



Pennine Academies Yorkshire – Multi Academy Trust Crossley Hall Primary School SEND Local Offer

The Local Offer or Summary of Provision for children and young people with Special Educational Needs or Disabilities (SEND)

Pennine Academies Yorkshire

Our values are centred around the diversity of our schools and how this strength can help all of us to grow together to provide the best possible outcomes for pupils, ensuring that every child makes exceptional progress in their academic and social development.

We have a particular care for our pupils who have additional needs. We recognise this is a growing area of need both locally and nationally. All schools in the family are wedded to the principles of inclusion. It therefore stands to reason we should make the maximum effort to make pupils with additional needs even more welcome, remove more barriers and ensure their future success.

Crossley Hall Primary School

Crossley Hall is a thriving multicultural primary school on the edge of inner city Bradford serving the Fairweather Green area. At Crossley Hall Primary, every single child succeeds. Every single one. We are outcomes-focused, ensuring that all of our pupils, regardless of background or need, leave us equipped with the academic, social and emotional skills required for a happy, healthy and fulfilling life in the 21st Century.

Crossley Hall prides itself on its inclusive approach and developing strong relationships with both pupils and families. As a result, our school is full of happy, confident and outgoing children. Built in 1876 Crossley Hall has a history going back a long way in Bradford. Generations of families have come here and sent their children and grandchildren here – we are right at the heart of the community.

We may be over 100 years old but our education outlook and facilities are right in the middle of the 21st century. We nurture our pupils whilst providing a personalised challenging and exciting curriculum for all children which leaves them leaving Crossley Hall as well rounded citizens, equipped for Secondary School and life beyond

Introduction

The Children and Families Act 2014 section 20 defines when a child has special educational needs (SEN). This is when they have a learning difficulty or disability and they need special educational provision (SEP) to be made for them. SEP is defined as any education or training provision which is additional to or different from that generally made for others of the same age.



When a potential special educational need has been identified, a graduated approach which involves assessing, planning, implementing and reviewing the approach taken with the child becomes increasingly personalised. This cyclical process, as we build a deeper understanding of the child's needs, enables school to continually reflect upon the approach taken.

The graduated approach based on the guidance from Bradford Metropolitan District Council's Children's Services for SEN is used to inform the provision in place for each child identified as having special educational needs. This is based on a three range structure which takes account of the following areas of need: Autistic Spectrum Condition, Speech, Language and Communication Needs, Moderate Learning Needs, Specific Learning Needs, Behavioural, Social and Emotional Needs, Hearing Impairments, Visual Impairment, Multisensory Impairment and Physical Difficulties.

Crossley Hall Primary School provides provision for students until the threshold of an Education, Health and Care Plans (EHCP) are required. This is provided for each area of SEND. If a child is awarded an EHCP, the support provided in school will follow the detailed provision in the plan.

School Details

School Name	Crossley Hall Primary School
School SENDCO	Emily Moran
SEND Trustee	Qia Mahfooz
Type of School	Mainstream Primary
Accessibility	Full wheelchair accessibility
Agencies that can be Accessed	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
Provision Unique to School	The Vines is a 24 place specialist resourced provision for children with Communication and Interaction difficulties, including Autism. We have two specialist teachers and a team of trained support workers who work with our children both in their classes and in the Resourced Provision. We recognise that every student is different and the needs of the individual learner is at the forefront of our practice in The Vines. The main aim of the Provision is to support children so they are able to have opportunities for inclusion

	<p>within their mainstream classes. We promote a flexible approach based on the needs of the young person. Some children are supported to spend all of their school day within their class whilst others may spend targeted sessions within the Resourced Provision and other sessions within their classes.</p> <p>We will:</p> <ul style="list-style-type: none"> • Provide a safe, welcoming, motivating and consistent environment for all our students. • Support transition from The Vines into class in conjunction with the class teacher. • Have high expectations of all our pupils in order to ensure they reach their individual potential. • Provide 'hooks' into learning using a pupil's interests when possible so they access and enjoy learning. • Commit to the personal development of each pupil, celebrate diversity and share goals. • Deliver highly effective teaching which ensures pupils make progress. • Offer a flexible approach to ensure we cater for the needs of all our pupils. • Support our pupils to become confident and resilient individuals. <p>Within The Vines and when supporting children in their classes, we use a range of well recognised strategies and approaches in the fields of autism and education that have an evidence base demonstrating their effectiveness. It is an eclectic and holistic approach to Autism encompassing</p> <ul style="list-style-type: none"> • TEACCH principles • Visual structure and support • Intensive Interaction • Social Skills groups • Circle Time • Social Stories and comic strip conversations • PECS • Speech and Language Therapy <p>We aim for all our children to:</p> <ul style="list-style-type: none"> • Become independent learners • Develop their self-awareness • Be able to self-regulate and manage their own behaviour <p>Lead practitioners within The Vines offer regular support and training for all staff and families. They are supported to do this through the involvement of specialist speech and</p>
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	language therapists, advice from Education Psychologist's and practitioners from Bradford's specialist Autism team.
Consultation with Parents	Parents are invited to two parents evenings annually. Children on the SEND register are invited to a meeting with the teacher/SENDCO each term. Annual reviews take place for children with Education, Health and Care Plans.
Before and after school activities	All children are invited to before and after school clubs which change termly.

Information about Special Education Provision at Crossley Hall Primary School

Individuals in School Responsible for SEND Provision

The SENDCO is responsible for:

Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy and provision mapping to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is getting
- involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

The class/subject teacher is responsible for:

- Quality First Teaching.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary.
- Writing My Support Plans where required and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are supported to deliver the planned provision for your child, so they can achieve the best possible progress – this may involve the use of additional adults, outside specialist help and specially planned work and resources.

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The Headteacher is responsible for:

- The day to day management of all aspects of the school – this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENDCO and class teachers but is still ultimately responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The SEND Trustee responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

Identification

If you as a parent have concerns about your child's progress you should speak to your child's class teacher in the first instance. If the school has concern about your child's learning and they are identified as not making expected progress or has additional needs the school will set up a meeting to discuss this with you in more detail and to:

- Share initial concerns between school and home
- Review the provision that has been in place for your child and the impact of this provision
- Arrange additional support or interventions your child may need
- Discuss any further referrals to other professionals if necessary
- Explain and agree the review process that will be in place for your child

Additional Support

The school budget, received from Bradford Local Authority, includes money for supporting children with SEND. The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors on the basis of the needs in the school. The Headteacher and the SENDCO review the information they have regarding the SEND requirements of the school, including; the children getting extra support already, the children needing extra support, the children who have been identified as not making as much progress as would be expected, deciding what resources/training and support are needed. All resources/training and support are reviewed regularly and changes made as appropriate.

Bradford Council have identified multiple categories for pupils with SEND. Within a mainstream school it is expected that provision will be made for pupils up to the threshold of an EHCP. We would also support pupils in receipt of an EHCP which names our school, which would show that the Local Authority and school agree that the needs of the child can be met within our setting.

Supporting the Parent

We recognise the importance of supporting you as parents and carers and have the following support in place:

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- My Support Plans will be reviewed with your involvement each term as appropriate.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- There are a number of parent support groups such as Parent Partnership (SENDIASS) and Bradford Families Information Service.
- The school's Parental Involvement Worker is available to speak and pass information to the correct people.

Supporting the Child

The support on offer to your child is like them, unique. We tailor our strategies to support the individual. But they will follow the approaches detailed below:

Your child will receive	Quality First Teaching
Your child may receive	Specific small group work Specific targeted work on an individual basis as part of a small group Specialist individual support or sessions from specialist teachers or other professionals Specified 1:1 support during lessons and or/ playtimes

Other Special Teams who may support your Child	SCIL Team
	Speech and Language Therapy Team
	School Nursing Team
	Educational Psychology Team
	Child and Adolescent Mental Health Service (CAMHS)
	Health Services as appropriate
	Behavioural, Emotional and Social Difficulties Team

More Information



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

Address: Crossley Hall Primary School, Thornton Road, Bradford, BD8 0HJ

Contact number: 01274 488703

Email: office@chps.pamat.org

Website: <https://crossleyhallprimary.co.uk/>

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

Crossley Hall Primary School,
Thornton Road,
Bradford
BD8 0HJ
T: 01274 488703

To find out more information about Bradford Councils Local Offer please visit their website at <https://localoffer.bradford.gov.uk/>