



Pennine Academies Yorkshire – Multi Academy Trust Crossley Hall Primary School SEND Information Report

The SEND Information Report

Introduction

The following document is an information report detailing relevant information about Special Educational Needs and Disabilities (SEND) at Crossley Hall Primary School.

The information contained within the report is also to be considered alongside the schools SEND Policy and Local Offer.

Report

Information Required	Crossley Hall Primary School Information
The types of SEND that are provided for	<p>The school provides support for students with the following areas of SEND:</p> <p>Cognition and Learning</p> <p>Communication and Interaction</p> <p>Social, Emotional and Mental Health Needs</p> <p>Sensory and/or Physical Needs</p> <p>We also provide specialist support within our Resource Provision for students with Communication and Interaction (C&I) Needs including Autism. The Vines provides up to 24 places from Reception to Y6 for children who require more specialist support than a mainstream school could reasonably be expected to provide. Placement is allocated by the Local Authority within the EHCP of each learner.</p> <p>These learners have access to specialist teachers that deliver a bespoke and individualised curriculum to enhance C&I skills and ultimately, endeavour to meet presenting needs. The routine and consistent approaches put in place are crucial to the development of these children.</p>
The policies for identifying pupils with SEND and assessing their needs	We have adopted an inclusive approach to SEND, both in policy and practice. Pupils identified as having SEND are, as far as practicable, are fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National

	<p>Curriculum and are integrated into all aspects of the school.</p> <p>The SEN code of practice 2014 makes it clear that all teachers of pupils with additional needs receive Quality First Teaching (QFT). Children may require further support and intervention at SEND Support. Children who are still not making progress may require a referral to be made to an external agency such as the SCIL Team, CDS, CAMHS or SALT.</p> <p>The SEN code of practice 2014 states that this must be completed using the Graduated Approach – Assess, plan, do, review model. Over time, it may become more evident following the graduated approach that a learner requires significantly more than measures which can be reasonably put in place as additional to/different from provision. This may lead to a requirement of further funding for additional support, adult intervention or specialist equipment in the form of Education Health Care Assessment (EHCA) leading to a legal document an Educational Health and Care Plan (EHCP).</p> <p><u>SEND Policy</u></p>
The named school SENDCO	Emily Moran (SENDCo) Caitlin Davenport (Assistant SENDCo)
The arrangements for consulting parents of children with SEND and involving them in their child's education	<p>Parents and carers are involved in all discussions around SEND relating to their children to ensure that information is being triangulated appropriately. We operate many systems to engage parents including:</p> <ul style="list-style-type: none"> ● My Support Plan reviews ● Education, Health and Care Plan reviews ● Parents evenings ● Telephone consultations ● Meet the SENDCo drop in sessions
The arrangements for consulting young people with SEND and involving them in their education	<p>Students are involved and provided with opportunities for their voices to be heard in a range of ways in relation to their education. This is carefully considered and presented at an age and developmentally appropriate level. We operate many systems to engage students including:</p> <ul style="list-style-type: none"> ● My Support Plan reviews ● Education, Health and Care Plan reviews ● 1:1 Activities and Work ● Individual Conversations

The arrangements for assessing and reviewing pupils' progress towards outcomes and how parents and young people are involved as part of this assessment and review	The school uses a variety of assessment processes as relevant to different pupils and different year groups. We review progress daily in lessons which informs our planning. There are more formal reviews through the My Support Plan (MSP) and or EHCP targets which are reviewed at least termly. Parents and carers are issued with an annual report on their child's progress.
The arrangements for supporting pupils moving between phases of education and preparing for adulthood	We provide extensive support for students at all change points in their education. This includes the progression of both years and phases. There are detailed teacher handovers and SENDCO involvement where appropriate.
The approach to teaching pupils with SEND	We have adopted an inclusive approach to SEND, both in policy and practice. Pupils identified as having SEND are, as far as practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.
The adaptations that are made to the curriculum and the learning environment of pupils with SEND	Our inclusive approach results in any amendments that can be made being implemented to ensure our inclusive approach gives every student as equal an opportunity as possible.
The additional support for learning that is available for pupils with SEND	<p>This is vast and individualised to the student, but can include things such as:</p> <ul style="list-style-type: none"> ● Short Term Intervention Programmes ● Long Term Intervention Programmes ● 1:1 Support for no less than 16 hours ● Shared Support ● Specialist Equipment ● Bespoke daily timetables ● Personalised daily targets and check ins/ups/outs
The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured	We have an extensive programme to ensure all our staff receive detailed and expert training in the area of SEND. This is not only delivered by our school and Multi Academy Trust (MAT) staff but also with the support and expertise from our SEND Consultant and other external professionals.
The securing of equipment and facilities to support children and young people with SEND	The school works in partnership with other agencies to ensure that appropriate equipment is available to support our students.
The evaluation of the effectiveness of the provision made for pupils with SEND	The school and designated SENDCO have strong systems established to regularly (at least three times per year) review provision and effectiveness through the MSP reviews.

	<p>The school and MAT also have a rigorous programme of self-review and external review to ensure the effectiveness of all our systems.</p>
The way pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND	<p>The inclusive approach to our student's education means that all students take part in all parts of school life that are available to them. If adaptations need to be made to allow for this full inclusive approach, then this will be arranged.</p>
The support for improving emotional and social development, including extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying	<p>There are strong support systems in place across school to ensure the wellbeing of all students. There is also a large team of staff to support students growth and development and who ensure that pupils with SEND are able to express any view or concerns.</p>
The school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families	<p>The school and MAT have developed excellent links with external agencies and organisations. Some of these are listed below:</p> <ul style="list-style-type: none"> ● Bradford Local Authority ● Speech and Language Service ● Educational Psychologist ● Specialist Advisory Teachers from Local Authority e.g. learning difficulties teacher, autism specialists, specialist teachers for children with social, emotional, behavioural difficulties ● School Nurse ● CAMHS (Child Adolescent Mental Health Services) ● Bereavement, domestic violence support groups
The arrangements for handling complaints from parents of children with SEND about the provision made at the school	<p>Any complaint should be referred through the trust's complaints procedure:</p> <p>Complaints policy</p> <p>office@chps.paymat.org</p>
The contact details of support services for parents of pupils with SEND	<p>Please see the below list for some of the organisations and services who offer support to parents and carers of children with SEND:</p> <p>SENDIASS (Barnardos) 01274 513300</p>
The named contacts within the school for when young people or parents have concerns	<p>Emily Moran (SENDCo) Eleanor Monnery (Headteacher)</p>

The school's contribution to the local offer	Crossley Hall Primary local offer
The LA's local offer	Bradford Local Offer
The arrangements for the admission of disabled pupils	<p>The school has a fully inclusive approach and information on admissions can be found in the school's admission policy.</p> <p>Admission policy</p> <p>Admissions page on the school website</p>
The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils	The school treats all students equally, in line with our inclusive approach to education.
The facilities you provide to help disabled pupils access your school	<p>The school has an accessibility policy to ensure appropriate facilities are in place within our school building.</p> <p>Examples of some of our facilities include:</p> <ul style="list-style-type: none"> • Ground floor building with disabled access points located where necessary. • Lift to access • Hygiene suites with changing facilities, including a ceiling hoist accessible in both buildings. • Staff who are trained in manual handling training and hoist training. • Resource provision for pupils with Communication and Interaction Needs including Autism.
The school's accessibility plan	Accessibility plan

More Information

The Crossley Hall Primary School SEND Policy and Local Offer can be found at:
<https://crossleyhallprimary.co.uk/send/>

For more information about SEND at Crossley Hall Primary School please contact the school:

Address: Thornton Road, Fairweather Green, Bradford, West Yorkshire, BD8 0HJ

Tel: 01274 488703 | Fax: 01274 957817

Email: office@crossleyhallprimary.co.uk



To find more information about SEND at Pennine Academies Yorkshire please contact the school:

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