



## **Croxby Primary Academy**

### **SEND Information Report**

#### **1. SEND Contact details:**

##### **Special Educational Needs Co-ordinator(SENDCO):**

Name: Clare Neighbour

Contact Number: 01482 846171

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

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Hull,  
HU5 4TN

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

At 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 develop their independence.

#### **3. Policies:**

The policies below will enable you to find out more about the academy's approach in other areas which may impact on children with SEND. The policies can be found on the academy website [www.croxbyprimary.co.uk](http://www.croxbyprimary.co.uk)

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

#### **4. Admission Numbers:**

The academy currently has 360 children on roll. At the current time we have 12% of our pupils on the SEN register at the SEND Support level and 4% with EHCPs. This is in line with the national average for SEND Support and higher than the national average for EHCPs. The higher number of EHCPs is linked to the school having an Enhanced Resource Provision.

#### **5. Identification and Assessment:**

The identification of children with SEND at Croxby Primary is primarily 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 SENDCO to discuss their concerns.

Alternatively, staff have regular professional conversations with members of the senior leadership team, during which they will discuss any children who may not be making progress or whom they may have concerns about. During these discussions staff will discuss 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'.

The academy also carries out regular assessment opportunities for Reading, Spelling and Maths, with all children, which may help identify any children who may need support through the use of a traffic light system. Pupils in the red zone who are not already on the SEND register will be closely monitored to see if they may have a learning need.

When it is identified that a child may have a barrier to learning then a detailed 'Expression of Concern' record is completed for the child which, details a child's areas of difficulty as well as 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 academy's SEND register.

### **SEND Support Plan:**

Once a child is placed on the SEND register, a SEND Support Plan will be created. This details key information about the child's strengths, areas of concern and suggested resources and techniques as well as measurable, personal outcomes for each term. These outcomes are reviewed and updated termly. Parents are also requested to contribute their own views about their child's SEND needs. The children will then access appropriate resources and interventions to enable them to make progress.

Children on the SEND 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 an increase in termly outcomes and additional provision will be implemented. The academy may seek further advice and support from an Educational Psychologist or other agencies such as Speech and Language or the Sensory and Physical Therapy Service 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 academy's SENDCO, Mrs Neighbour.

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

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

- Additional adult support in the classroom from the class teacher or a TA, 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- School 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)
- Access to the academy's Enhanced Resource Provision, if appropriate.

## **8. Enhanced Resource Provision**

The academy has an Enhanced Resource Provision (ERP), predominantly for pupils with significant social, emotional or mental health needs (SEMH). An ERP is a facility in a mainstream school/academy, with additional funding, to build up expertise and resources, in order to work with pupils with high level needs, who may live outside the area normally served by the academy. The ERP at Croxby is being developed over time to provide for pupils with severe and complex special educational needs, who require a level of specialist support which may not normally be available in mainstream schools.

The ERP at Croxby comprises of a key bases (The Meerkat Classroom), which forms a transition classroom to support pupils in moving into a mainstream classroom. Where possible, pupils accessing the ERP are supported to transition into a mainstream classroom for at least part of their learning.

The academy's ERP comprises of pupils already on the academy roll who may have significant SEND needs and other pupils who have been taken in by the academy, as requested by the Local Authority.

Further information about the academy's ERP can be found on the academy website.

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

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

- All children on the SEND register have a SEND Support Plan which clearly displays their strengths and areas of difficulty as well as resources and techniques which work for a particular child.
- At the start of a year the SENDCO communicates with the 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 SEND training needs and training sessions are provided using expertise both from within academy and from other professionals. This training is usually provided for teachers, TAs and Midday Supervisors where suitable.
- The SENDCO regularly speaks to the Senior Midday Supervisors about any children who may need support at lunchtimes.

## **10. Letting parents/carers know about any SEND 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. If required parents/carers may then meet with the SENDCO in order to discuss their child's needs further.

## **11. 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 SENDCO, 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.

## **12. 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
- SaPTS (Sensory and physical support services)

- Inclusion Practitioner (support for children with Autism)
- Mental Health Support Worker

### **13. 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 SENDCO 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 SENDCO forums and by attending termly SENDCO cluster meetings. The SENDCO has achieved the National Award for SENDCOs which, is a master's level qualification.

### **14. 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. Children may access learning from a different phase if required.
- In a small number of cases, TAs work alongside the class teacher to support children with SEN individually or in small groups.
- Provision of suitable resources to help children access learning such as, practical equipment or visual resources
- 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.

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

At Croxby Academy we offer the following support for parents of children with SEND:

- Two Parent's Evening meetings per year with the class teacher.
- Termly SEN Parent's Meetings in the academy or by phone or email.
- SEND Learning Support Plans 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 plan.
- 'Open-door' policy to speak to class teachers, SENDCO etc. when needed.
- Annual reports to parents.

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

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.

### **17. 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, SaPTS etc.
- Intervention groups to support children with their learning, physical and emotional needs.

## **18. 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 SENDCO 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 SENDCO or class teacher may visit a child in this setting. The child may be then receiving extra transition visits into academy and will meet any support workers who are to work with them.
- 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 SENDCO will liaise with the school that children are moving to and will evaluate their transition needs. Extra transition visits will be arranged on an individual or group basis as required and our SENDCO may meet with the High School SENDCO to ensure all relevant information about a child is passed on.

## **19. Complaints procedure.**

At Croxby Primary 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.

Click on this link to access the Local Authority's (East Riding) Local Offer for children with SEND.

[Home \(eastridinglocaloffer.org.uk\)](http://eastridinglocaloffer.org.uk)

