



SEND Information Report

2024 – 2025

To be reviewed at the end of each academic year.

Whole School Approach

Crossflatts Primary School is committed to fostering an inclusive community where every pupil can achieve their full potential—personally, socially, emotionally, and academically across all areas of the curriculum. Our SEND (Special Educational Needs and Disabilities) policy is guided by the Special Educational Needs Code of Practice, which outlines the processes and procedures all schools should follow to support children with additional needs. This Code promotes a graduated approach, recognising that pupils learn in different ways and may have varying types of SEND.

The Bradford Matrix of Need supports this approach by clarifying the graduated response and best practices:

- **Quality First Teaching:** For children with low levels of need who require increased differentiation while working just below age-related expectations.
- **SEND Support:** For pupils experiencing mild learning difficulties, needing targeted individual or small group interventions while working below age-related expectations.
- **SEND Support +:** For pupils with moderate learning difficulties who require more tailored interventions, possibly involving specialists, small group support, or one-to-one assistance, while working well below age-related expectations.

SENDCo: Miss G Craven

SEND Governor: Alycia Dray

Contact: Miss G Craven can be reached via the school office – 01274 782070

Local Offer and SEND Policy

For more details, please refer to Crossflatts Primary School's Local Offer and SEND Policy available on our school website.

EHCP

Statutory Assessment. If a pupil continues to require significant support beyond what is offered through SEND Support, the school will collaborate with the Local Authority to conduct an assessment of Education, Health, and Care Needs.

Range of Needs

Pupils' needs vary, and they may fall into one or more of the following categories:

- Cognition and Learning
- Physical and Medical
- Hearing Impairment
- Visual Impairment
- Dual Sensory/Multi-Sensory Impairment
- Specific Learning Difficulties
- Autism/Communication and Interaction
- Speech, Language, and Communication Needs
- Social, Emotional, and Mental Health

Assess, Plan, Do, Review

When a teacher has concerns about a pupil's progress or needs, they will discuss these with the SENDCo (Miss Craven). Together, they will develop a plan for the next steps.

- **Assess:** Pupils are assessed to identify their strengths and areas of need using a variety of assessments, including:
 - Baseline assessments from the SCIL Team to identify learning gaps.
 - Bradford's Matrix of Need guidelines.
 - Literacy and numeracy assessments.
 - Speech and language evaluations conducted by the school and referred to the Speech and Language Team.
 - Observations by the SCIL Key Worker, Jason Bew, with parental consent.
 - Educational Psychology services, provided by Georgina Tidswell, for reviews and classroom strategies.
 - We have a learning support mentor and Education Mental Health Practitioner with school to support pupils with emotional well-being.
- **Plan:** The class teacher and SENDCo work together to design support tailored to each pupil's needs. This is reviewed during termly pupil progress meetings. If additional support is required, parents are informed, and the child is added to the SEND register with an Additional Action Plan (AAP) that sets specific, measurable goals.
- **Do:** The planned interventions are implemented by the class teacher in collaboration with support staff and external agencies, where necessary.
- **Review:** AAP's are reviewed and updated every term, with progress shared during Parents' Evenings. Regular meetings are arranged with parents to discuss ongoing support, and parents can contact the SENDCo at any time.

SEND Statistics for 2023/24

- **School Support:** 44 pupils
- **EHCPs:** 29 pupils
- **Total:** 73 pupils

Monitoring and Assessment of Progress

Progress for pupils with SEND is closely monitored through regular pupil progress meetings. If a pupil is not making expected progress, the school works collaboratively with parents and external agencies to address the challenges and support the pupil's learning journey.

Speech and Language Therapy

Rebekah Evans is our current Speech and Language Therapist who works with the children in our Resourced Provision. She provides half-termly support to assess and set targets for children on her caseload. She collaborated with school staff to implement these interventions. Currently, 16 pupils are receiving speech therapy support in the RP.

Supporting Emotional Wellbeing

Crossflatts Primary School offers various provisions to support pupils with Social, Emotional, and Mental Health needs, including:

- School nurse referrals and potential CAMHS referrals
- Support from a member of the school teaching team who is a Mental Health Champion
- Collaboration with Young Minds and Early Help services
- Therapeutic interventions like Lego therapy, Theraplay, and social interaction groups
- Safe spaces within the school for emotional regulation
- Regular check-ins with key adults
- Partnerships with external organisations like Step 2

Admissions for Pupils with SEND

Crossflatts Primary School follows the Equality Act 2010 and does not discriminate against children with Special Educational Needs or disabilities during the admissions process. Reasonable adjustments are made to accommodate all children, ensuring they receive the necessary support to thrive in our school environment.

Collaboration with External Agencies and Schools

The school works with various agencies, including:

- Bradford Cognition and Learning Team
- Educational Psychology Services
- Occupational Therapy
- Speech and Language Therapy
- CAMHS and Mental Health Support Teams
- Social Care and Virtual Schools Service
- SCIL team
- Diabetic Specialist Nursing Team
- School Nursing Team

Accessibility

As our school has been severely affected by RAAC, we have ensured that our temporary buildings meet accessibility criteria as far as possible. Crossflatts Primary School ensures accessibility for all pupils, staff, and visitors, including:

- Ramps and level access to classrooms
- Accessible toilet facilities
- Mobile hoists and manual handling for physical support
- Safe and inclusive learning environments

Staff Training and Professional Development

Ongoing professional development is a priority, and staff receive training in various areas relevant to SEND, including Makaton, Autism support, Anaphylaxis training, and more.

Transition and School Partnerships

Crossflatts Primary School maintains strong connections with local secondary schools to ensure a smooth transition for pupils with SEND. This includes additional visits and tailored support to ease anxiety and support their move to the next phase of their education.

Parental Involvement and Communication

Parents are actively involved in their child's learning journey through:

- Termly AAP target reviews
- Parent Evenings and Annual Review meetings for EHCPs
- Regular communication through home-school books, phone calls, and in-person meetings with the SENDCo.
- SEN Coffee morning
- If the class teacher or SENDCo has concerns regarding a child's needs, parents/carers will be invited into school to discuss these.
- SLT are high profile on the school grounds at the start and end of the school day if parents wish to speak with them
- Class teachers are also available at the start and end of the school day or contactable via Dojo or email.

Parent Partnership

The parents of children with Special Educational Needs have regular opportunities to speak with their child's Special Needs Assistant both before and after school. In some cases, the children have a home-school book where messages are easily passed on to both the parents and the class teacher. Parents are kept up to date with planning and provision for their children. If visuals are being used in school, the SENDCo sends visuals home for parents to use with their child. This ensures continuity for their children. Parent evenings are held twice per year for all children and a full written report is received at the end of the year, with an optional meeting to discuss the report with class teachers. Parents/Carers have the opportunity to speak to class teachers and in some cases the SENDCo, to update AAP's three times a year. The AAP is given to the class teacher, parents, the Special Needs Assistant and an electronic copy is stored on the school's secure network. The SENDCo is always available to speak to parents/carers about any concerns they may have. Parents ring the school

office to request a meeting or speak to the SENDCo directly. Parents/Carers are involved in all annual reviews for EHCPs. Their views and input are invaluable and embedded within the plan. Children's views are always included within the EHCP.

Financial Support for SEND Provision

In the 2023-24 academic year, SEND funding was allocated for:

- One-to-one and small group support
- Specialist resources and equipment
- Training for staff
- Mental health and emotional support initiatives
- SCIL team training and support for staff
- Participating in a sensory circuit for children that require it
- Fidget toys
- Ear phones
- Pencil grips
- Setting up an alternative provision for children that struggle.
- Equipment to support children with fine and gross motor skills needs
- GL dyslexia screeners/book and reading books

Crossflatts Primary School remains dedicated to nurturing an inclusive environment that supports all pupils to achieve their best, ensuring that every child feels valued, understood, and empowered to succeed.