

Crossley Hall Primary School

City of Bradford MDC

www.bradford.gov.uk

The Local Offer or Summary of Provision for children and young people with special educational needs or disabilities (SEND) at Crossley Hall Primary School

School ethos/mission statement-

We are a fully inclusive school that aim to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum, (Regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs).

Children may have special educational needs that require additional support whether it be a disability or when progress has slowed or stopped, therefore as a school we have decided to implement a graduated approach based on the [guidance from Bradford Metropolitan District Council's Children's Services for SEN](#). This is based on a 3 range structure which supports 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.

These needs will be supported using an 'Assess-Plan-Do-Review' structure.

If a child falls into Range 4 or above, they will have a Statement of Special Educational Needs or an Education, Health and Care Plan. The support provided in school will follow the detailed provision in the statement / plan.

School Name	Crossley Hall Primary School
Type Of School	Mainstream Primary
Accessibility	<ul style="list-style-type: none"> • Wheelchair accessible • Adapted / disabled toilets • Specialist provision for children with Autism spectrum
Agencies that can be accessed	<ul style="list-style-type: none"> • Speech and Language therapist • Educational Psychologist • Specialist Advisory Teachers • School Nurse • CAMHS • Autism Spectrum Disorder Team • Visual Impairment Team • Children's Occupational Therapist
Provision Unique To School	<ul style="list-style-type: none"> • Experienced Inclusion Manager/SENCO • Assistant SENCO • Experienced team of teaching assistants.
Consultation with Parents	<p>School has an open door policy and you are welcome to make an appointment at the office to speak to a member of staff.</p> <p>When a child is placed on the SEN register, they become involved in the Independent Learning Plans of the assess, plan, do and review system. Parents will be involved all all stages of this system.</p> <p>For further details of SEN processes in school, please see the SEN policy.</p>
Before and after school activites	<p>SEN children can access all extra-curricular activities as well as childcare provisions. This may include additional adults or other resources needed to support your child to access the activity.</p>
Admissions	<p>Admissions to school are made through Bradford Admissions policy. If your child already has a SEND admissions are discussed on an individual basis.</p>

Crossley Hall Primary School our offer for Ranges 1 to 3, for each area of SEN, can be accessed through the following hyperlink to Bradford's guidance - guidance from Bradford Metropolitan District Council's Children's Services for SEN.

1. *Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?*

The SENCO

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.

Class/subject teacher

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 SENCO know as necessary.
 - Writing Individual Learning Plans (ILP's) 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 helped 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.
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Headteacher

Responsible for:

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

Responsible for:

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

If you have concerns about your child's progress you should speak to your child's class teacher.

2. *How will the school let me know if they have any concerns about my child's learning?*

If your child is 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
- Arrange additional support or interventions your child may need
- Monitor progress and share assessment review
- Discuss any further referrals to other professionals if necessary.

3. *How is extra support allocated to children?*

- The school budget, received from Bradford LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors on the basis of needs in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEND in 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 needed.

4. What are the 'Ranges of Need'?

Bradford Council have identified 7 'Ranges of Need' for pupils with SEN. Within a mainstream school it is expected that provision will be made for pupils within Ranges 1-3 (and 4 dependent on the individual child).

If a child has a Statement of Special Educational Need or an Education, Health and Care Plan in which our school is named, then we provide the support detailed in the plan.

For further information about the Ranges with in schools in Bradford for each area of need please click on the links below:

- [Autistic Spectrum Condition \(ASC\)](#)
- [Speech, Language and Communication Needs \(SLCN\)](#)
- [Moderate Learning Needs \(MLN\)](#)
- [Specific Learning Difficulties \(SLD\)](#)
- [Behavioural, Social and Emotional Needs \(BSEN\)](#)
- [Hearing Impairment \(HI\)](#)
- [Visual Impairment \(VI\)](#)
- [Multi-Sensory Impairment \(MSI\)](#)
- [Physical Difficulties \(PD\)](#)

For further details about each Range please refer to Bradford Council's [Summary of Provision](#) document or the Bradford Council's [Guidance by Primary Need](#) documents.

5. *What support do we have for you as a parent of child with an SEND?*

- 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 SENCO 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.
- ILPs 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.

6. *What are the different types of support available for children with SEND in Crossley Hall Primary School?*

- Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

Your child may receive:

- Specific group work with in a smaller group of children.
- Specific targeted work on an individual basis as part of a small group
- Specialist individual support or groups run by outside agencies e.g. Speech and Language therapy OR Occupational therapy groups
- Specified Individual support.

For more detail on provision offered please refer to question 4

Crossley Hall Primary Individual Provision Map				Name:	DOB:	Year:	Range: 1/2/3/4+		
									Key – Highlight Term 1 Term 2 Term 3
Range	Speaking and Listening	Reading	Writing & Spelling	Teaching Methods	Numeracy	Communication & Interaction	Social Emotional & Behaviour	Sensory, Physical, medical	Other
Range 1	Oral stories Circle time Targeted questioning Talking partner 101 games for social skills	Monitoring of raving readers. Reading guidance to parents. Guided reading 1:6 Targeted HFW's Reading buddies	Writing frames Pencil grips 'Alphabet Arc' 'Write from the start' Clicker	QT Differentiated planning Increase use of visual aids Access to practical resources Mnemonics	Practical apparatus Class interventions Ability grouping Visual and interactive resources	KS1 Time to talk KS2 socially speaking 101 games for social skills	PSHCE – Jigsaw Whole school reward policy Charts Classroom rules Circle time 101 games for social skills	Care plan – epi pen diabetes. Parent liaison Write from the start	
Range 2	Small group oral stories 1:6 1pw Small group circle time 1:8 1PW Narrative therapy 3PW Language group 1pw 101 games for social skills 4 step sequence cards Memory cards	Small group phonics and phonic games. Additional guided reading 1:1 reading Alphabet Arc Beat Dyslexia programme See and learn IDL cloud	Occupational therapy activities for fine motor skills Motor skills group 2pw Write from the start Jungle Journey F/S & KS1 Speed up KS2 Alphabet arc See and learn IDL cloud Clicker	Class interventions Differentiated resources ICT support Multisensory learning Visual Timetables	Focused small group Support Numicon RM Maths Mathletics	Playtime befrienders KS1 time to talk KS2 socially speaking Social skills small groups 101 games for social skills	Lunchtime support Befrienders LM activities/duties at lunch time 101 games for social skills Circle time	Motor skills group Monitoring by school nurse Advice from outside agencies Specific resources Write from the start Jungle journey F/S & KS1 Speed up KS2 Writing slopes Pencil grips Brain Gym	
Range 3	Small group oral stories 1:4 2pw Time to talk 1:4 2-3 pw S&L recommended activities 1:1 3pw 101 games for	Daily blending and segmenting activities. Word books 1:1 daily reading Toe by Toe Beat Dyslexia programme ILP targets &	Visual aids Dyslexia Programme Beat Dyslexia Ind targets – provision teaching Toe by toe Booster phonics Perfect Sentences Jungle Journey F/S & KS1 Speed up KS2 Alphabet arc	Modified tasks Independent Targets Multi sensory learning Precision Teaching Visual Timetables	Individual Targets Precision teaching Modified tasks Numicon Dynamo maths	KS2 home school diary Visual timetable 1:1 with learning mentors Speech and language individual programme Playtime monitoring 101 games for social skills Makaton	Regular access to lunchtime activities Small group circle time 101 games for social skills Anger management –LM Individual reward charts Circle of friends	Assessment and support from health agencies Motor skills group Access space in school Specialist resources Write from the start	

7. *Who are the other people providing services to children with a Special Educational Need or Disability in this school?*

- Autism Spectrum Team
- School Nursing Team
- Cognition and Learning Service
- Educational Psychology Team
- Child and Adolescent Mental Health Service
- PALZ+ (Play And Learn Zone)
- Health Services as appropriate
- SEN Early Intervention Team
- Behavioural, Emotional and Social Difficulties Team
- Visual Impairment Team
- Children's Occupational Health