



**SEND Information Report**

**1. SEND Contact details:**

Special Educational Needs Coordinator (SENCO):

Clare Neighbour  
Cottingham Croxby Primary Academy  
Bricknell Avenue,  
Hull,  
HU5 4TN

Tel No: 01482 846171

Email: [cneighbour@croxbyprimary.co.uk](mailto:cneighbour@croxbyprimary.co.uk)

**2. Our Academy ethos for children with SEND (special educational needs and disabilities):**

At Cottingham Croxby Primary Academy we believe that all children should receive an inclusive, high quality education which is accessible for all. Our aim, therefore, is to try to ensure that we provide effective and appropriate interventions which will remove or reduce any barriers to learning which children may have and enable them to become independent.

**3. Policies:**

To find out more about the academy's policies which may affect children with SEND click on the links at the bottom of the page.

**4. Admission Numbers:**

The academy currently has approximately 317 children on roll. At the current time we have approximately 36 (11%) children on the SEN register. This is currently lower than the national average.

**5. Identification and Assessment:**

The identification of children with SEND at Cottingham Croxby Primary Academy is usually done in the following ways;

If, following classroom observations and assessments, a member of staff has any concerns about a child having SEND, then they would usually approach the SENCO to discuss their concerns, alternatively the SENCO attends regular pupil progress meetings with staff, during which she will ask staff about any children in their classes who may not be making progress or whom they may have concerns about. During these discussions the SENCO will try to find out whether a child may have a specific barrier to learning (SEND) or may just be working a little way below their peers and just need some help to 'catch-up'. Each year the academy also carries out testing for Reading, Spelling and Maths skills with all children which aims to help identify any children who may need support.

When it is identified that a child may have a barrier to learning then an 'Expression of Concern' form is completed for the child which details a child's areas of difficulty and details some ideas to try to help support the child. This child's progress will then be closely monitored and further testing may be done to find out more about the nature of the child's difficulties. If after a period of time as an 'Expression of Concern' it is thought that a child may have a barrier to learning, then, following consultation with the parents, the child will be placed on the SEN register.

Once a child is placed on the SEN register a Student Passport detailing the child's strengths, areas of concern and suggested resources and techniques will be produced and a copy will be provided

for parents. The children will then access appropriate resources and interventions, such as adult support or small group work to enable them to make progress.

The children on the SEN register will be closely monitored to ensure they are making progress. Any resources/interventions used will be regularly evaluated and assessed to ensure they are enabling a child to make progress and support them with their learning. If a child is struggling to make progress despite the interventions put in place then the SENCO will seek support from outside agencies such as an Educational Psychologist, Speech and Language Therapist or SEN Consultant etc.

#### **6. Who to talk to about a child with SEND.**

If a parent is concerned that their child may have Special Educational Needs we would ask that they speak to their child's class teacher first about their concerns and then if required the teacher will refer them to the school's SENCO, Mrs Neighbour.

#### **7. Types of support available for children with SEND.**

At Cottingham Croxby Primary Academy our children with SEND are supported in the following ways, depending on what is most suitable for the child and their needs;

- Additional adult support in the classroom, where required, to work on specific learning/social development interventions
- Small groups for specific interventions
- Adapted resources e.g. practical resources, displays, table top, reminders, visual timetables.
- Home- Academy books
- Peer support e.g. Playtime Buddies
- Personalised support, based on an individual Student Passports
- Support from Outside Agencies when required (direct working and advice for staff)

#### **8. Awareness and understanding by all staff of children with SEND.**

At Cottingham Croxby Primary Academy we ensure that all members of staff are aware of children with SEND in the following ways:

- All children on the SEN register have a Student Passport which clearly displays their strengths and areas of difficulty as well as resources and techniques which work for a particular child. These are distributed to staff and a copy is kept in the classrooms for all staff working with a child to see and be aware of
- At the start of a year the SENCO holds meetings with all adults working within a class to discuss any SEN children that are in the class and ensure that staff are aware of any important issues related to that child
- Staff are regularly consulted about their SEN training needs and training sessions are provided using expertise both from within the academy and from other professionals. This training is usually provided for teachers, TAs and Midday Supervisors where suitable
- The SENCO regularly speaks to the Senior Mid-day Supervisor about any children who may need support at lunchtimes

#### **9. Letting parents/carers know about any SEN concerns regarding their child.**

If the academy has any concerns about a child then in the first instance the class teacher would request a meeting with the child's parent/carer or speak to them about the concerns at parent's evening. If required parents/carers may then meet with the SENCO in order to discuss their child's needs further.

#### **10. Allocation of support.**

Support for children with SEND is allocated according to an individual's needs and requirements, as discussed and agreed with some or all of the following; parents, teachers, the SENCO, the senior leadership team and outside agencies, where suitable. We also aim to regularly review and assess the impact of support and change it as and when required. This model is also adopted for children moving between key stages.

#### **11. Other services which provide support.**

The academy has a wide range of people and organisations which can provide support where required, including the following;

- CAMHS (Child and adult mental health service)
- Education Psychologist
- Speech and Language therapist
- SEN Consultant
- SaPTS (Sensory and physical support services)
- Northcott Outreach Service (Autistic Spectrum disorders)
- Occupational Therapy

#### **12. Staff training.**

Staff are regularly consulted about their SEN training needs and training sessions are provided using expertise both from within the academy and from other professionals. This training is usually provided for teachers, TAs and Midday Supervisors where suitable.

The SENCO also attends regular training sessions and courses in order to develop her understanding and knowledge. She also develops her skills and shares good practise by attending the local authority SENCO forums and by attending termly SENCO cluster meetings. The SENCO has achieved the National Award for SENCOs which is a master's level qualification for SENCOs.

#### **13. Adapting teaching for children with SEND.**

If required, the teaching for children with SEND may be adapted in the following ways, according to the needs of the child:

- Class work is differentiated in small groups and individually when required.
- Class-based TAs work alongside the class teacher to support children with SEN individually/in small groups and to facilitate the class teacher working with children with SEN.
- Suitable resources to help children access learning such as practical equipment or visual resources are provided.
- Techniques such as over-learning and pre-teaching may be used to embed learning.

These techniques will be regularly reviewed and up-dated to ensure suitability and effectiveness.

#### **14. Support available for parents of children with SEND.**

At Cottingham Croyby Primary Academy we can offer the following support for parents of children with SEND:

- Two Parent's Evening meetings with the class teacher.
- Termly SEN Parent's Evenings in the academy or by phone or email.
- SEN Student Passports which have suggestions for working with individual children at home and provide the opportunity for parents to make suggestions to be included on their child's Passport.

- 'Open-door' policy to speak to class teachers, SENCO etc. when needed.
- Annual reports to parents.

#### **15. Accessibility of academy's physical environment for children with SEND.**

Cottingham Croxby Primary Academy is fully accessible for wheelchair users and has ramps where required, it also has an alarmed disabled toilet. The academy is fitted with an Induction Loop System in all classrooms, for those who are hearing impaired and use a hearing-aid.

#### **16. Facilities for children with SEND.**

Some of the facilities we offer children with SEND are;

- Differentiated teaching according to a child's needs, delivered in ways suited to individual children.
- Appropriate resources to enable children with SEND to access the curriculum.
- Support from outside agencies where appropriate such as Educational Psychologist, CAMHS, and SaPTS etc.
- Intervention groups to support children with their learning, physical and emotional needs.

#### **17. Transition for children with SEND.**

Where required, children with SEND can access the following support when moving into a new class, phase or up to High School:

- For SEND children coming into Foundation Stage, the SENCO or class teacher may attend meetings, where required, to get to know the child and evaluate their needs in the academy. The academy will liaise with the nursery, where applicable, and the SENCO or class teacher may visit a child in this setting. The child may then receive extra transition visits into the High School and will meet any support workers who are to work with them. We have also formed close links with Cottingham Children's Centre over the past few years and now offer a 'Ready for School' transition group for new starters, in conjunction with the centre.
- Towards the end of the academy year some children with SEND may carry out transition activities such as; meeting their new teacher or TA, spending time in their new classroom/phase, creating a transition book with this information to look at over the summer holidays. The type and amount of transition activities will depend upon the individual needs of a child.
- For children moving up to High School, the SENCO will liaise with the school that children are moving to and will evaluate their transition needs. Extra transition visits with a TA will be arranged on an individual or group basis as required and our SENCO will meet with the High School SENCO to ensure all relevant information about a child is passed on.

#### **18. Complaints procedure.**

At Croxby Primary Academy we operate an 'open door' policy and parents and carers are encouraged to speak to their child's class teacher about any concerns they may have, including any additional needs/support they may need. Parents and carers who may need to discuss their child's needs further can contact the SENDCO or other members of the Senior Leadership Team. In the event of a complaint, we would encourage discussions with class teachers, SENDCO and the Headteacher to try and resolve any issues in the first instance. The academy's complaints policy can be found on the website and we would ask that this policy is followed in the event of a formal complaint being made. In this instance the academy would also advise parents to seek impartial advice and support from agencies which specialise in supporting the parents and carers of children with SEND, such as SENDIASS or KIDS.

Listed below are our most recent policies:

- **SEND Policy**
- **Behaviour Policy**
- **Anti-bullying Policy**
- **Health and Safety Policy**
- **Safeguarding Policy**

The Local Authority's (East Riding) Local Offer.

