



The Crossley Heath School

The following details Crossley Heath School's Individual Local Offer (SEN Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer found set out in Calderdale's Local Offer www.calderdale.gov.uk/localoffer which details the provision available in all Calderdale schools and academies.

Special & Additional Educational Needs (Local School Offer)

This offer aims to give parents and students useful information about the provision and support they can expect the school to provide in meeting any additional or special educational needs. If you have any questions and would like further information about the school's offer then please contact the Special Educational Needs Coordinator (SENCo).

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Tel : 01422 360272

The School's Inclusive Philosophy

At Crossley Heath School we are committed to supporting all students, including those with additional needs, to achieve their potential and to realise their dreams and aspirations. The foundations of this philosophy are three fold;

- To support and facilitate the best academic and social outcomes for our students so that they are independently prepared for the next steps on leaving the school.
- To ensure that students and parents are actively involved in decision making about the support and provision they receive.
- To provide high quality and inclusive teaching, developing expertise as required in order to meet the needs of individuals.

How do we make sure that all children reach their potential?

- Access to a broad and balanced curriculum in which quality first teaching is a priority.
- Curricula and lessons that are appropriately differentiated for individual students to promote stretch and challenge and provide support as necessary.
- School rewards system and achievement celebration events that recognise achievement in academic and extra-curricular activity.
- Rigorous pupil tracking systems ensuring that the progress of all students is monitored closely allowing for appropriate intervention.
- Quality feedback given to all students at least three times each term allowing for effective individual target setting.
- Student progress data published once per term prompting discussions around progress and provision.
- Parent/Student consultations held once a year
- Quality pastoral care, guidance and support from our dedicated team of tutors, Pastoral Managers and Progress Leaders.
- Careful consideration given to allocating tutors for students with SEN.
- Regular meetings with parents and students on the SEN register. These take place at least once a term and in some cases more regularly and are at the heart of our provision planning.
- Highly rated support for students and parents from the SEN Team.
- Effective communication and relationships with other local authority agencies who help support more complex individual needs.
- An extensive range of extra-curricular activities that help to build self-esteem, confidence, cooperation, team working and leaderships skills.
- Strong programme of careers advice and experiences in all key stages.

How do we help students with physical needs?

- Disabled access to all appropriate school buildings in line with the Equality Act (2010).
- Lifts installed in all buildings to allow access to upper floors.
- Disabled toilets in all buildings.
- Disabled changing and shower facilities in new sports hall.
- Alternative/adapted chairs and tables available.

- Designated staff members to support students with mobility needs if required.
- Most appropriate allocation of form room and other teaching rooms dependent on level of need.
- A range of ICT equipment including appropriate software to assist in access to the curriculum.
- Access to additional equipment that can support the skills necessary for learning such as writing slopes and pen grips.
- Effective links with external professionals leading on medical support and interventions.
- Careful and collaborative consideration for individual Personal Emergency Evacuation Plan's (PEEP) led by experienced staff.
- Staff trained in the use of Evac Chairs.

How do we help a student with speech and language needs?

- The SEN Team, pastoral staff and teachers work consistently to support students with speech and language needs to ensure that appropriate strategies are implemented with due consideration, care and support.
- Students with impediments such as stammers are given ownership of the kind of support they receive in classrooms helping to develop their confidence within the learning environment.
- The SEN Team work closely with outside specialists, such as Speech and Language therapists, to maximise the effectiveness of the support provided for students.
- Any appropriate programmes designed to address a speech and language need can be implemented through an adapted curriculum whilst staff expertise is developed through targeted training sessions.

How do we help a student with sensory impairment?

- The student and parent/s are actively involved in key decisions about provision in order to create a learning environment that maximises both confidence and learning. This can involve discussions about seating arrangements and other classroom adaptations.
- Close liaison with the local authority Visual and Hearing Impairment Teams that allows for targeted student and teacher support when appropriate.

- Adapted curriculum resources and differentiated learning activities depending on need.

How do we help a child with social, emotional and mental health needs?

- Successful nurture group activity clubs led by experienced professionals.
- Provision of a quiet area for students who may require it.
- Staff receive training in order to be autism aware and are supported through Individual Learning Profiles (ILPs) to plan appropriate strategies to support autistic students in lessons and around school.
- Close collaboration with parents to ensure that the most appropriate support is in place.
- Close and effective links with the local authority ASD Team ensuring that students receive timely additional specialist support and intervention.
- For some students on the SEN register a key worker may be allocated who can coordinate student support along with the Special Educational Needs Coordinator (SENCO).
- The implementation of 'Social Stories/Games' activity sessions for students who require social skill development.
- Targeted pastoral support.
- A school based Wellbeing Coordinator available to support students with more complex emotional and mental health needs.
- Strong and effective links with the Calderdale SEND Team and the Children and Adolescent Mental Health Service (CAMHS).
- Coordinated programme of Personal, Social, Health and Community Education (PSHCE) for all students.

How do we help a student who needs support with literacy?

- Early identification of literacy needs through Y6 to 7 transition information and further literacy assessment processes.
- Student Individual Learning Profile that details effective teaching and learning strategies for identified students.
- Targeted small group and 1:1 literacy support sessions.

- A trained member of staff who conducts internal dyslexia screening and collaborates with parents and students to develop appropriate support strategies.
- Experienced exams officer responsible for ensuring that additional exam access arrangements are in place for students who need them.
- Teaching staff required to use appropriate strategies to support students with literacy needs and dyslexia.
- Literacy support resources available to students, parents and teachers.
- Adapted curriculum for those students who require more intensive literacy support.
- Handwriting Support Group.
- Access to relevant ICT based programmes.

How do we support a student who has medical needs?

- Individual Health Care Plan (HCP), created by experienced staff, that is developed through full collaboration with parents, student and appropriate medical health professionals.
- Designated Healthcare Assistant & Student Support Worker
- Team of 20+ accredited first aiders (renewed each year)

How do we support a child with complex and multiple needs?

- Extensive transition programme on entry to the school.
- Close and regular communication with appropriate external agencies and implementation of relevant support processes such as EHCP reviews and Early Intervention meetings.
- Adaptations to the curriculum, where appropriate, in order to support the student to achieve their dreams and aspirations.
- Close links with alternative educational settings and the local authority to help secure the most appropriate provision for the student.

Which specialist services do we access beyond the school?

We have current regular contact with the following services who give us support, advice and appropriate training;

- Specialist Inclusion Service including ASD Team, Visual Impairment Team and Hearing Impairment Team.
- Educational Psychologists.
- Occupational Therapy.
- Physiotherapy.
- CAMHS.
- School Nursing Service.
- Education Welfare Service.
- Local Authority SEN Team

How will we include children in activities outside the classroom?

- A large range of extra-curricular clubs and activities (academic, physical & creative) on offer to cater for the diverse interests of our students.
- Clubs fair held in September to raise awareness of extra-curricular opportunities on offer.
- A pastoral system that recognises the value of extra-curricular experiences in developing well prepared and rounded individuals. Tutors, Achievement Leaders and SEN Team actively promote such activities and encourage participation.
- Additional staff deployed to provide support on school excursions and residential trips where necessary.
- Parents and carers consulted in advance of school trips for guidance and advice.
- New school mini-bus with wheelchair access if required.
- Established and successful 'nurture group' activities for students who have special interests or prefer quieter alternative extra-curricular opportunities.
- A Learning Resource Centre (LRC) equipped with extensive facilities and experienced staff who can offer advice on additional opportunities outside of the classroom.

How do we support a student through key transitions?

Year 6 to 7:

- Established Y6-7 transition process including primary school visits, a transition evening and subsequent transition day.
- Student focused primary school/Crossley Heath School staff transition meetings where appropriate.
- Further transition visits and meetings for students who may require additional support to adjust to the new setting.
- SEN Team support for student and parents/carers who require additional provision during transition.
- Effective exchange of information between schools that allows for clarity of provision at the start of the new school year. This information is presented to staff in an Individual Learning Profile (ILP) and helps teachers to meet the needs of the student.
- Close working with any supporting services for individual students during transition period.
- The SENCO collaborates with parents, students and the school's senior leadership team (SLT) in allocating additional adult/s for learning support.

Y8 to 9

- Appropriate support and guidance offered for students opting for their GCSE choices.
- Careful consideration of specific individual SEN needs and appropriate curriculum adaptations where required.

Y11 to 12

- Help and support provided for SEN students in making the transition from GCSE to A'Level study.

Y13 and beyond

- Specific support given to SEN students applying for university courses, apprenticeships or the workplace. This can include targeted support for

UCAS applications, interview preparation and assistance in applying for and securing additional support through higher education.

- Liaison with university SEN Teams regarding access requirements.

How do we meet a student's personal care needs?

- Students are given as much responsibility for personal care as possible with staff interventions coming only when necessary.
- Intimate and Personal Care plans are developed through sensitive collaboration with relevant professionals and the student is at the heart of key decisions around support.
- Disabled toilet facilities are available in all of the school buildings.
- Appropriate staff training delivered to ensure that all personal care needs are met in a way that maintains student safety and dignity.

How do we develop social skills throughout the day, including break and lunchtimes?

- A variety of activities available during lunchtimes help develop social awareness and skills.
- Student led clubs that promote cooperation and shared social learning experiences.
- Pastoral staff including tutors, Progress Leaders and SEN Team who actively promote the importance of positive socialisation.
- A student conduct charter 'RESPECT', that reinforces positive social behaviours and respect for each other.
- Regular opportunities for building leadership and team skills.
- Lunch and break time duty staff who uphold high expectations for student socialisation.
- Individual and small group interventions that target social skill development when appropriate.
- Raising awareness of positive socialisation for all through year group and key stage assemblies.
- Peer Mentor/Buddying support.

How do we allocate resources?

- Resources can be mechanical such as lap-top computers, Dictaphones and literacy support materials or human including additional adult classroom support or 1:1 and small group interventions.
- Resources are allocated depending on individual or specific group need. These needs are identified using educational and medical evidence, cognitive testing programmes along with current progress information. Student, parent and teacher recommendations are also an important part of allocating resources.
- The allocation of additional resources will be evaluated at least termly to determine the impact on securing positive outcomes. This evaluation can inform the next steps for provision planning including the allocation of future resources.

How do we ensure that all staff are well trained in meeting individual needs?

- A clear whole school focus (actioned through the School Improvement Plan) is placed on increasing awareness of, and expertise in, meeting individual needs including special educational needs.
- Well planned programme of CPD allowing staff access to the expertise of external agencies support from the SENCo.
- The school carries out a rigorous programme of department reviews through which the effectiveness of the provision for students with additional needs and SEN is monitored.

How do we raise awareness of special educational needs for parents and the wider community?

- We have a commitment to working with parents in order to bring about the best outcomes for their children and this involves sharing knowledge about that child to strengthen awareness and expertise around them.
- Parents, students and the wider community have access to useful contact details for a wide range of external agencies and professionals via our school offer web pages.

- The school holds awareness events at appropriate times throughout the year aimed at strengthening our inclusive ethos and developing knowledge about special educational needs.

Contact Details

School Name	The Crossley Heath School
Headteacher	Mrs Lynnette Cassidy
SENCo	Mr Chris Davis
Link Governor for SEN	Mrs Yasmin Ahmed
Contact Details : Address	Savile Park Halifax HX3 0HG
Email (SENCo)	c.davis@crossleyheath.org.uk
Telephone	01422 360272
Age Range	11-18
Funding	State Funded Academy

Contact details of support services for parents of pupils with SEN

The SEND (Special Educational Needs and Disabilities) Information, Advice and Support Service - **SENDIASS** (formerly Parent Partnership Service) provides legally based, impartial, confidential and accessible information, advice and support for parents of children and young people with Special Educational Needs or Disabilities about education, health and social care.

Website: <http://www.calderdalesendiass.org.uk/>

Contact details: Tel: 01422 266141 Joanne.grenfell@calderdale.gov.uk

Unique Ways

We are a parent-carer led organisation supporting disabled children and their families, helping them to lead ordinary lives. Our goal is to make sure that the voices of parent carers and their families are heard.

We provide a broad range of services for parent carers, from training courses and Independent Supporters to social events, focus groups and discounts on family days out! We don't restrict our services based on whether your child has a diagnosis or not, and instead work with anyone who feels they need our help.

<http://www.uniqueways.org.uk/>

01422 343 090

Independent Support - both the above organisations have also been commissioned by the Department of Education to deliver Independent Support in Calderdale. These will provide advice and support for parents of children with SEN, and young people with SEN, through the statutory assessment and Education, Health and Care Plan (EHCP) processes. Independent Supporters will help to build resilience in families by offering a range of time-limited support such as liaison across different agencies and advice on personal budgets. The level and nature of that support will be tailored to the particular needs of individual families.

Calderdale National Autistic Society

The Calderdale Branch of the National Autistic Society provides support and information to families and individuals who are affected by autism, are on the waiting list to receive a diagnosis and families and carers who support a person on the autistic spectrum. The dedication of the volunteers enabled them to win the NAS Branch of the Year Award in the 2017 NAS Staff and Volunteer Awards.

07798 617448

ASD Parent Focus Group

We also work collaboratively with parents of children and young people at school who may be on the autistic spectrum. This group meets once per term with the SENCo to discuss important issues relating to the provision of students with autism. It's also a chance for parents to support each other and share experiences.

For full details of the entire support provided for parents please follow the link to Calderdale's Local Offer:

www.calderdale.gov.uk/localoffer