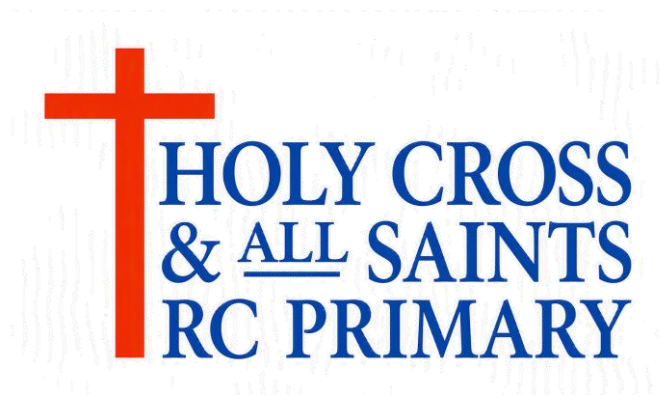




Holy Cross and All Saints RC Primary School

Love Jesus • Love Learning • Love Life

SEND Information Report

Academic Year 2026–27

Information for parents and carers of children with special educational needs and disabilities

*“We are of the Gospel, educating all children in order for them to grow
and reach their full potential as fulfilled people in Christ”*

About this report

Every school must publish a SEND Information Report each year. It explains how we put our SEND Policy into practice — how we identify children who need extra help, what that help looks like, who provides it, and how we know whether it is working.

We have written it as a set of questions, because these are the questions parents and carers most often ask us. If your question is not answered here, please contact our SENDCo — we would much rather you asked.

If you are worried about your child, start here

Speak to your child's class teacher first. They know your child day to day and are the best first point of contact.

If you would like to talk to the SENDCo, contact Ms A Richardson on 0161 789 4386 or at sendco@holycrossallsaints.salford.sch.uk.

You can also complete an Initial Concern Form (Parent) and the six-week home diary, available on the SEND Support Hub or from the school office.

Version and approval

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Published	On the SEND Support Hub area of the school website. Paper copies are available free of charge from the school office on request, and in large print or another format if that would help you.

Who to contact

Role	Name	How to get in touch
SENDCo	Ms A Richardson (Assistant Headteacher)	sendco@holycrossallsaints.salford.sch.uk 0161 789 4386
Headteacher	Mrs A Bell	office@holycrossallsaints.salford.sch.uk 0161 789 4386
Assistant Headteachers	Ms A Richardson and Mrs J Randle	office@holycrossallsaints.salford.sch.uk
SEND Link Governor	Mrs J Arslan	via the school office
Chair of Governors	Mr E Connolly	office@holycrossallsaints.salford.sch.uk
Designated Safeguarding Leads	Mrs A Bell, Ms A Richardson, Mrs J Randle and Mrs R Whittaker	via the school office
Designated Teacher for looked-after children	Ms A Richardson	office@holycrossallsaints.salford.sch.uk

This report should be read alongside our SEND Policy, School SEND Local Offer, Accessibility Plan, Intervention Offer and SEND Graduated Approach, all published on the SEND Support Hub area of the school website.

Contents

About this report	2
Contents	4
1. What kinds of SEND does the school provide for?	5
2. How do we identify and assess children with SEND?	5
3. What is our approach to teaching children with SEND?	7
4. How do we adapt the curriculum and the learning environment?	7
5. What additional support for learning is available?	8
6. How do we assess and review progress towards outcomes?	9
7. How do we consult and involve parents and carers?	9
8. How do we involve children in their own education?	10
9. What support is there for emotional and social development?	10
10. How do children with SEND take part in everything alongside their peers?	11
11. What is the expertise and training of our staff?	11
12. How are equipment and facilities secured?	12
13. How do we work with other services and organisations?	12
14. Supporting your child through change and transition	13
15. How do we know whether our SEND provision is working?	14
16. What if you are unhappy about something?	14
Appendix A: Independent support and advice for families	16
Appendix B: Statutory checklist	18

1. What kinds of SEND does the school provide for?

Holy Cross and All Saints RC Primary School is an inclusive mainstream primary school. We aim to remove barriers to learning and participation so that every child receives an education appropriate to their needs, which promotes high standards and the fulfilment of their potential.

We provide for children across all four of the broad areas of need set out in the SEND Code of Practice, and we welcome children with a wide range of needs, whether or not they have a formal diagnosis or an Education, Health and Care (EHC) plan.

Area of need	This includes children with...
Communication and interaction	Speech, language and communication needs; difficulty understanding or using language; social communication differences; autism.
Cognition and learning	Learning at a slower pace than peers despite good teaching and adaptations; moderate, severe or profound and multiple learning difficulties; specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
Social, emotional and mental health	Anxiety, low mood or withdrawal; difficulty regulating emotions or behaviour; attachment difficulties; ADHD. We understand behaviour as a form of communication and always look for the need behind it.
Sensory and/or physical needs	Vision or hearing impairment, multi-sensory impairment, sensory processing differences, and physical disability requiring specialist support, equipment or adaptations.

Many children have needs that span more than one area, and needs change over time. We plan for the child in front of us rather than for a label.

Our SEND profile

As at [insert date], [insert number] children at Holy Cross and All Saints are on our SEND register, which is [insert]% of our pupils, and [insert number] children have an Education, Health and Care plan. The most common areas of need in school this year are [insert]. We publish this so that parents can see the scale and shape of SEND in our school.

Levels of support fall into three broad types:

- High-quality, adaptive class teaching. This is the foundation for every child. Teachers have high expectations of all children, build on what your child already knows and can do, and adapt their teaching so that all children can access the learning.
- Small-group interventions, run by a teacher or teaching assistant, targeting a specific area of difficulty for children who are not making the progress we expect.
- Individual support, for children with specific barriers to learning that cannot be overcome through class teaching and group intervention alone.

2. How do we identify and assess children with SEND?

Our SENDCo is Ms A Richardson, who is also our Assistant Headteacher and can be contacted on 0161 789 4386 or at sendco@holycrossallsaints.salford.sch.uk.

The progress of every child is monitored continually by their class teacher, using two kinds of assessment:

- Assessment for learning (formative) — careful questioning, observation and marking during everyday lessons, so that we know where a child is and what they need next.

- Assessment of learning (summative) — judging attainment against national expectations using tests and teacher assessment.

Progress is reviewed formally each term at pupil progress meetings between the class teacher, the Headteacher and the SENDCo. Where a child is not making the progress we would expect, we act.

Our graduated approach

We follow a graduated approach, in line with the Salford THRIVE model. At each stage we ask a key question, gather evidence over at least six weeks, and talk to you before moving on.

Stage	The question we ask	What happens
1. Initial Concern / early identification	Is this child struggling with their learning, behaviour or emotional wellbeing?	An Initial Concern Form is completed by the teacher, or by you at home alongside a six-week diary. We meet, share what we have each noticed, and agree next steps together.
2. Getting advice — classroom adjustments	What everyday classroom strategies will help this child make expected progress?	Six weeks of monitoring, using high-quality adaptive teaching and Ordinarily Available Inclusive Provision. If your child makes sustained progress, this good practice simply continues.
3. Getting help — targeted SEND support	Does this child need support that is additional to, or different from, class teaching?	With your agreement, your child is added to the SEND register. We identify the area of need, begin a termly assess–plan–do–review cycle, and write an Individual Education Plan (IEP) with SMART targets.
4. Getting more help — specialist support	Does this child need specialist assessment to fully understand their needs?	With your written consent, we refer to specialists such as an educational psychologist or speech and language therapist, who provide deeper insight and tailored strategies.
5. Request for an EHC needs assessment	Are specialist strategies making a difference to progress and wellbeing?	Where needs cannot reasonably be met from the resources ordinarily available to a mainstream school, we ask Salford City Council to carry out a statutory assessment. You can also make this request yourself.

Alongside teacher assessment we may use standardised tests, a dyslexia screener, speech and language screening tools, and specialist assessment. We also draw on your knowledge of your child and on your child's own views. Information from previous settings and schools is always requested and used.

A decision to add your child to the SEND register is made together — by you, the class teacher, the SENDCo, and your child. You will always be told in writing when the school starts to make special educational provision for your child.

Children may also come off the SEND register

If, at review, your child has made sustained progress and no longer needs provision that is different from or additional to that available to all, we will discuss removing them from the register with you. We continue to monitor their progress for at least two further terms. Any reasonable adjustments your child is entitled to under the Equality Act 2010 continue regardless.

3. What is our approach to teaching children with SEND?

Every teacher at Holy Cross and All Saints is a teacher of every child. Class teachers are responsible and accountable for the progress of the children in their class, including where a child is supported by a teaching assistant or a specialist. High-quality teaching is our first and most important response to SEND — additional intervention can never make up for teaching that is not good enough.

All our teachers:

- set high expectations and provide opportunities for every child to achieve;
- use assessment to build an ongoing, holistic understanding of children and their needs, and set targets accordingly;
- plan for suitable learning challenges and respond to diverse learning needs;
- take specific action to create effective learning environments and to secure motivation and concentration;
- support children to manage their emotions — particularly stress and anxiety — so that they can take part in learning;
- take account of the type and extent of a child's SEND when planning and assessing;
- provide support for communication, language and literacy needs;
- plan for children to take full part in learning, physical and practical activities;
- allow enough time for tasks to be completed properly.

Children are taught in mixed-attainment classes. Work is adapted where needed so that every child can access the learning, and children are encouraged to record their thinking in whatever way works best for them.

The “five a day” principle

Our practice is built on the Education Endowment Foundation's five recommendations for supporting pupils with SEND in mainstream schools. Staff use all five, every day:

- explicit instruction — teaching new content clearly, in small steps, with modelling;
- cognitive and metacognitive strategies — teaching children how to plan, monitor and check their own learning;
- scaffolding — temporary support such as word banks, sentence starters, writing frames and worked examples, gradually withdrawn;
- flexible grouping — grouping children purposefully for a specific task, and changing the groups as needs change;
- using technology purposefully — where it genuinely reduces a barrier, for example reading pens, speech-to-text or Chromebook apps.

A poster explaining the “five a day” principle is published on our Supporting Learners With SEND web page, if you would like to see it.

4. How do we adapt the curriculum and the learning environment?

We call the good practice that is available in every classroom, for every child, Ordinarily Available Inclusive Provision (OAIP). It is support that does not require a diagnosis or a specialist referral — it is simply what good teaching looks like here. Our full Ordinarily Available Inclusive Provision @ HCAS document is published on the SEND Support Hub.

Area	Examples of what you would see in our classrooms
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Curriculum and tasks	Learning broken into manageable steps; pre-teaching of key vocabulary; over-learning and revisiting; adapted or reduced recording; scaffolds and worked examples; alternative ways to show what has been learned.
Communication	Chunked instructions with processing time; visual timetables and now-and-next boards; symbols and photographs; checking understanding rather than asking “do you understand?”; Blank Level questioning.
The classroom environment	Predictable routines and clear expectations; considered seating; reduced visual clutter; labelled and accessible resources; a calm space to go to; movement and sensory breaks.
Resources	Coloured overlays and work printed on coloured paper; enlarged print; writing slopes, pencil grips and adapted scissors; ear defenders; fidget tools; iPads and Chromebooks with specific apps and programmes.
Relationships	A named trusted adult; a consistent, relational approach to behaviour; advance warning of change; support at less structured times such as playtime and lunchtime.

Our building

Our school is accessible. There is step-free access and an accessible toilet. A ground floor plan is published on the SEND Support Hub, and our Accessibility Plan sets out how we continue to improve access to the curriculum, to the building and to information. If your child needs a specific adaptation, please talk to us — we would rather plan ahead than react.

Statutory tests

Where a child’s normal way of working requires it, we apply for access arrangements for statutory assessments, including extra time, a reader, a scribe, rest breaks, a separate room or modified papers. Some of these — extra time, a scribe and modified papers — need an application to the Standards and Testing Agency by its deadline. Others, such as a reader or rest breaks, we can arrange ourselves where they match your child’s normal way of working. One thing worth knowing: in the English reading test a reader may only read the general instructions, not the texts or the questions, and a child given extra time solely because of a reading difficulty may have extra time or a reader, but not both.

5. What additional support for learning is available?

We have an experienced team of teaching assistants who work alongside class teachers. They support groups and individuals within the classroom, and where a child would benefit from quieter, more focused work, they may work with them in a small group elsewhere. Our teaching assistants are trained to build children’s independence, not their reliance on an adult.

Our full HCAS Intervention Offer, published on the SEND Support Hub, lists every intervention we run and what each one is for. Interventions currently include work on:

- reading, phonics and comprehension;
- spelling and writing;
- number and maths fluency;
- speech, language and communication;
- memory and processing;
- fine and gross motor skills and co-ordination;
- social skills, friendship and play;

- emotional regulation, self-esteem and wellbeing.

Every intervention has a recorded starting point so that we can measure whether it has made a difference. If it has not, we change it. Please note the specific named programmes we run are reviewed each year — the current list is in the Intervention Offer document rather than in this report, so that it is always up to date.

6. How do we assess and review progress towards outcomes?

Every child on the SEND register has an Individual Education Plan (IEP) setting out their targets, the support in place and who is providing it. Targets are SMART — Specific, Measurable, Achievable, Relevant and Timely.

IEPs are formally reviewed each term, and adjusted more often if needed. Each review follows the assess–plan–do–review cycle:

- Assess — the teacher and SENDCo analyse what has changed, using assessment data, observation, your views and your child's views.
- Plan — we agree the adjustments and support for the next term, the expected impact, and the date we will next look at it together.
- Do — the class teacher delivers and oversees the support day to day, working closely with teaching assistants and any specialists.
- Review — we evaluate the impact and quality of the support, and revise the plan with you and your child.

New IEPs are sent home so that you can comment, add your own suggestions and use the targets at home. You can also meet the SENDCo or class teacher at any time to talk about the plan.

If your child has an EHC plan

Children with an EHC plan have an annual review — every six months for children under five, and more often if needs change significantly. You, the class teacher, the SENDCo, the local authority and all professionals involved are invited. Together we look at the outcomes in the plan, decide whether they are still right, and recommend any changes.

Your child's views are always sought before the meeting, and they will attend part of it where that is appropriate for them. The Year 5 annual review focuses explicitly on the move to secondary school, so that the local authority can amend and issue the plan naming the secondary school by the statutory deadline of 15 February in Year 6. You can also ask about a personal budget as part of the EHC planning process.

7. How do we consult and involve parents and carers?

The relationship we have with parents and carers matters enormously to us. For families of children with SEND it is central to everything that works well. You know your child better than we ever will, and we treat that knowledge as expertise.

In practice, this means we:

- meet with you regularly across the year to review progress, set outcomes and agree next steps — in addition to whole-school parents' evenings;
- hold termly SEND Coffee Mornings, where you can meet the SENDCo and other parents, ask questions and talk through SEND information in an informal setting;
- share every IEP with you, invite your comments, and give you a copy to use at home;
- always ask for your written consent before referring your child to an outside professional, and explain what that professional will do;
- invite you to every meeting about your child, including those with external professionals, and make sure your views are recorded and acted on;

- write to you when we begin making special educational provision for your child, so that nothing is a surprise;
- communicate in whatever way suits your family — daily conversation at drop-off and collection (particularly in the Early Years), a home–school communication book, telephone, or email;
- provide information in accessible formats, and arrange interpreters or translation where your first language is not English;
- record what was agreed at every meeting and share a copy with you;
- signpost you to independent advice and support, so that you never have to rely only on us.

You do not need to wait for a meeting

If something is worrying you, contact the class teacher or the SENDCo.

8. How do we involve children in their own education?

Children have a right to have their views, wishes and feelings taken into account in decisions that affect them. At Holy Cross and All Saints we:

- share IEP targets with children and involve them in setting and reviewing them, in a way that suits their age and understanding;
- use one-page profiles so that every adult working with a child knows what matters to them, what helps and what does not;
- use drawing, symbols, photographs, scaling and structured conversations for children who find talking difficult;
- ask children which strategies and resources help them most, and act on what they tell us;
- invite children to contribute to, and where appropriate attend part of, their annual review;
- use circle time, PSHE and our school council so that all children are represented;
- carry out pupil-voice activities such as questionnaires and conversations with staff, including specific checks with children with SEND about how safe and happy they feel;
- offer pupil leadership and ministry roles to children with SEND on the same basis as everyone else.

9. What support is there for emotional and social development?

We are an Emotionally Friendly School. Staff are trained to identify and respond to children’s emotional needs so that children feel well enough to learn and to enjoy school. Support includes:

- weekly circle time and PSHE in every class, giving children a regular, safe place to talk;
- a CAMHS practitioner in school for half a day each week through the i-Reach programme, part of Salford’s Thrive in Education offer;
- mindfulness, meditation and contemplation time, and our Wellbeing Hub as a quiet space children choose to use;
- targeted interventions for social communication, friendship, emotional regulation and self-esteem;
- lunchtime welfare staff trained to teach games and encourage co-operation and teamwork;
- our Catholic life — Celebration of the Word and religious education encourage children to reflect on how they treat others and on making good choices.

Our CAMHS i-Reach practitioner is in school for half a day each week. The arrangement is confirmed each year as part of Salford’s Thrive in Education offer.

Emotionally based school avoidance

Some children find getting into school very difficult. We understand this as distress rather than defiance. We will work with you early to understand why, and can put in place adjustments such as a soft start, a named adult to meet your child at the gate, a quiet arrival space, or a temporary adjusted timetable with a clear plan to build back up. Detailed guidance for families is published on the SEND Support Hub.

Preventing bullying

We know that children with SEND can be more likely to be bullied, and less likely to tell someone. We take specific steps to prevent it:

- whole-school work on difference and disability through PSHE, RE and collective worship;
- trained supervision at playtimes and lunchtimes, when incidents are most likely;
- peer support and buddy systems;
- regular, direct pupil-voice checks with children with SEND about whether they feel safe and included;
- prompt, recorded action in response to every incident, and a conversation with you.

Our Anti-Bullying Policy sets out our full approach.

Safeguarding

The SENDCo is a Designated Safeguarding Lead and works closely with the other Designated Safeguarding Leads in school. We are alert to the fact that indicators of possible abuse or neglect can be wrongly assumed to relate to a child's disability, and that communication barriers can make it harder for a child with SEND to tell us something is wrong. All staff are trained in this.

10. How do children with SEND take part in everything alongside their peers?

Children with SEND are entitled to the whole of school life, not just the classroom. We plan ahead so that they can take part in:

- after-school and lunchtime clubs, including sport, music, art, crafts and languages;
- educational visits and days out;
- the Year 6 residential to Lledr Hall;
- the Bikeability programme;
- sports events, performances and liturgies;
- pupil leadership roles, the school council, chaplaincy and ministry teams, and our school houses.

Risk assessments are used to make participation possible, not to prevent it. If we ever think a child cannot access an activity, we will explain why, talk it through with you, and offer a meaningful alternative. Please tell us early if your child needs something specific in place for a trip or a club, so that we can arrange it properly.

11. What is the expertise and training of our staff?

Children with SEND and their families have a right to be supported by skilled professionals. Every member of staff here is a teacher of children with SEND, and specific staff hold additional training and expertise.

How we decide what training is needed:

- we look at the profile of need on our current SEND register and choose training that will make the most difference to the children in school now;
- training needs are also identified through appraisal and professional development conversations;
- SEND has dedicated time on INSET days and in staff meetings across the year;

- when a child with a particular need joins us, we ask specialist professionals to provide awareness training for every adult who will work with that child — for example a specialist nurse, a teacher of the deaf, or the autism team;
- whenever an individual attends training, they share it with colleagues in a staff meeting so the whole school benefits;
- all new staff, including support staff and supply staff, are inducted into our SEND practice;
- the SENDCo keeps a record of SEND training and reports on it to governors each year.

Our SENDCo is a qualified teacher and, in line with statutory requirements, holds or is working towards the National Professional Qualification for SENCOs. The SENDCo also keeps their practice current through the Salford SENCO network and local authority briefings.

How we secure specialist expertise

Where a need falls outside our own expertise, we buy in or refer to specialists rather than muddle through. This includes educational psychology, speech and language therapy, occupational therapy, specialist teachers for hearing and vision impairment, and Salford Learning Support Service, which includes the Autism and Social Communication Team and the Cognition and Learning Team.

12. How are equipment and facilities secured?

The school receives a notional SEN budget as part of its funding, which is intended to meet the additional support costs of children with SEND up to a nationally set threshold. Where a child needs provision costing more than that, we apply to Salford City Council for high needs top-up funding, normally through an EHC plan.

All teachers contribute to whole-school and class provision mapping, which sets out the support in place across school and highlights what is needed. The Headteacher and SENDCo decide how staffing, equipment and specialist resources are allocated, based on need and on the measured impact of provision. Specialist equipment is sourced with advice from the relevant professional — for example an occupational therapist or a specialist teacher. Expenditure and impact are reviewed with governors each year.

13. How do we work with other services and organisations?

We work closely with services across education, health and social care. If your child might benefit from specialist input, we will ask for your written permission before making any referral, explain what will happen, and share the outcome with you.

Service	How they help
Educational Psychology Service	Classroom and playground observation, individual assessment and advice on strategies. If your child has English as an additional language, an interpreter is arranged for the whole assessment. You are invited to share your views directly with the psychologist.
Speech and Language Therapy	Assessment and programmes for speech, language and communication needs. Where your child is seen at a clinic, we will work around those appointments with you, and school delivers the programmes the therapist sets.
Learning Support Service	Specialist teaching advice, assessment and support for cognition and learning needs.
Autism and Social Communication Team, part of Salford Learning Support Service	Advice and strategies on how best to support autistic children in school.

Specialist teachers for hearing and vision impairment	Assessment, equipment advice and staff training.
Occupational therapy and physiotherapy	Assessment and programmes for motor skills, sensory needs and physical access.
CAMHS	Assessment and support for children experiencing significant anxiety or emotional distress. Our SENDCo is trained to make referrals. We also host a CAMHS practitioner through i-Reach.
School nursing service and community paediatricians	Health assessments, medical advice, Individual Healthcare Plans and specialist nursing training for staff.
Early Help	A whole-family assessment, with your agreement, to identify what the family needs and bring in the right support.
Education Welfare Service	Support for families where attendance or punctuality has become difficult.
Children with Disabilities Social Work Team and MASH	Social care assessment and support for disabled children, and referrals where a child may need help or protection.
Statutory Assessment Team and Early Support / Portage	EHC needs assessments and plans, and support for children aged 0–5.

Where your child is looked after by the local authority, our Designated Teacher and the SENDCo work together so that the Personal Education Plan and SEND support join up, and we involve the virtual school head, social worker and carers in planning.

14. Supporting your child through change and transition

Transition can be the hardest part of school for a child with SEND, so we plan it carefully. As a primary school our part in preparing for adulthood and independent living is laying the foundations: independence, self-help skills, resilience and self-advocacy — helping your child understand what they find difficult, what helps, and how to ask for it. For children with an EHC plan, preparing-for-adulthood outcomes are considered at annual review from the earliest stage.

Moving...	What we do
Into Nursery or Reception	Early contact with your child's pre-school setting and any health professionals involved; home visits; extra stay-and-play sessions; a transition meeting with you and the SENDCo; early sharing of any EHC plan or Early Support paperwork so support starts on day one.
Between year groups	A structured handover between class teachers covering the IEP, the one-page profile and what has worked; extra visits to the new classroom; transition booklets with photographs of the new room and adults.
From Key Stage 1 to Key Stage 2	As above, with advice from the Educational Psychology Service or Learning Support Service where a child needs a longer, more structured transition.
On to secondary school	SENDCo-to-SENDCo handover; enhanced and additional visits; the receiving school invited to the Year 6 annual review, with secondary planning beginning at the Year 5 review for children with EHC plans; support for you in expressing a school preference.
Joining or leaving mid-year	Records requested straight away, an early meeting with you, and support put in place from the first day wherever we can.

Salford services that can support a longer, more structured transition:

Transition	Support service	Contact
Setting to school	Starting Life Well	0161 793 3275
Setting to school	Educational Psychology Service	0161 778 0476
Setting to school	Learning Support Service	0161 607 1671
Key Stage 1 to Key Stage 2	Educational Psychology Service / Learning Support Service	0161 778 0476 / 0161 607 1671
Key Stage 2 to Key Stage 3	Educational Psychology Service	0161 778 0476
Any stage — disabled child not known to social care	Multi-Agency Safeguarding Hub (MASH)	0161 603 4500
Any stage — disabled child already known to social care	Children with Disabilities Team	0161 793 3535

15. How do we know whether our SEND provision is working?

We hold ourselves to account for outcomes, not for hours of support. We evaluate the effectiveness of our provision by looking at:

- the progress and attainment of children with SEND each term, compared with their own starting points and with national data for similar children;
- the measured impact of each individual intervention against its recorded baseline;
- how many children move between stages of the graduated approach, and how many no longer need to be on the register;
- attendance, punctuality, suspension and exclusion data for children with SEND;
- how many children with SEND take part in clubs, trips and wider school life;
- what children and parents tell us, including at our termly SEND Coffee Mornings and in review meetings;
- monitoring of teaching, work in books, provision maps and intervention records;
- termly reports from the SENDCo to the Senior Leadership Team and the SEND Link Governor;
- an annual SEND report to the full Governing Body.

If an intervention is not having the impact we expected, we change it and record why. The SEND Link Governor, Mrs J Arslan, meets the SENDCo at least termly to review all of this on behalf of governors.

16. What if you are unhappy about something?

We work hard to build good relationships with all our families and would always rather sort something out early and informally. If you have a concern about the support your child is receiving, please:

1. Speak to your child's class teacher first.
2. If it is not resolved, contact the SENDCo, Ms A Richardson.
3. If it is still not resolved, contact the Headteacher, Mrs A Bell.
4. If you remain unhappy, write to the Chair of Governors, Mr E Connolly, care of the school office. The school's Complaints Procedure, published on our website, will then be followed.

If you are still not satisfied once our Complaints Procedure has been exhausted, you can refer your complaint to the Department for Education's School Complaints Unit. Complaints about religious education or collective

worship go to the Diocese of Salford. The Local Government and Social Care Ombudsman looks at how the local authority has carried out its SEND duties, rather than at the school.

Your rights beyond the school's complaints procedure

Some decisions are made by the local authority rather than by school, and you have separate legal rights about those. You can:

- get free, impartial advice from Salford Information Advice and Support Service (SIASS) at any point;
- use the local authority's disagreement resolution and mediation services;
- appeal to the First-tier Tribunal (SEND) if the local authority refuses to carry out an EHC needs assessment, refuses to issue a plan, or if you disagree with Sections B, F or I of a plan or a decision to cease one;
- make a claim of disability discrimination to the First-tier Tribunal (SEND).

We will always tell you about these rights and will never discourage you from using them.

Appendix A: Independent support and advice for families

You do not have to rely only on school. These organisations offer free, independent information, advice and support.

Organisation	What they offer	Contact
Salford Information Advice and Support Service (SIASS)	Free, impartial and confidential information, advice and support for families of children with SEND, including through EHC assessment. Available to all Salford parents and carers.	0161 778 0343 / 0349 siass@salford.gov.uk Unity House, Salford Civic Centre, Chorley Road, Swinton M27 5AW
Salford Local Offer	Salford City Council's published Local Offer: everything available locally across education, health and social care for children and young people aged 0–25 with SEND.	Salford Local Offer
Salford Parent Carer Forum	Peer support, and a voice for parents and carers of children with SEND in how local services are shaped.	salfordpcf.com
IPSEA	The leading charity for SEND law in England — free, independent legal advice and support.	ipsea.org.uk
Salford Statutory Assessment Team	EHC needs assessments and plans.	0161 778 0410 Burrows House, 10 Priestley Road, Wardley Industrial Estate M28 2LY
Salford Educational Psychology Service	Assessment and advice, including support with school avoidance.	0161 778 0476
Learning Support Service	Specialist teaching advice and assessment.	0161 607 1671
Early Support / Portage Home Visiting Team	Support for children aged 0–5 and their families.	0161 793 3275
Children with Disabilities Social Work Team	Social care support for disabled children.	0161 793 3535
Multi-Agency Safeguarding Hub (MASH)	Where a child may need extra support or protection.	0161 603 4500
YoungMinds Parents Helpline	For parents worried about a child's mental health.	0808 802 5544
Salford Thrive Directory	Local mental health and wellbeing support for children and young people.	Salford Thrive Directory

Where is Salford's Local Offer published?

Every local authority must publish a Local Offer setting out what is available in its area for children and young people aged 0–25 with SEND. Salford's Local Offer is published at [Salford Local Offer](#). It includes the Salford THRIVE Graduated Approach and the Ordinarily Available Inclusive Provision guidance that our own practice is built on.

Other useful organisations

National Autistic Society · ADHD Foundation and ADHD UK · British Dyslexia Association · Dyspraxia Foundation · Speak Up Salford · Elklan training for parents and carers · Not Fine in School · Anna Freud Centre · MindEd for Families · BBC Tiny Happy People. Links to all of these are on the SEND Support Hub area of our website, along with a SEND Glossary of Terms, an ADHD guide for parents and a guide to emotionally based school avoidance.

If there is anything in this report you would like explained, or anything you think we have missed, please tell us. This document is written for you, and it improves every year because families tell us what they need from it.

Ms A Richardson, Assistant Headteacher and SENDCo

sendco@holycrossallsaints.salford.sch.uk — 0161 789 4386

Appendix B: Statutory checklist

This appendix is included for governors and for anyone checking compliance. It maps each requirement of Schedule 1 to the Special Educational Needs and Disability Regulations 2014 to the section of this report that answers it.

Statutory requirement (SEND Regulations 2014, Schedule 1)	Section
The kinds of SEN that are provided for	1
Policies for identifying children with SEN and assessing their needs, including the name and contact details of the SENCo	2
Arrangements for consulting parents of children with SEN and involving them in their child's education	7
Arrangements for consulting young people with SEN and involving them in their education	8
Arrangements for assessing and reviewing children's progress towards outcomes, including the opportunities available to work with parents and young people as part of this	6
Arrangements for supporting children in moving between phases of education, and preparing for adulthood and independent living	14
The approach to teaching children with SEN	3
How adaptations are made to the curriculum and the learning environment	4
Additional support for learning available to children with SEN	5
The expertise and training of staff, and how specialist expertise will be secured	11
How the effectiveness of provision is evaluated	15
How children with SEN are enabled to engage in activities available to children without SEN	10
Support for improving emotional and social development, including extra pastoral support and measures to prevent bullying	9
How the school secures equipment and facilities	12
How other bodies — health, social services, local authority support services and voluntary organisations — are involved in meeting children's needs and supporting their families	13
Arrangements for handling complaints from parents about SEN provision	16
Contact details of support services for parents, including arrangements under Section 32 of the Children and Families Act 2014	Appendix A
Contact details of support services for transferring between phases of education	14
Where the local authority's Local Offer is published	Appendix A
Reviewed and republished annually	Version table, page 3