan is ceasing.

## Education and Health Care Plans (EHCP)

Most children and young people with special educational needs (SEN) or disabilities will have their needs met through quality first teaching and some additional support.

If a child needs more specialised help to address the barriers to their learning, a request will be made to the Local Authority to carry out an Education, Health and Care needs assessment (EHCNA). The assessment will determine whether the child or young person needs an (EHC) plan. EHC plans are legal documents written by the Local Authority for children and young people aged up to 25 who need more specialised and specific provision.

### EHC plans:

- bring together education, health and social needs in a single plan
- set out the additional support to meet those needs
- are family-focused, with emphasis on:
  - individual goals for children
  - improving children's opportunities for education and employment
  - future goals and aspirations for adulthood

Requests for an education, health and care needs assessment can come from:

- a parent or carer
- the young person themselves, if over the age of 16
- the school or other education provider
- another agency – for example, social services or the health authority

The EHCP process takes 20 weeks. When the Local Authority receive a request for an EHC needs assessment, they will contact services that know the child – for example, health, social care, education psychology – to gather relevant evidence.

Within 4 weeks of receiving the request, the Local Authority will present the request and evidence to a specialist panel called an 'Initiation Panel'. The panel will consider the information available and decide whether an assessment is needed.

Within 2 weeks of the panel meeting, the Local Authority will give notice of the panel's decision to the person or organisation that requested the assessment. If a parent, carer or young person disagrees with the panel's decision, they have a right to appeal.

Once the information has been gathered a decision will be made as to whether an Education, Health and Care Plan is required or not. If following the assessment, it is evident that an EHC Plan is not required to meet your child's needs, the Local Authority will contact you to inform you of the reasons why the decision has been made and offer information as to how the school can use the assessments to support your child's special educational needs. You will also be notified of your right to appeal and offered impartial information, advice and guidance.

If an EHC Plan is needed to support your child's Special educational needs a draft EHC Plan will be developed using the professional advice gathered during the assessment. The final EHC Plan will be sent to you with all the appendices (advice reports used to write the plan).

## Specialist Support

### Yes!

Some children have needs that are very specific or complex. Therefore, we work with support services to benefit from specialist advice. You may sometimes hear us refer to these support services as "external agencies".

Support Services we work with include:

- Educational Psychology Service (EPS)

- Child and Adolescent Mental Health Service (CAMHS)
- Outreach services from Treetops
- Family Hub
- The School Nursing Team
- Specialist Nursing Teams (Epilepsy)
- Speech and Language Therapist
- Sensory Service - QTVI

For most children, we meet their SEND without needing support services. This is because our staff have training and skills to adapt classrooms and lessons to meet their needs. If we think we need extra advice from a SEND support service, we discuss this with the child's parent and proceed when they give their consent. Support services advise teachers and the SENCo. Teachers make sure advice is followed and the SENCo monitors this.

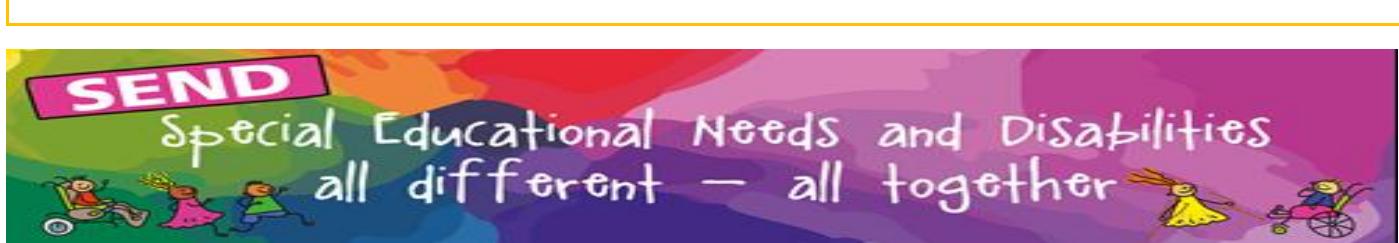
## Transition: EYFS – Primary - Secondary

During transition, our children with SEND are prepared through additional visits, support and guidance for parents and individualised activities at school.

The early years Specialist Teacher or keyworker meets with school to arrange a meeting once a school placement has been confirmed. Parents and professionals are invited to the meeting. SENCO and relevant staff visit pre-school settings of children with complex needs and liaise with key workers.

EYFS teachers prepare for the transition of pupils to Year 1 at an appropriate point at the end of Foundation Stage. At the end of each year there is a handover transition meeting between existing teachers and the next year group teachers.

SENCOS and key staff from secondary schools visit the school to discuss pupil needs. They are also invited to attend Year 5 and/or Year 6 Annual Reviews. Some secondary schools arrange additional transition visits for pupils with SEND. The SENCO works with Year 6 staff on a transition programme for Year 6 SEND pupils. Copies of essential paperwork are transferred to the secondary school in the summer term, prior to the child leaving.



### What reasonable adjustments do you make for SEND children?

We make reasonable adjustments which could include specific interventions, the use of aids and personnel to support learning, using a different approach to meet the needs of individuals.

Further information can be found in our accessibility policy and plan.

### How accessible is your building?

The school building is all on one level and has:

- disabled toilets
- ramp access into the building and playground
- disabled parking

## How do I know my child won't be treated less favourably?

Your child will not be treated less favourably at Holy Cross Catholic Primary School because we follow the Special Educational Needs and Disability Code of Practice (0–25 years) and have a clear legal duty to ensure that no child with SEND is discriminated against.

All decisions are made with equality and inclusion in mind, and the school makes reasonable adjustments, including the use of auxiliary aids, services and tailored provision, so that children with SEND are not placed at a disadvantage compared with their peers.

These adjustments may include changes to teaching approaches, additional support, or specialist resources, ensuring that every child can access learning, participate fully in school life and feel valued and included

## Suspension or Exclusion

Suspension or exclusion is always the last resort and will try to be avoided. Where the school has concerns about behaviour, or risk of exclusion, of a child with SEND we will, in partnership with others (including the Local Authority as necessary), consider what additional support or alternative placement may be required.

This will involve assessing the suitability of support for a pupil's SEN. Where a pupil has an EHCP, schools will consider requesting an early annual review.

## SEND complaint

Concerns should always be raised with the class teacher or SENCO in the first instance.

If they cannot be resolved informally then you can follow our complaints procedure which is on our website.

[Complaints policy](#)

## SEND Funding

Government guidance says schools should provide up to the first £6,000 of additional or different support for those children who need it, including those with an Education, Health and Care plan. This does not mean that the school will spend £6,000 on every child with SEND. Sometimes schools use funds to help groups of children. Some children will need less help – and some children may need more.

If we have children needing very expensive provision which might absorb a lot of the SEND support funding, the school can request additional funding. The local authority is responsible for high needs funding which can be used to make specific provision for an individual child or a group of children.

Some children may need extra items to help them be successful at school. Most of these are not expensive and we buy these from our budget. From time to time, equipment costs much more than this (e.g. hoists, hearing aid loops). If so, we might ask for extra funding from the local authorities' SEND funds. We do not ask parents to pay for SEN provision from their own money.

The SENCO will explain how the SEND funding is used for your child.

## Safeguarding SEND pupils

We recognise that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.

## Online Safety for SEND Pupils

[Online Safety Policy](#)

We understand that using online services is an important aspect of raising educational standards, promoting pupil achievement, and enhancing teaching and learning. The use of online services is embedded throughout the school; therefore, there are controls in place to ensure the safety of pupils and staff.

- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

Individual school staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The breadth of issues classified within online safety is considerable, but they can be categorised into four areas of risk:

- **Content:** Being exposed to illegal, inappropriate or harmful material, e.g. pornography, fake news, self-harm and suicide, and discriminatory or extremist views.
- **Contact:** Being subjected to harmful online interaction with other users, e.g. peer pressure, commercial advertising, and adults posing as children or young adults with the intention to groom or exploit children.
- **Conduct:** Personal online behaviour that increases the likelihood of, or causes, harm, e.g. sending and receiving explicit messages, and cyberbullying.
- **Commerce:** Risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

## Well-being of SEND pupils

- We are 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. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Care to provide multi-agency support.
- The school also has a school counsellor, provided by the Brentwood Catholic Children's Society (BCCS) who works under the direction of the Head Teacher and SENCO, with vulnerable children and parents, covering issues such as bullying, self-esteem, behaviour management, anxiety, divorce, bereavement etc.
- The school also works closely with the NHS Mental Health Support Team (MHST). Parents can request a referral, and the school will seek parental consent to refer a child if required.

(Code of Practice 6.28 and 6.35)

### School Website

[Our School Website](#)



### SEND Legal Advice

These websites inform parents and carers on the legal position across a range of education law topics so that they are better equipped to deal with challenges they may face.

On our website, you will find information about mental health and additional SEN support in Thurrock.

[Education - childlawadvice.org.uk](http://www.childlawadvice.org.uk)

## (IPSEA) Independent Provider of Special Education Advice

## Other Useful Websites

## Thurrock SEND Local Offer

## SNAP Charity

## Parent Advisory Team Thurrock



## How To Support My Child

- **Work in partnership with us** by attending review meetings, sharing concerns early and celebrating progress together.
- **Share what works at home**, including successful routines, strategies and interests that help your child learn.
- **Support learning at home** through regular reading, practising targets and using strategies suggested by school or professionals.
- **Encourage independence and confidence** by praising effort, reinforcing strengths and promoting self-esteem.
- **Access local support and advice** through services such as SENDIASS, the Local Offer and specialist charities when needed.

## Support and Advice Parents

What is a Local Offer? A Local Offer gives children and young people in the borough, who have Special Educational Needs (SEN) and/or a disability, information in one place. The Local Offer aims to provide clear, comprehensive and accessible information about what services and provisions are available in the area for parents and young people.

The local offer is part of the reforms to support children and young people with SEND under the [Children and Families Act 2014](#).

Ask Thurrock – [www.askthurrock.org.uk](http://www.askthurrock.org.uk)

SENDIASS stands for Special Educational Needs and Disabilities Information Advice and Support Service. It's a free, impartial, and confidential service offering information to young people with special educational needs and disabilities (SEND) and to their parents and carers.

<http://www.patt.org.uk/>