



# SEND Report June 2022

## 1. SCHOOL PROFILE

We have 118/713 pupils on the SEND register, of which, 48 pupils have an EHCP with 21 also having RP placement. This equates to 16.5% of the intake identified as having SEND, with 6.8% of pupils on roll having an EHCP, significantly above national average of 3.7%.

All of our children come from within the catchment area of economic deprivation. It is imperative to provide the best for our children regardless of their starting points, backgrounds, ethnicity, socio economic status, gender and EAL. For all pupils to make rapid progress provision and high-quality teaching and learning is paramount. We must continue to develop our inclusive school provision to ensure that pupils with SEND, both in the classroom, the Resourced Provision and through Nurture achieve the outcomes set by the school.

	COMMUNICATION AND INTERACTION		COGNITION AND LEARNING		SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES		SENSORY AND/OR PHYSICAL NEEDS	
	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan
Nursery	7	2 +2 pending	0	0	0	0	1	0
Reception	14	11	2	0	1	0	0	0
Year 1	12	6 +1 pending	2	1	3	0 +1 pending	1	0
Year 2	12	9 +1 pending	5	1	0	0	0	0
Year 3	12	5	3	0	2	0	2	1
Year 4	5	2	4	1	2	0	0	0
Year 5	7	4 +1 pending	3	0	5	2	1	1
Year 6	2	1	6	0	2	1	0	0

## 2. ATTAINMENT & PROGRESS

We assess our SEND children on the pre key stage standards (only if they are working below the key stage they are in). These standards are used by class teachers to assess what the child is able to do independently. These small steps are then used for next steps in that child's learning. At the next data point we would be hoping to see elements of the next standard to show progress. So for example: a child working at pre key stage standard 4 maths will then work on steps in standard five (such as: reading and writing numbers up to 100). Within the Vines, we use B-Squared assessment framework and this also includes the Autism strand to enable for small steps to be analysed with specificity to the children's individual needs. Assessment for pupils with SEND is a priority to ensure this is consistent and effective, with teachers having a clear understanding of how to assess children working below age related expectations. Currently, children assessed as WBS are marked on Arbor as this and teachers are making notes within this to identify where they are working (e.g. PKSS3 or WTS2) but this needs to be more consistent.

## 3. IDENTIFICATION OF CHILDREN WITH SEN

Crossley Hall has 48 EHCPs in place; 27 of which are children with mainstream placements and 21 have additional support from the Resourced Provision for C&I needs including Autism. In total, we receive £394657.00 top up funding for these pupils with EHCPs. Funding is largely spent on ensuring there are adults readily available to support these children, as well as appropriate resources and bespoke learning environments in some cases.

A success is early identification processes and this is evident given the number of children now identified as SEND and the number of EHCPs. Since SENDCO came in to post (2020), 10 EHCPs have been approved as finals through the EHCA request process and a further 8 are within the 20 week time frame; 6 of which have been agreed by the local authority and are pending draft or statutory assessment and 1 where the family and SENDCO are appealing the decision not to assess.

Staff are confident to use the 'cause for concern' referral process and phase leaders/AHTs are also able to support teachers in ensuring good QFT is in place before making a referral. Parents are supported through each stage of the identification process and consent is obtained to add them to the SEND register.

Regular monitoring and evaluation walks with SENDCO, RP Lead, Headteacher and trust Strategic Inclusion Manager ensures that high quality SNED provision is maintained and continually reviewed and enhanced where appropriate. Support from external professionals such as EP, SALT and the SCIL Team has also been drawn upon where necessary and this has informed the APDR cycle for many pupils with SEND.

## 4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

Following close work with the Trust Strategic Inclusion Manager, the SEND Administrator has prepared a new format for children with MSPs. The format of this document is far more accessible for all, including parents, and will therefore be easier to ensure consistency with. All children on the SEND register will have a new and up to date version of the MSP by the end of the year. These documents are shared and discussed with parents by class teachers, and SENDCO where appropriate, to ensure that termly reviews are carried out.

Close working between the SENDCO, RP Lead and Headteacher has ensured that we continue to keep SEND at the forefront. We are in a privileged position as of the current 4 members of the SLT have been SENDCOs at some point in their teaching career. The inclusive nature of Crossley Hall is noticeable to all who visit and teachers are well prepared through CPD, equipped with resources and support from all

#### 4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

leaders. A recent external enhanced SEMH review conducted by Luke Mitchell from Positive Regard, a sector of the Wellspring Trust, noted the following areas of strength:

- The level of support that is provided by the leaders to all staff, by the teaching and support staff to the children and by the school to the parents is excellent.
- Through the five-tiered pathway system the pastoral and nurture team offer bespoke support for the children's SEMH and wellbeing that is comparable with that in a SEMH specialist setting
- The leaders have worked hard to establish and maintain a positive culture that fosters and promotes positive mental health and wellbeing. This is evident in both the children and the staff
- The parents were overwhelmingly positive stating that "the staff care about their children, and they care about them too"
- Positive mental health is championed within the school
- Relationships between adults, children and parents are all positive

#### 5. SEND FUNDING

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Collaborative efforts between the SENDCO and RP Lead with support from the Trust Strategic Inclusion Manager has ensured that all pupils with an EHCP are in receipt of funding that is the equivalent to the level of support specified with Section E and F of the EHCP; where not evident, supporting evidence has been gathered and presented to the Local Authority, often through the annual review process, and this has been taken to panel. In cases where a request for an increase of funding has been requested, this has been approved.

Given the level of need evident in school and the inclusive ethos we carry, an additional provision to support 12 Year 1 pupils has been created from school budget. This room is co-led by a class teacher and a HLTA (50/50 split) with an additional 3 LSAs supporting plus the SENDCO having clear involvement and oversight of strategic planning. The children present with a range of needs from all areas of the SEND Code of Practice and an intensive level of support has been put in place to ensure that we are re-establishing clear expectations, routines and boundaries as well as secure relationships. The pupils within this learning environment are now all successfully accessing their main class for varying percentages of the day. This is carefully monitored, supported and reviewed by staff within the Sanctuary, SENDCO and Year 1 teachers. Parents have all reported that they are able to see the highly positive impact this has had on their children given the progress they have made academically, socially and emotionally.

#### 6. STAFF DEVELOPMENT

SENDCO has recently been appointed as Assistant Headteacher for Inclusion within the setting. There are clear roles and responsibilities for all members of SLT with aligned vision and values for supporting children with SEND, whether directly or through subjects.

Staff have had CPD with SENDCO and other external professionals. The specialist SALT who is allocated to the RP has been able to provide specific, bespoke training to staff working with children who access this learning environment. Further training has been accessed through other external professionals such as EP who has delivered Lego therapy training and the SCIL Team who has worked closely with staff to train: intensive interactions, precision teaching, visuals/objects of reference, Zones of Regulation. The pastoral

## 6. STAFF DEVELOPMENT

team have also accessed bereavement training to support the SMEH needs of pupils suffering loss. SENDCO is undergoing Louise Bomber's Attachment Lead training and is disseminating this knowledge to staff through training sessions to further enhance the relational and restorative approach in a bid to move towards becoming an attachment aware and trauma informed (AATI) setting. From September, a Leader for Behaviour and Culture will join the SLT to drive forward this vision alongside the rest of the team.

Forward planning with staff CPD has ensured that again, SEND remains at the forefront. There is a termly CPD session for teachers allocated within the schedule; 1 to allow time for MSP reviews and the other to deliver SEND related content and a rigorous plan to develop and invest in support staff has been designed by SENDCO and Leader for Behaviour and Culture. We recognise that support staff are eager and willing to learn to continue to deliver best practice. A SEND survey for support staff, accessed via Google Form, has been disseminated and has already received honest and reflective feedback from individuals. The outcomes of this survey will inform future CPD plans to ensure we are catering to needs across the setting. Across academic year 2022-2023, we will also be hosting twilight training delivered by Luke Marshall to all staff to further raise the profile of SEMH, SEND and positive regard/relational approaches.

## 7. OUTSIDE AGENCY SUPPORT & REFERRALS

### STAFF DEVELOPMENT

Outside agency	<u>Number of Referrals</u>	<u>Initial Impact</u>
CAMHS	13	2 referrals made for support with pupils experiencing suicidal thoughts; both of which have received intensive support from further services such as BREW Project, HALE Project and Youth in Mind. 2 referrals made to support children looked after who have experienced significant ACES. The service allocated a support worker who has liaised closely with school and home to ensure support is well received. 4 referrals made for ASC/ADHD assessment, all of which have been accepted by the service. 5 referrals made for behaviour support and additional investigation in to need, all referrals have been accepted and children have been placed on appropriate pathways.
Child Development Services	7	7 referrals have been made for children under 5 to CDS for Autism assessment. All referrals have been accepted and in most cases, parents have had an initial meeting and have been added to the waiting list. 2 are still awaiting triage and initial appointments to be scheduled.
School Nurse	3	Referrals made with concerns in regards to global developmental delay, dyspraxia and poor health. All referrals have been picked up with the school nursing team and allocated to appropriate services.
Speech and Language	20	11 children with RP placement have been referred to the specialist SALT. They have been observed, assessed and had their outcomes with Section E and F of their EHCPs amended based on this information. 9 children across the rest of school have been referred SALT. Bradford SALT have advised children are RAG rated to identify pupils who are high priority, this has caused some frustration with families.
Educational Psychologist	12	12 pupils have been referred to the EP to seek support with identification of need, advice on appropriate strategies as

		well as consideration of placement. 8 of these reports have been submitted as additional evidence from the EHCA request process with 7 being accepted by the LA. 1 further EHCA is to be submitted with the EP report as evidence. 3 case work referrals were focused on identifying appropriate provision for children with EHCP or intensive support already in place. These reports have been used to inform discussions with the team around the child
SCIL	14	<p>1 EYFS 3 SEMH 3 C&amp;L 5 C&amp;I 2 Low Incidence</p> <p>All referrals have been accepted, specialist teachers allocated and support has been provided to school, through observations, assessments and feedback meetings. Reports have been used to support EHCA requests and inform best practice for children to meet individual needs.</p>
Occupational Health	2	2 referrals were made to OT to support children within the RP to ensure the staff had a clear understanding of need and appropriate strategies/resources to use.
Add any others as appropriate	EYIF – 4 BREW Project - 2	4 referrals for EYIF; 3 were accepted and 1 required further information which was submitted and approved. Targeted support to meet the needs of children who were having suicidal thoughts. The BREW Project has worked closely with parents and other agencies to ensure the children have appropriate outlets to talk openly.

**8. OTHER**

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