



SEND Information Report 2018-2019

The SEN information report has been written in response to the revised Special Education Needs Code of Practice (2014) and aims to publish information about the implementation of our SEND policy.

Our full SEND policy is available on the school website. Both the SEND information report and SEND policy are closely linked to ensure consistency and coherence. Our SEND information report reflects Bradford's Local Offer which can be accessed through

<https://localoffer.bradford.gov.uk/thelocaloffer.aspx>



What educational needs do we provide for?	<p>At Crossflatts Primary School every child is considered as an individual and provision is arranged on this basis. The needs of all children are closely tracked and monitored by all staff. This rigorous monitoring allows us to identify any concerns or specific needs. Special Educational Needs are broadly grouped into 4 primary areas, within these areas there are many different descriptors of need and a wide range of provision which may be needed.</p> <ul style="list-style-type: none">• Communication & Interaction• Cognition & Learning• Behavioural, emotional and social development• Sensory and physical needs.
What policies and procedures do we have in place for identifying and assessing the needs of children with SEND?	<p>At Crossflatts Primary School, we identify children with SEND as early as possible, through initial contact with our feeder Early Years settings and by assessment at the start of the Foundation Stage Year. We rigorously monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. If the progress of a child has stalled, discussions will take place with the class teacher and SENCo to identify any specific need and the next steps.</p> <p>In the Foundation Stage and Years 1 and 2 the assessments used are:</p> <ul style="list-style-type: none">▪ Baseline assessments / observations▪ Development matters▪ Early Years Developmental Journal▪ Pre-key stage 1 assessment criteria▪ Termly assessments of progress▪ Teacher assessment for both core and foundation subjects.▪ The end of Key Stage 1 SATs tests <p>In Key Stage 2 the assessments used are:</p> <ul style="list-style-type: none">▪ Ongoing profiles of progress towards objectives in all curriculum areas▪ Pre-key stage 2 assessment criteria▪ Termly diagnostic assessments of progress in Years 3, 4 and 5 in English and Maths▪ Teacher assessment for both core and foundation subjects.

	<ul style="list-style-type: none"> ▪ The end of Key Stage 2 SATs tests <p><u>The “triggers” for further intervention</u></p> <p>We recognise that there is a wide range of SEND amongst our children and match the level of intervention to each child’s needs. We have adopted the “graduated” approach set out in the SEND Code of Practice, where the level of intervention increases whenever adequate progress is not being made.</p> <p><u>The “triggers” for further intervention are one or more of the following:</u></p> <ul style="list-style-type: none"> ▪ baseline scores indicating poor early learning skills at the start and end of Foundation Stage. ▪ ongoing teacher and LSA observation and assessment within the classroom, and/or attainment in annual standardised tests showing one or more of the following: <ul style="list-style-type: none"> ○ the child is working at a level below the national expectation for that Year group ○ the attainment gap between the child and their peers is getting wider ○ a previous rate of progress is not being maintained. ○ little progress is being made even when teaching approaches and resources have targeted a child’s identified area of weakness. ▪ assessments in KS1, and in KS2 showing how far below the national expectations the child is working ▪ the class teacher’s annual assessment profiles showing underachievement in one or more curriculum areas ▪ low scores in diagnostic testing ▪ emotional or behavioural difficulties persisting despite the use of the school’s behaviour management programmes ▪ self-help skills, social and personal skills inappropriate to the child’s chronological age ▪ diagnosis of a previously unidentified medical condition, communication problem or sensory impairment ▪ Looked After children, in liaison with Children’s Services ▪ for a child who is new to the school, records from the previous school indicating that additional intervention has been in place ▪ parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills ▪ other adults concerns e.g. from medical services, Educational Psychologist, Children Services, Learning Mentor, School staff
How do we work in partnership with parents of children with SEND?	<ul style="list-style-type: none"> • Parents of children with SEND are kept fully informed of the provision that is being made for their children. • Parents are invited into school for a termly IEP meeting to review current IEP targets and to discuss new targets. Additional action targets are discussed and reviewed with parents at parent’s evenings. • Class teachers and the SENCO have regular meetings with parents and encourage active involvement with the school to help the children to overcome their difficulties. • The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child. <p>If a parent is concerned about their child’s progress, they could speak to their child’s class teacher or SENCo so that their concerns can be addressed and additional actions put in place.</p>

<p>What arrangements do we have in place for children with SEND to involve them in their education?</p>	<ul style="list-style-type: none"> • We work closely with our children to ensure they are fully involved in target setting and making plans to support their needs. • We conduct termly conferencing for children with SEND to identify the things they feel they do well and what areas they could improve. From this IEP's are written, ensuring the view of the child is taken into consideration. • IEP's are presented to children in a format they can access to enable them to discuss their learning targets with confidence.
<p>How are children with SEND assessed and reviewed to ensure they are making progress?</p>	<ul style="list-style-type: none"> • Every teacher closely tracks the additional provision for their children. The SENCO takes responsibility for monitoring the success of provision maps. Provision maps are used consistently and effectively throughout school. • All teachers keep an SEND file for their class. This file will contain all key documents in relation to any child with an additional need. • Teachers meet frequently with LSAs to discuss the impact of interventions. • Children are assessed half termly through teacher's judgements to ensure they are making the expected level of progress. • As a school, we use the graduated approach to interventions as outlined below: <p><u>Assess</u> The teacher, with support from the SENCo, carries out an analysis of the child's needs drawing on teacher assessment, previous progress and attainment as well as any views or concerns from parents.</p> <p><u>Plan</u> The teacher and the SENCo, in discussion with the parents, outline any adjustments and interventions to the curriculum as well as the expected impact on progress. From the information gathered in the assessment phase, the interventions are specific to meet the child's needs.</p> <p><u>Do</u> Interventions are carried out by teaching staff as well as small group and 1-1 interventions with support staff. The class teacher is responsible for the implementation and monitoring of the interventions and the analysis of the impact of the interventions.</p> <p><u>Review</u> Each half term, provision maps and interventions are reviewed and the impact of the intervention monitored. In discussions with the class teacher and SENCo, it is then decided what support that child will need next.</p>
<p>How do we support children with SEND in the transition between year groups and from Year 6 to Year 7?</p>	<ul style="list-style-type: none"> • To prepare each child for their next year group, a transition plan is put in place in the Summer term. The child is able to spend an afternoon each week in their new classroom as well as additional time if needed. The child has a transition book with key photos of their new teacher, classroom as well as the outline of the school day that the child can use as reference during the summer term and the summer holidays. • When children are leaving the school in Year 6, the class teachers have 1-1 meetings with each secondary school to discuss the individual needs of the children. The school's Inclusion Manager liaises with the Inclusion Manager of the local feeder secondary schools to pass on the necessary information. For pupils with an EHCP, the school's Inclusion manager arranges a meeting with the Inclusion manager from the chosen Secondary School, the class teacher, the parents and the child during the summer term prior to transition. • Where children are transitioning to specialist provision, the SENCo as well as key support staff, visit the setting as well as supporting the child during transition sessions.

<p>How we approach the teaching of children with SEND and ensure reasonable adjustments are made?</p>	<ul style="list-style-type: none"> At Crossflatts Primary School, we provide opportunities for everyone to achieve and succeed. We provide quality first teaching strategies which are personalised and differentiated for each child. Every teacher rigorously plans and takes into account the wide range of abilities, aptitudes and interests of the children. The severity of the child's needs are assessed using range descriptors. <u>Range 1 – Quality First Teaching</u> - This is where the teacher will adapt resources or change the teaching method being used, to suit that child. If a child is having behavioural problems the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the child overcome the problems. When a teacher is concerned about a child's physical or mental well-being, they will share their concerns with the Inclusion manager and the staff who have responsibilities for pastoral, medical and child-care issues. Whatever the nature of the concern, the teacher will invite the parents or carers of the child into school to discuss the concerns and to ask for their support in resolving the problem. <u>Range 2</u> If a child continues to make inadequate progress despite the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the Inclusion Manager look at the evidence of inadequate progress and decide on strategies which are additional to, or different from those already being provided in the classroom to help the child to make progress. An additional action plan is written by the class teacher for the child. This sets out the learning or behavioural targets (usually up to 3/4 in all) that the child is working towards, and describes the strategies and arrangements needed to help the child achieve these targets. The targets are discussed with the child in age-appropriate language. This will also be shared with parents. Progress towards each target is discussed at termly meetings with parents, or by request at other times through discussions with the class teacher or Inclusion Manager. At Range 2 additional advice may be sought from external agencies. <u>Range 3</u> If a child continues to not make adequate progress at Range 2 the Inclusion manager will ask for additional support from specialists outside school. This is in addition to the extra support the child is already receiving within school. These specialists may include the Educational Psychologist, the School Nurse and specialist teachers from Bradford Learning Support Service. With their help, strategies which are additional to or different from those Range 2 will form the basis of future IEPs. At Range 3, parents play a particularly important role. Their permission is essential when asking for specialist help or applying for further SEND funding. Their support is crucial in making the most of the help provided. Contact with school about review meetings and attending appointments made for other services will usually be by letter or telephone calls from the Inclusion manager. At the IEP review decisions are made about the future actions that may be taken to meet the child's needs. These may be: <ul style="list-style-type: none"> a) to reduce the amount of help. b) to continue with the existing level of help with new targets being set. c) to increase the level of intervention if there has been little progress.
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	<ul style="list-style-type: none"> • <u>Range 4 - Request for EHCP (Education Health Care Plan)</u> A referral for an EHCP will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an EHCP will be taken at a progress review. The application for an EHCP will combine information from a variety of sources including but not limited to: Parents, Teachers, Inclusion Manager, Social Care and Health Professionals. Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP. <p style="text-align: center;"><u>Education Health Care Plan (EHCP)</u></p> <p>An EHCP is a legally binding document which sets out the provision the child must receive to meet their needs. The LA (Local Authority) provides the school with additional funds to cover the costs of this provision. This is used for LSA support and/or specialist teaching and equipment. IEPs are used to set targets each term as before. Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child's progress. A representative from the LA may attend these reviews. Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions may already have an EHCP when they start in the Foundation Stage class. The same procedures of making provision, target setting and reviewing are put into place as soon as the child starts school. These children must also have a Care Plan and, if appropriate a Moving and Handling Plan drawn up by the school and specialists either from the LA or the medical services.</p> <p>Education Health Care Plans are reviewed formally on an annual basis where all parties involved discuss the plan and make necessary amendments.</p> <p>Where a child at Range 4 requires interim additional support, an application for a My Support Plan can be submitted. A My Support Plan application leads to the production of a clear plan of what needs to happen to improve outcomes for the young person and allows school to access additional funding in order to put in place additional provision.</p>
How do we ensure children with SEND can access the same curriculum and activities as children without SEND?	At Crossflatts, we ensure reasonable adjustments are made so that all children are fully included in all aspects of school life including extra-curricular activities and school trips. All children are able to take part in after school clubs provided either by the school or from external providers. During a residential trip, the appropriate level of support is planned for. Parents are involved with decisions regarding school trips and residential trips and are involved in helping to prepare their children for a trip or residential trip.

<p>What training do staff receive to support children with SEND?</p>	<ul style="list-style-type: none"> • Within school there is an ongoing programme of INSET training for all members of staff. Staff also attend courses run by the LA, Medical Services or bespoke training providers. The school governors are also informed of courses on disability and SEND issues and are invited to attend. • The Inclusion Manager and assistant SENCo regularly attend courses on SEND issues run by the LA. They also attend school INSET sessions about other areas of the curriculum so that they are aware of current practices in these areas and any future developments which may affect children with SEND. • The Assistant SENCo attends local network meetings to discuss specific areas of need as well as an update from the Principal Educational Psychologist regarding local SEND developments around accessing further support and training. • Each half term, the SENCo delivers training to the LSAs about developments within SEND as well as ideas to develop their skills for delivering interventions and sharing good practice. • A record of staff training is updated regularly by the Inclusion Manager.
<p>How do we evaluate the effectiveness of the provision made for children with SEND?</p>	<p>Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEND will be shown by:</p> <ul style="list-style-type: none"> ▪ ongoing teacher and LSA observations of the child in the daily classroom setting ▪ differentiated short-term planning by the class teacher to meet the child's needs ▪ records and evidence of the child's work showing progress towards curriculum objectives ▪ evidence of progress towards targets is collated through each term to assist in reviewing the termly IEP ▪ more age-appropriate scores on standardised testing ▪ records and evidence of the child's progress towards improving behaviour ▪ discussion at an appropriate level with the child about their progress ▪ discussion with parents about the child's progress at termly meetings and parent's evenings ▪ discussion with outside agencies about the child's progress ▪ successful requests for additional funding at EHCP levels <p>The success of the policy will result in the needs of all children with SEND being met by:</p> <ul style="list-style-type: none"> ▪ having the systems in place to identify children with SEND as early as possible. ▪ making use of good practice in planning for, teaching and assessing children with SEND . ▪ regularly reviewing of the child's progress against targets set. ▪ providing additional intervention if progress is not adequate. ▪ receiving appropriate funding from the LA to support the child's needs at EHCP level. ▪ considering the wishes of the child at an appropriate level. ▪ having a positive and effective partnership with parents. ▪ encouraging a multi-disciplinary approach whenever possible.
<p>How do we support the social and emotional</p>	<p>At Crossflatts Primary School, all staff are responsible for the wellbeing of all our children, including those with SEND. At times, children may require further social and emotional support. To ensure the additional social and emotional needs of our children are met, we have a full time learning mentor who:</p>

development of our children with SEND?	<ul style="list-style-type: none"> • Works 1 – 1 with children • Provides pastoral support • Takes small groups of children for nurture interventions • Runs pupil office for children • Is available for 1 – 1 sessions as and when is needed. • Provides counselling services • Leads whole class resilience training • Leads whole class emotional literacy training
How does the school involve outside agencies and specialist services to help meet the needs of children with SEND?	<p>For those children with EHCPs the involvement of outside agencies is specified on the EHCP. These may include:</p> <ul style="list-style-type: none"> ▪ a specialist teacher in the identified area of need ▪ a medical service such as a Speech Therapist, Physiotherapist or Occupational Therapist ▪ an Educational Psychologist <p>Children without additional funding may also receive input from:</p> <ul style="list-style-type: none"> ▪ the Educational Psychology Service ▪ the cognition and learning team ▪ the physical and medical team ▪ a specialist teacher for sensory impairment, for communication disorders or for physical disabilities ▪ Medical services, including CAMHS ▪ Children's Services, especially for Looked After children <p>The Inclusion Manager shares information about pupils with SEND with</p> <ul style="list-style-type: none"> ▪ class teachers and LSAs ▪ the Senior Management and Leadership Team ▪ designated safeguarding leaders ▪ the school's Learning Mentor
How accessible is the school for children with varying needs?	<p>At Crossflatts Primary School, we ensure we meet the requirements of the Disability Discrimination Act (1995) and the Equality Act (2010). Our equality policy and accessibility plan ensure the requirements are outlined and fulfilled. We make sure that:</p> <ul style="list-style-type: none"> • All pupils are able to access and be part of Crossflatts Primary School, regardless of disability. • The school building is on two levels with a lift to support those children who are unable to access the stairs. • The outside of the school is on one level allowing access around the whole school. • Reasonable adjustments are made through the use of staffing or resources are put in place to ensure the specific needs of a child are met. <p>At Crossflatts Primary School, we ensure all children are included and treated equally regardless of gender, race or disability. Through PSHCE we address individual differences, respect and equality with regards to gender, race and disability. We have core values within the school where we teach children to be honest, determined, show respect, be independent, be confident, use initiative and courage, show care and understanding</p>
What do we do to ensure disabled	

children are treated
as equals?

to others and be responsible. We encourage children to have the confidence to speak out and not become a victim. Bullying is not tolerated and incidents of bullying are dealt with in accordance with the Anti-Bullying policy.

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