



Crossley Street Primary School SEND Governor Report.

This report is based on the requirements set out in Schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.

The legal definition of Special Educational Needs and Disabilities (SEND) refers to children with learning problems or disabilities that make it harder for them to learn than most children the same age. They may need extra help:

- with schoolwork
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or interacting with adults
- behaving properly in school
- organising themselves

Required Information	Response
What kinds of SEND are provided for at Crossley Street?	Speech & Language Medical Conditions Mental Health Cognitive processing
How many Children are there currently on the SEND register at Crossley Street?	14
What are Crossley Street's Policies for identifying pupils with SEND and assessing their needs?	The full policy is available upon request. In summary Crossley Street operates on inclusion of all children wherever possible. Getting to know each child well is paramount for all pupils, regardless of ability. Medical records, assessment tracking, outside agency recommendations and teacher observations are all used to identifying children with SEND. This process is under continual review throughout the academic year.
Who is the contact for any concerns regarding SEND?	The Special Educational Needs and Disability Officer (SENDCO) is Mrs Harvey who can be contacted through the school office.



<p>What are the arrangements for consulting young people with SEND and involving them in their education?</p>	<p>Where appropriate the children are encouraged to openly discuss any concerns, they have with the school Learning Mentor, Mr Whitehead. They develop their own Smart Targets and have their own Individual targets.</p> <p>All SEND pupils have a Pupil Passport which details their strengths & concerns, likes & dislikes and any additional information that makes school an easier place to be.</p> <p>Children on an Educational Health Care Plan (EHC) have an opportunity on the application form to include their point of view.</p>
<p>What arrangements are in place for assessing and reviewing pupils progress towards outcomes?</p>	<p>As part of the inclusion programme all children are assessed on a termly basis.</p> <p>Any child shown to be struggling may be put on an intervention. This may be 1 to 1 or in small group work for an intense 6-week course. The course is assessed on entry and exit to measure progress.</p> <p>G.A.P., Puma & Pira are all assessment programmes used to measure the pupils progress in different degrees covering Grammar & Punctuation, Maths and Reading.</p> <p>Termly parent evenings give parents and children an opportunity to discuss their progress with their teachers.</p> <p>The SENDCO is available at these evenings for further information.</p> <p>If at any interim point a parent wishes to discuss progress an appointment can be made through the class teacher or school office.</p>
<p>What arrangements are in place for supporting pupils moving between phases of education and preparing for Secondary School?</p>	<p>The Pupil Passport is available to all staff detailing pupil concerns. There are 'Meet the Teacher' days arranged before any class transitions for all pupils. These may be extended and tailored to meet the needs of any child. Parents may arrange a meeting to discuss any specific requirements their child may need.</p> <p>In the end of year report there is a form for parents to complete to share their views on what has gone well and not so well for their child. Also, there is a notes section to let the next teacher get a parent's insight to know the child better.</p> <p>The Learning Mentor works closely with Year 6 pupils in their transition to Secondary school. This includes their mental wellbeing and may address pastoral anxieties such as journeys to school, lunch breaks and change of environment.</p>
<p>What is the approach to teaching children with SEND?</p>	<p>Inclusion of all children at every opportunity is preferable whilst prioritising the child's needs.</p>



<p>Is there additional support for learning that is available for pupils with SEND?</p>	<p>Support for SEND Pupils is assessed on an individual basis. At Crossley Street there are specialists in Speech & Language, Intervention and Mental Health.</p> <p>External agencies may also be required to fully support the individual. Various strategies are used to support the pupil, examples of this are additional visual or hearing aids. Smaller group work may be appropriate or in some instances 1 to 1 adult support.</p>
<p>Is there expertise and training for staff to support pupils with SEND?</p>	<p>Specialists in key areas of Speech & Language and Metal Health are in place at Crossley Street. There is a training matrix of all staff detailing areas of expertise which is regularly reviewed and refreshed.</p> <p>Training is also undertaken from the outside agencies, examples of which are:</p> <ul style="list-style-type: none"> Stars – Autism SENIT – Special Educational Needs Intervention Team Speech & Language Teacher One Adoption – Adoption Care & Support Play Therapy – Supporting Education with play. Sunshine & Smiles – Down Syndrome <p>Considered as essential training these courses are secured in the budget from Pupil Premium, Fund for Inclusion and other specific funding.</p>
<p>How will equipment and facilities to support children with SEND be secured?</p>	<p>To support the progress of SEND pupil’s the specific equipment & facilities are secured with the appropriate funding within the school budget.</p>
<p>How will the effectiveness of the provision made for pupils with SEND be evaluated?</p>	<p>As with all pupils the progress of children with SEND is assessed in a timely manner appropriate for the child whether it be termly or weekly. The programme is open to amendment at any point to ensure the correct course of action to support the child is taken.</p> <p>The Leuven Scale of wellbeing and involvement is also used to monitor the focus and comfort of children in a school environment.</p>
<p>How are pupils with SEND enabled to engage in activities available to those in school who do not have SEND?</p>	<p>Crossley Street School has an ethos of inclusion.</p> <p>All activities are considered as all inclusive.</p> <p>The level of support required to ensure this happens is managed by the senior management team. This is usually obtained by a high level of adult support or even 1 to 1 supervision if required.</p>



<p>What support is there for improving emotional and social development?</p>	<p>The approachable senior leadership team encourages a nurturing environment for all pupils. The role of the Learning Mentor undertaken by Mr Whitehead is key to the wellbeing of SEND pupils of Crossley Street, engaging them in all areas of pastoral care. Crossley Street has achieved MindMate Friendly Status. Examples of activities in school to support their approach to emotional & social development include: Young University - Mindfulness Circle Time – a time for children to bring their concerns to the class for open discussion & peer support with on the spot response to worries.</p> <p>The Vision of the school as stated in the schools Mantra is “To create a nurturing environment where every member of our Crossley Street Family is valued and encouraged to take risks in preparation for life in the modern world. All children are inspired to reach their potential and to be respectful, tolerant members of society.”</p>
<p>How does the school involve other bodies, including health and social care bodies, local Authority support services and voluntary organisations, in meeting pupils SEND and supporting their families?</p>	<p>Crossley Street will involve outside agencies as appropriate. This may involve bringing agencies into school, seeking advice & training or referring parents for support. An example of this is an email was sent to all parents with a link to local Authority Parenting Courses.</p> <p>When a more specific need for support is identified the school will refer the parent accordingly. Examples of outside agencies approached for support include: EPOS Support & Guidance Panel Child & Adolescent Mental Health Services (CAMHS) Psychologists Special Educational Needs Inclusion Team (SENIT) Family outreach workers</p>
<p>What arrangements are there for handling complaints from parents of children with SEND about the provision made at the school?</p>	<p>For any complaints regarding children with send the points of contact are as follows: 1st - SENDCO - Mrs Harvey. 2nd - Head Teacher – Mr Hirst 3rd - Chair of Governors – Richard Meadmore The process of complaints to be followed as per the School Complaints Policy on the Key Policies page of the Parents Zone.</p>



<p>Are the contact details of initial support services for parents of pupils with SEND available?</p>	<p>A list of useful contacts for parents is available on the website which highlights those specifically for parents of children with SEND. This is in the Parent Zone under the SEND School Offer tab.</p>
<p>Are the names of the contacts within school available for when young people or parents have concerns?</p>	<p>All names and responsibilities of staff are detailed on the website under Meet the Team on the home page.</p> <p>Contact is to be made through the school office.</p>
<p>Is the school's contribution to the local offer and where the Local Authorities Offer is published?</p>	<p>The Schools Offer is available on the Website in the Parent Zone under the tab SEND School offer.</p>
<p>What are the arrangements for the admission of disabled pupils?</p>	<p>The individual needs of each case will be assessed to ensure the best outcome for the child.</p> <p>Parents preference and advise from interested outside agencies will also be taken into consideration.</p>
<p>What steps will be taken to prevent disabled pupils from being treated less favourably than other pupils?</p>	<p>All pupils are considered equal and will be treated as such.</p> <p>All efforts will be made to ensure every opportunity is available to all students.</p>
<p>What facilities are provided to help disabled pupils access our school?</p>	<p>Many entrances to the school are either on a level or have ramp access. There is a Care Suite within school to cater for any personal needs of pupils with specific disabilities.</p> <p>Toilets are available with grab handles.</p>
<p>Where is the school's accessibility plan?</p>	<p>The school's accessibility plan is held by the headteacher and can be viewed upon request.</p>

Report prepared by: Carolyn Burland
 Position: SEND / Parent Governor
 Date: 14.03.19