



Crakehall Church of England Primary School - SEND Information Report – January 2022

Information	School offer	North Yorkshire LA expectation of good practice
The kinds of SEND that are provided for:	<p>The aim of Crakehall CE Primary School and its Governing Body is to provide quality first teaching for all children through the use of a continuous cycle of planning, teaching and assessment, which takes account of the wide range of abilities of all children. In order to help children who have special educational needs and disabilities, the school will adopt a graduated response that recognises a continuum of need in accordance with DFES Code of Practice.</p>	<p>Children and young people (CYP) with a wide range of SEN are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.</p>
Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO (mainstream schools)	<p>The named SENCO for our school is Mrs J Stewart. She can be reached on the school telephone number 01677 422515 or by email at j.stewart@synergyschools.co.uk.</p> <p>The Lead SENCO for the Synergy schools Federation is Ms. Hayman. She can be reached on the school telephone number (01748 811683) or via email t.hayman@synergyschools.co.uk. All children at our school have access to personalised, targeted support through quality first teaching. If a child requires further support, the class teacher will discuss a child's needs with parents and in conjunction with the SENCO, will put extra provision or interventions in place as needed. Individual Education Plans (IEPs) are used for children who are receiving additional support. An Education Health Care Assessment</p>	<p>The name and contact number of the SENCo should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan. This should include details of any strategies being used to support your child in class; details of any extra support or interventions for your child; your child's learning targets and their long-term desired outcomes; the next date when your child's progress will be reviewed. Most pupils will benefit from SEN support, but some pupils who need high levels of support, or</p>





	<p>Referral (EHCAR) may be requested if a child requires additional support to enable them to progress. Please speak to the SENCO for more information.</p>	<p>who have complex needs will need to be referred for an education, health and care plan.</p>
Arrangements for consulting parents of children with SEND and involving them in their child's education	<p>IEPs are discussed and shared with the child, parents and SENCO (if needed) at least one a term and are evaluated and amended regularly by the class teacher. Home/school diaries and Microsoft Teams are used to for parents and class teachers to communicate on a more regular basis and class teachers are available at the end of the school day for a brief dialog, although parents are encouraged to make an appointment to see the class teacher at a more convenient time or communicate via a phone call/Teams call if a longer meeting is needed. Parent workshops are held throughout the course of the year to support parents in understanding their child's targets, the strategies used to achieve them and how parents can support their child's learning at home.</p>	<p>Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests. This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress. Ongoing communication with school may include; regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes; more regular meetings to update you on your child's progress and whether the support is working; clear information about the impact of any interventions; guidance for you to support your child's learning at home.</p>
Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work	<p>Regular, on-going assessments, provide class teachers and support staff with day-to-day successes and next steps. Insight is used by teachers periodically to document key learning and support</p>	<p>All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with</p>





with parents and young people as part of this assessment and review	with identifying pupil gaps and track progress. The Engagement Model or other recommended development trackers are used for children that will make less progress than their peers. This may be due to medical issues or severe learning needs. Information from these assessments will be shared at regular intervals with parents. Formal assessments take place each term which enable us to gain an age standardised score. Test information is always used alongside teacher assessment to give an overall view of each child's attainment and progress. Progress meetings are held every term to identify children who may need support and extra provision or interventions to be put in place. This is discussed with parents and pupils and reviewed regularly to ensure progress is made.	expectations. This will usually include progress made with personal targets, and overall progress on the National Curriculum. Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school
Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society	The Head of School together with the class teacher and SENCO ensure a smooth transition when arriving or departing from the school. This includes discussions with the old/new school Headteacher/SENCO and class teacher and ensuring all paperwork is transferred as soon as possible and provision put in place. Transition visits are encouraged where possible and 'All about me' booklets are completed by the child. Where necessary, a phased entry into/from school is arranged.	Your SENCo should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil should receive as much transition work as they feel necessary
The approach to teaching children and young people with SEND	All children at our school have access to personalised, targeted support through quality first	High quality support for learning within mainstream lessons is the most important factor in helping pupils





	teaching. Additional support may take the form of additional or different resources, breaking down tasks and instructions into smaller chunks, providing visual aids, manipulatives, writing frames and greater access to IT. GTAs, ATAs and HLTA's support all classes enabling more targeted group work during maths and literacy, the delivery of interventions and the encouragement of independent learning in all areas of the curriculum as well as supporting the emotional wellbeing of individuals as and when needed.	with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons. Schools use a range of evidence-based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you what interventions your child is receiving and what are the intended learning outcomes; when during the week any interventions will be delivered and for how many weeks; who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom); how the interventions will relate to and support learning in the classroom; how they will be monitored closely to make sure they are helping your child to make accelerated progress.
How adaptations are made to the curriculum and the learning environment of children and young people with SEND	The school ensures quality first teaching, differentiated lessons and personalised targets for all SEND children. Children who struggle to make progress are identified as early as possible and extra	Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to





	<p>support, provision and interventions are put in place. Regular discussions ensure that skills are reinforced/transferred back into the classroom and built upon. Regular assessments and close monitoring, enables staff and pupils to evaluate the effectiveness of interventions. Individual Education Plans are produced identifying personalised provision and support which are shared with pupils and parents and updated at least termly. Relevant care plans and risk assessments are implemented for children who have a high level of need in discussion with parents and relevant professionals.</p>	<p>share with you the school's overall plan of support (provision map), which outlines many of these strategies. Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.</p>
The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured	All staff receive regular training to enable them to meet a range of SEND. Teachers and teaching assistants have regular generic training and specific training to meet individual needs as necessary. If a pupil has particular needs and the school has exhausted its repertoire, specialist support is sought from relevant professionals.	All staff should receive regular training to enable them to meet a range of SEN. Teachers and TAs should have regular generic and specific training to meet individual needs as necessary. Schools must make good use of their SEN funding to meet a range of needs. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.
Evaluating the effectiveness of the provision made for children and young people with SEN and how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN	Our Accessibility Plan can be seen on the school's website. We share good practice with our Federated schools and the SENCO is a member of the Swaledale Alliance for SEND, which meets monthly. These updates are then shared with class teachers.	
Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of	All staff in the school are trained to support pupils' social, emotional and mental health. Teachers and TA's support pupils 1- 1 and in small groups to	Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.





children and young people with SEN and measures to prevent bullying	alleviate anxieties and help pupils work through their emotions as and when difficulties arise.	
How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families	External agencies work alongside our school to enhance our provision. These include Speech and Language Therapists (SALT), Parent Support Advisors, SSAFA, Social Care, CAMHS, Medical Specialists, Occupational Therapists (OT), Child Protection Officers, Paediatricians, Vision and Hearing Support and Early Years Advisory Teacher. Within our school, we have highly trained HLTA's and class teachers delivering interventions.	The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions, other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.
Arrangements for handling complaints from parents of children with SEND about the provision made at the school.	The named SEND governor for our school is Victoria Eardley.	There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.

