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SEN Report

Brief description of the school

Crookesbroom Primary Academy is part of the Delta Trust Academy chain. We are a one form entry primary academy (3-11) with a 30 place morning nursery. Our current number on roll is **230**

At Crookesbroom Primary Academy, we strive to promote an inclusive, welcoming learning environment where all members of the school community feel safe, valued and respected. We aim to develop independence, individuality and the confidence to take risks through challenging learning opportunities. Access to inspiring and motivating learning experiences ensures that all are able to flourish and achieve their potential. Our school aims to be an integral part of the wider community, which values, enriches and provides diverse opportunities for all. In an everchanging world, we aim to equip pupils with the skills to succeed and take their place as caring responsible citizens of the future.

How we identify if your child may need additional help and/or has special educational needs (SEN)

Summative assessment takes place half-termly within the classroom for all children in school. The method of this assessment depends upon the child's age and phase of school (Early Years, Key Stage 1 or Key Stage 2). Summative assessment tools can provide specific targets for children to develop. On-going formative assessment is also used to identify specific targets and next steps. The following documents are used to support identification:

☑ SEN Code of Practice

☑ National Curriculum

☑ Special Educational Needs Policy

☑ Accessibility Plan

☑ Behaviour Policy

☑ Equality Policy

How we involve parents and carers in meeting the needs of their child and in whole school developments

Partnership with parents is a fundamental part of our SEN practice. Parents of SEN pupils will be kept informed at each stage of the process. At Crookesbroom we use the Delta Academy model of Assess, Plan, Do, Review to support children's learning.

Parents are encouraged to approach school to share any concerns regarding their child, and/ or class teachers may invite parents to an initial consultation meeting to discuss any concerns from the schools point of view. A joint plan will be drawn up and agreed by both parents and school of what support may be required. Suggestions of how parents can support their child to achieve targets at home will also be included and where appropriate, class teachers will provide parents with necessary resources, e.g. word lists, visual prompts, to enable them to support their child. This is referred to as the Stage 1 plan. After an agreed period of time (usually half a term) the plan is reviewed at a second meeting with parents.

Following this meeting, it will be decided whether the need has been met and no other action is required, or if further support is deemed necessary. If further support is required, children will move to a Stage 2 plan, where once again parents will be consulted to contribute to the targets and support. There will be a minimum of 3 meetings per year for children at Stage 2.

For some pupils with SEN, parents will be invited to consult with external specialists, e.g. Educational Psychologists, CAMHS in order to discuss and plan additional support for their child.

Pupils with an Education Health and Care Plan are placed on a Stage 3 plan and parents will be invited to termly meetings (as with Stage 2) but also an Annual Review to discuss their child's progress with all professionals involved.

We highly value parental involvement and ensure that parents are included and kept fully informed of their child's progress and targets. This may be in person, a phone call or via a home/ school diary.

We host information meetings in conjunction with the ASCETS (Autism Support Team) at least 3 times per year, to provide an opportunity for parents to discuss concerns and share positive strategies, and to provide a support network for parents with children diagnosed with ASC.

How we will involve your child in the planning and review of their support

Children will participate in all decision-making processes, target setting and contribute to reviewing their SEN Plans by making a personal comment on their own progress. The children will also contribute to a One Page Profile to share their successes and difficulties. As a result, children feel confident that they are being listened to and that their views are valued.

Where appropriate, pupils with Education, Health and Care Plans will be given the opportunity to attend review meetings.

How we match the curriculum, teaching and learning approaches if your child has SEN

The curriculum will be made accessible for all pupils in accordance with the National Curriculum Inclusion Statement, emphasising the importance of providing effective learning opportunities for all pupils and offering three key principles for inclusion:

1. Setting appropriate learning challenges
2. Responding to pupils' diverse needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

A minority of pupils will need access to specialist equipment and different approaches in order to access the National Curriculum and for these pupils will have individual support plans which will be created by the class teacher, parents, outside agencies and the SENCO outlining the child's specific needs. Individual Support Plans are agreed and reviewed regularly by class teachers, teaching assistants and parents in order to ensure the child's needs are being met.

How we provide additional support if your child has learning needs

On the whole SEN pupils will be taught within classrooms alongside pupils who do not have SEN. However, pupils with SEN will receive additional support either in class or withdrawn in small groups or one-to-one to work on the targets specified on their SEN Plans.

The school also provides:

Targeted intervention groups for SEN children

1:1 support if deemed appropriate

Small group work within the class

Small group work and 1:1 support to address emotional needs with the Learning Mentors / Nurture

Crookesbroom holds termly information sharing sessions for parents of ASCETS team. These dates will be added to the Academy diary once confirmed.

The SENCO regularly liaises with a range of external specialists in order to support pupils with SEN within school.

These include:

1. Educational Psychologist

2. Speech Therapist

3. Occupational Therapist

4. ASCETS Team

5. Behaviour Outreach Support Service (BOSS)

6. Outreach Support from local schools with pupil learning centres or Specialist Schools eg BOSS, Stonehill, Levett, Coppice

Pupils with SEN will be able to access extended school provision alongside pupils who do not have SEN, e.g. breakfast club and after school clubs.

How we provide additional support if your child has social and communication needs

For the majority of the curriculum and school day, SEN pupils will be taught within classrooms alongside pupils who do not have SEN. However, pupils with SEN may receive additional support either in class or via withdrawal in small groups or one-to-one to work on the targets specified on their SEN Plans. Other avenues of support may be utilised including referrals to outside agencies, and advice/recommendations made by these agencies shared with relevant staff.

How we provide additional support if your child has physical, sensory and/or medical needs

A minority of pupils may need access to specialist equipment and different approaches to learning, in order to access the National Curriculum. We will consult with specialist agencies to ensure that appropriate equipment and appropriate challenge is in place to allow the children to succeed. If your child has a medical need, we ensure that relevant staff are trained in supporting the needs of the child, and also that all staff are made aware of needs and how to access help and support. Support for the children may include:

- Targeted intervention groups for SEN children
- 1:1 support for statemented children eg physiotherapy exercises

☒-Small group work within the class (with appropriate modifications to equipment / work sheets/ books etc)

- Small group work to address emotional needs with the Learning Mentor / Nurture Lead

☒-Intervention and support from specialised agencies eg Occupational therapy/ Physiotherapy

How we provide help to support your child's emotional health and well being

There are several arrangements and interventions in place in order to support the emotional and social development of all pupils including those with SEN. These include:

- STAR time support with our Learning Mentor to ensure a settled start to the morning.
- Interventions such as 'Playing for Purpose' and 'Friendship Groups' will be used in order to support pupils to develop their social skills.
- For some SEN pupils, a support team of designated adults (Safe Team) is identified for pupils with SEN needs to talk or share their concerns and to support at times of anxiety.
- Anti-Bullying Policy.
- 5 members of staff have accessed THRIVE training and are qualified as Lead Practitioners, and work with identified children on a weekly basis
- Targeted nurture group intervention groups for children struggling with SEMH (Nurture support identified through assessment using Boxhall Assessment and pupil voice.)
- 1:1 support for children in crisis and / or children with EHCP
- Small group work within the class
- Small group / individual work to address emotional needs with the Learning Mentor
- Family group support provided to siblings in school who may be vulnerable at different times due to changes in circumstances eg bereavement
- Solihull parenting can be delivered when required, as we have 2 fully trained staff
- 2 members of staff have 'Attachment in Schools' Level 3 training for helping to deal with loss and trauma

How we promote developing independence

We have high expectations for our SEN pupils and recognise that our pupils have different skills and areas of need, and ensure that each child is given the opportunity to record their work in a way that allows success.

Pupils with SEN will be able to access extended school provision alongside pupils who do not have SEN, e.g. breakfast club and after school clubs.

How we measure and review your child's progress against their targets and longer term outcomes

Summative assessment takes place half termly within the classroom for all pupils in school. The method of this assessment depends upon the child's age and phase of school (Early Years, Key Stage 1 or Key Stage 2).

Summative assessment tools can provide specific targets for children to develop.

On-going formative assessment is used to inform next steps for children. Marking and feedback allow teachers to identify specific targets.

PIVATs assessments in Reading, Writing and Number is used to measure small step progress of SEN children.

Boxhall assessment is used to measure SEMH progress

Thrive Approach assessment is used to monitor the progress of the children receiving SEMH support.

RAG meetings are held each half term and interventions/ strategies/ support needs reviewed to ensure good progress for our SEN children.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEN

- Class teachers will plan lessons according to the specific needs of all groups of children in their class and will ensure that every child's needs are met and that there are no barriers to every pupil achieving.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of SEN children when appropriate.
- Specific resources and strategies will be used to support children with SEN individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet children's learning needs.
- Homework will be adjusted as needed to meet children's individual requirements.
- Learning environments support learning of all pupils

How we include children with SEND in the life of our school

Crookesbroom Primary Academy is a fully inclusive school and it is something that we are exceptionally proud of. We endeavour, wherever possible, to include SEN pupils in all aspects of our school. Pupils identified with SEN may receive additional support either in class or withdrawn in small groups or one-to-one to work on the targets specified on their SEN Plans.

Pupils with SEN have full and complete access to all extended school provision alongside pupils who do not have SEN, including breakfast club, after school clubs, residential visits.

How we ensure that all of our staff are trained and supported to meet a wide range of children's needs

The professional development of all staff involved in meeting the needs of pupils with SEN is on-going and continuous. A wide range of training opportunities have been provided which include:

- Skills sharing and the demonstration of teaching techniques and strategies organised within the school.
- Professional development sessions and one-off sessions on relevant subjects provided by:
- Staff from other agencies or support services (eg ASCETs Team, CAHMS)

- Senior Leaders from within school
- Other courses which are relevant to the work being undertaken can be undertaken or requested by consulting with the SENCO
- SEN is on the agenda at our weekly PDM's and up to date and relevant information shared with all staff from

Additionally several members of staff have completed accredited training in order to support pupils with SEN within school:

- 15 members of staff have completed Team Teach training in order to support pupils with Behavioural difficulties.
- 5 members of staff are 'Thrive' practitioners
- 2 members of staff have Level 3 'Attachment Awareness' training

Specialist expertise is sought when a child's needs present themselves as above and beyond that of a mainstream classroom teacher's training. Regular contact takes place between the SENCO and numerous external agency support, including:

LA SEN team

LA ASCETS team

LA Visual Impairment and Hearing Impairment team

Educational Psychologist

Occupational Therapist

Physiotherapist

Speech and Language therapy

Health teams – School Nurse and Health Visitor

Hospital/ medical professionals

Behavioural support – BOSS/ St Wilfrid's Academy/Levett

CAMHS

Early Help

Transition Arrangements

Transition arrangements are in place to ensure effective transition between each phase of education:

Early Years Transition

Crookesbroom Primary Academy begins transition to our school by inviting all pre-school children to visit the setting in the term before they will begin our Nursery. This allows them to become familiar with the school environment and nursery staff and for parents to meet Nursery staff to discuss any concerns. Nursery staff attend local pyramid transition meetings with both schools and PVI settings and will also make home visits to the Nursery children prior to their starting date. Entry to Nursery is staggered to help promote a settled start for both children and parents. Personalised transition to mainstream school (including shortened sessions initially) may be necessary for some children, and

Crookesbroom endeavours to meet the individual needs of each child to ensure a positive beginning to pupils school journey.

Annual transition meetings (Whole School) occur whereby the current class teacher will meet to share information regarding pupils with SEN with the child's next class teacher. Information will then be passed on to SEN support staff in order to ensure all professionals involved are aware of SEN pupils' individual needs. Parents of children with SEN are invited to meetings with their child's new class teacher to discuss strategies and techniques that they find effective at home to support their children.

How we admit pupils with a disability

Crookesbroom Primary Academy does not see any disability as a barrier. We will endeavour to do our utmost to support all children, modifying both learning opportunities and the environment to ensure success for all pupils. Before a child begins their journey at Crookesbroom, we will visit the current setting (school, private nursery or home) to meet the child and their family. We will liaise closely with all stakeholders to ensure that any special requirements can be put in place prior to them beginning Crookesbroom. Transition visits will be arranged between current placement and Crookesbroom, with staff from each establishment visiting the child in both settings to ensure transition is successful.

The Head of Academy, SENCO and/or class teacher will arrange meetings with parents and any professionals involved in the specific care of a child, to ensure that all needs can be met within school. Support plans and EHCP (if provided) will be reviewed and updated as appropriate, and guidance and support will be accessed by school from outreach services and health support as and when required.

How we prepare children to move on from our school

Transition arrangements will be put in place to ensure effective transition between each phase of education:

Moving Schools - If a SEN pupil is moving to another school the SENCO will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made. All records about SEN pupils will be passed on as soon as possible.

Secondary School Transition Meetings - pupils with SEN will be discussed with appropriate members of secondary school staff, e.g. form tutor and SENCO, to ensure they are aware of individual pupil's needs prior to transition.

Records, including SEN Support Plans will be passed on to secondary schools as soon as possible.

Annual Review Meetings - when a pupil with an Education Health and Care Plan is in Year 6, the SENCO from the secondary school will be invited to attend the annual review meeting in order to effectively plan transition and future SEN support. The SENCo from Crookesbroom will also attend the first annual review meeting/ support plan meeting at secondary, if requested by school or parent.

In addition to these arrangements, additional visits are arranged by Crookesbroom staff to ensure that our Y6 pupil's transitions are as effective as they can be. These include: - additional visits to the school at different times (eg lunch time, lesson time, home time), planning a route to and from school with the children and walking the route regularly, accompanying the children around the school and taking photographs of different places, Circle of Friends groups with local schools (for

children going out of catchment).For children with a disability leaving our setting, we will ensure the same procedures for children joining us are followed.

Transition for pupils with identified SEN joining Crookesbroom Primary Academy

When pupils, with an identified SEND need, start at Crookesbroom Primary Academy ,the school follows a rigorous process to ensure that the child receives a smooth transition and that his/her needs are accurately identified and any necessary provision in in place before the child's start date. The process for the admission of children with SEND needs is outlined below.

Prior to the child's start date, the SENCo will gather information about the child's needs, current targets and provision required. The SENCo will speak to other professionals. This includes the SENCo at the previous school, if the child is transferring from another primary school, and also includes any external outside agencies that may be involved with the child.

The SENCo may also arrange a visit to see the child in their current setting, if appropriate. The SENCo also gathers information from the parents or carers regarding their child's needs. In addition, the SENCo speaks to the child (if the child can communicate appropriately) in order to gain his/her views. The SENCo will then use the information gathered to prepare for the child starting at school. This may include but is not limited to plans for a phased transition, risk assessments and personal evacuation plans. Once the SENCo has made any relevant arrangements, a start date will be agreed and shared.

Before the child begins school, parents or carers and the child will have the opportunity to have an orientation of the site and to meet key members of staff. This is available to all new pupils. If a bespoke transition has been arranged, this may not take place in the usual way. Parents or carers will be invited to complete a questionnaire about their experience so far, in order for the leadership team to continuously evaluate the admission process.

When the child has started at Crookesbroom Primary Academy, follow up work by the SENCo begins. This involves the SENCo looking at the child's work and having conversations with the child and the child's class teacher. This is done within the first three weeks to quality assure the information that was gathered prior to the child's start date.

After the first six weeks, the SENCo will complete a review involving the child, parents/carers and the class teacher to ensure that the provision in place is meeting the child's needs. The SENCo will also give parents the opportunity to gain support and advice about how to meet their child's needs at home. This may include the parents or carers watching an intervention in school, with an approach that they can also do at home with their child or it may include support from an external agency. Again, parents and carers will be invited to complete a parent questionnaire about their child's first six weeks at Craven Primary Academy. The child's views about their experience so far will also be gathered through a child voice questionnaire, if accessible by the child.

The child will then receive termly review meetings in line with the academy's usual process for reviewing SEND pupil's progress and provision

How we deploy our resources to meet the needs of children with SEND

Crookesbroom Primary Academy pride themselves in ensuring that all children's needs are met. Staff and resources are deployed in a number of ways to enable the school to meet the needs of children with SEND. The school has staff trained in the following:

Support staff trained in Emotional Literacy

10 Team Teach trained staff.

1 learning mentor who supports individual children and families within school who are trained in the Solihull

Parenting Program and Attachment Matters.

Small group interventions also support children with SEND

Specialist expertise is also sought when a child's needs present themselves as above and beyond that of a mainstream classroom teacher's training. Regular contact takes place between the SENCO and external professionals, and the SENDCO actively seeks out support and training to continue her professional development and knowledge.

Contacts for more information

Head of Academy : Mr David Longley

Chair of Academy Advisory Board : Mrs Helen Harrison

Inclusion Manager/ SENCo: Miss Judith Ingram

Link to local offer: www.doncaster.gov.uk/services/schools/local-offer-send