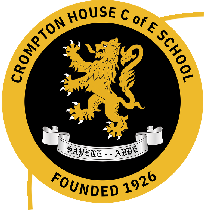
SEND Information Report 2025

**Contents:**

1. What types of SEND does the school provide support for?
2. How does Crompton House School support children with SEND?
3. How does school include parents?
4. How do we identify those with Special Educational Need or a Disability (SEND)?
5. How do we prepare and support children during transition to and from school?
6. How is the curriculum matched to the child’s needs?
7. How do we know if a child is progressing and developing?
8. How are children with Social, Emotional and Mental Health difficulties supported?
9. Which Specialist services and expertise are available at or accessed by the school?
10. Which Specialist services and expertise are available at or accessed by the school?
11. How children will be included in activities outside the classroom including school trip?
12. How are decisions made about what type and how much support a child will receive?
13. How are resources allocated and matched to children with SEND?
14. How do we train staff to support pupils with SEND?
15. What training have staff had on supporting students with SEND?
16. Who do I contact for advice in school?
17. How accessible is the school site?
18. What is the Admission Policy for students with a disability?
19. How are resources allocated to and amongst Pupils with SEND?
20. What support is in place for looked-after and previously looked-after children with SEND?
21. What should I do if I have a complaint about my child’s SEN Support?
22. What support is available for me and my family? 23. Glossary

# Our commitment



Through loving God, caring for each other and achieving excellence, we aim to provide a fully inclusive education for all students regardless of gender, disability, culture or economic status,

# What types of SEND does the school provide support for?

**Area of Need**

**Communication and interaction**

**Cognition and Learning**

**Social, emotional and Mental Health**

**Sensory and/or Physical**

**Condition**

Autism spectrum disorder (ASD) Speech and language difficulties

Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia

Moderate learning difficulties Severe learning difficulties

Attention deficit hyperactivity disorder (ADHD) Attention deficit disorder (ADD)

Hearing impairments Visual impairments

Multi-Sensory impairments

Physical impairments

1. **How does Crompton House School support children with SEND?**

Crompton House School offers a range of support networks for pupils with SEND. Our Heads of Year and Assistant Heads of Year respond to any pastoral issues that may arise.

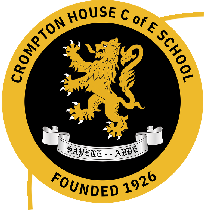
 The Department employs Teaching Assistants who are trained to meet the individual needs of the students, under the guidance and procedures outlined in the Special Educational Needs and Disability Code of Practice: 0-25 years, 2014.

 We employ a fully qualified nurse (Matron), to look after the health needs of pupils and staff. In addition, six members of staff are fully qualified First Aiders, and many others are qualified to deal with most emergencies.

 There is a Pupil Hub, where pupils with SEND are welcomed during unstructured times. They are encouraged to participate in extra curricular activities or alternatively just meet with their friends. Teaching Assistants are on hand to facilitate social support.

Matron maintains Health Care Plans for medical purposes, which are regularly up-dated. It is the responsibility of the parent/carer to ensure that inhalers and any required medication is brought into school and is in date. We also require that the relevant information on dosage, application or administration is clearly identified.

SEND students are included in the Review of EHCP’s and SEN Support Plans where they present their views on their education and provision offered by the school.



The Inclusion Team run an extensive range of interventions each morning before school and after school on Monday, for our students with SEND, including the following:

* Social skills and Emotional Literacy workshops
* Speech and Language support
* Lexia
* Reading and Phonics
* Developmental Football
* Barrier Breakers

Over the past 3 years, as part of the Autism in Schools Project, we have worked closely with the Educational Psychologist team, QEST and POINT to deliver training to both teaching staff and parents and hosted termly coffee mornings with parents to help review and evaluate our SEND provision.

# How does school include parents?

We actively encourage and welcome parents to be a part of their child’s education. The parent’s/carer’s voice can be heard through the Review process, both for pupils with Education, Health and Care Plans (EHCP) and students who have SEN Support Plans

At Crompton House School, we encourage parents/carers to become involved by attending Parents’ Evenings and events, which celebrate the success of your child and to support us in every aspect of your child’s education. Parents are invited to attend review meetings to discuss their child’s progress on a regular basis. We hold regular Parents’ Evenings where you can discuss your child with individual teachers. Parents/carers are given information.

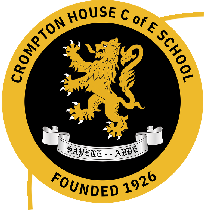
about pathways, revision techniques and how to support their child with their learning at home.

In addition, the Inclusion Department holds individual reviews for certain pupils where the need is deemed to be greater. We also hold reviews of our pupils who have an Educational and Health Care Plan or an SEN Support Plan.

We work closely with the Team at POINT and hold joint parent forum coffee mornings for parents of students who have Social Communication Difficulties.

At Crompton House school we actively encourage parental involvement. Please do not hesitate to contact us if you would like to visit the school and speak to a member of staff. Please contact your child’s Head of Year or the SENCO in the first instance.

# How do we identify those with Special Educational Need or a Disability (SEND)?



The Inclusion team works closely with:

 Pupils and their parents/carers  Feeder schools

 Staff who are in regular contact with the pupil

 Specialist professionals to identify specific need  Assessment data

In line with the Code of Practice 0 – 25 (2014) a person-centred approach is adopted.

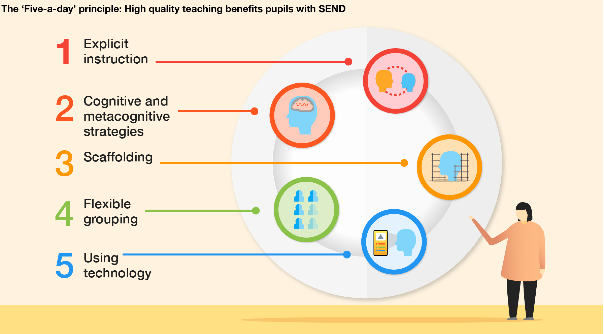
There is regular assessment of all pupils, and a child is only identified as SEND if adequate progresshas not been made after all the relevant interventions/adjustments and high-quality personalisedteaching has been put into place.

We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

 Is significantly slower than that of their peers starting from the same baseline  Fails to match or better the child’s previous rate of progress

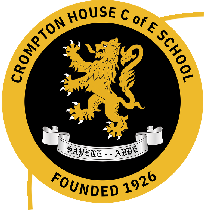
 Fails to close the attainment gap between the child and their peers  Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slower progress and low attainment will not automatically mean a pupil is recorded as having SEND. High Quality Teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. Lessons are also designed and planned to follow the SEND 5 a Day principle, set out by the Education Endowment Foundation:



Each student who has a diagnosis of SEND has a personalized information sheet, which outlines teaching strategies and comments on behaviour for learning which will allow the student to access the universal offer within the classroom environment.

The quality of teaching should be regularly reviewed and should include improving teachers’ and staffs’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.



The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil’s needs. This will draw on:

 The teacher’s assessment and experience of the pupil  Their previous progress and attainment and behaviour  Other teachers’ assessments, where relevant

 The individual’s development in comparison to their peers and national data  The views and experience of parents

 The pupil’s own views

 Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil’s progress.

# How do we prepare and support children during transition to and from school?

We have close liaison with the primary schools where relevant information is shared about each child’s individual needs. There are 2 official transition days when all pupils visit the school alongside a transition evening when pupils and their parents visit the school, and the pupils meet their form tutors. Pupils with SEND are encouraged to visit the school as often as necessary prior to transition.

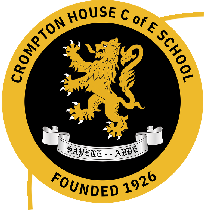
We actively encourage visits from prospective parents and their children. If your child has a special educational need, you should contact the SENCO, Mrs K. Heywood and Level 4 TA Miss Star to make an appointment to visit our school.

For pupils moving onto Key Stage 4 & 5, preparation is embedded into the process of the EHCP reviews. For pupils moving onto college or another training provider, a Career Guidance Interview (CGI) takes place with the Careers Advisor and all relevant information contained within the EHC Plan and CGI is forwarded to the next training provider.

We actively encourage visits from prospective parents and their children to speak to relevant staff. If your child has a special educational need and you are considering Crompton House School for his/her education, you should contact the Inclusion Team and make an appointment to visit the school. If you are unsure of your child’s need, please contact the school’s General Office and they will help you contact the relevant person to help you.

You can contact the Inclusion Team directly on 01706 847451 ext. 266 or alternatively you can email directly at [k.heywood@cromptonhouse.org](mailto:k.heywood@cromptonhouse.org)

# How is the curriculum matched to the child’s needs?



All staff at Crompton House School are aware of the need for all pupils to have access to a broad,balanced and differentiated curriculum. Departments provide resources to meet the needs of all thepupils they teach. They use differentiated materials and different teaching and learning styles. These materials and teaching styles are planned in response to the individual pupil information sheets.

Learning is planned by individual teachers with support from the Inclusion Department where necessary. Homework is provided regularly for all our pupils and advice on how parents can assist is readily available from the school. Where specific learning difficulties occur, parents will be consulted individually.

By providing targeted interventions, we aim to enable all our pupils to access a broad and balanced curriculum so that they can achieve their full potential academically and socially.

We regularly review the needs of, and the provision for, individual pupils. This will involve gathering information from the professionals involved with the child, teachers, support staff and outside agencies. Parents/carers are kept informed of developments and consulted about their views of our provision. Our first response to parental/carer concern will be high quality teaching targeted at areas of weakness. Also, it is critical that the pupils and their parents/carers are actively involved, so when the school has concerns about a child the parents are always informed in the first instance. We value the knowledge, parents/carers have about their children and their perception of their needs.

At Key Stage 4, there are three different pathways, which are linked to a pupil’s individual ability. Pathway guidance interviews are offered to pupils and their parents to ensure that Pathway choices are matched to the child’s needs.

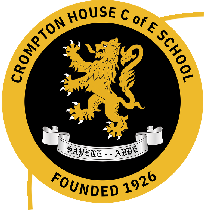
# How do we know if a child is progressing and developing?

We regularly assess all our pupils to ensure that they make expected progress throughout the year. This is in the form of regular teacher assessment, which is collated and analysed by the SENCO and other relevant key staff.

We hold regular Parents’ Evenings where you can discuss your child with individual teachers. The SENCO is also present at Parents Evenings for ‘Drop In’ appointments, should parents have any questions or concerns. In addition, the Inclusion Department hold individual reviews for certain pupils where the need is deemed to be greater. We also hold reviews of our pupils who have a statement of SEND/EHC Plan.

At Crompton House School, we actively encourage parental involvement. Please do not hesitate to contact us if you would like to visit the school and speak to a member of staff. Please contact your child’s Head of Year or the SENCO in the first instance.

The regular collection of data is analysed in line with National Standards. Should a learning need be identified, parents/carers will be informed and strategies to support the student will be introduced. In the first instance, this may involve supporting through high quality teaching within individual lessons, ensuring that the learning style of the child is recognised. Further strategies employed can be:



 Mentoring

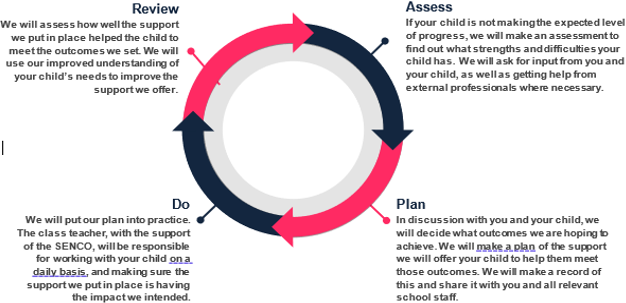
 Small group support  In class support

 Involvement of outside agencies

We will follow the ‘graduated approach’ to meeting your child’s SEN needs. The graduated approach is a 4- part cycle of assess, plan, do, review.

We will track your child’s progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.



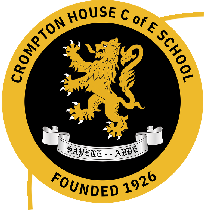
# How are children with Social, Emotional and Mental Health difficulties supported?

Our school ethos is to nurture all pupils and we recognise that pupils with SEND may experience a range of social and emotional issues.

The class teacher has overall responsibility for the pupils in their class; sometimes a pupil with special needs may need extra support and a key person or mentor maybe chosen to fulfil this role.

In addition, we offer the following support to students who may be struggling with their social, emotional and mental health:

 We have an Emotional and Wellbeing Champion within school.



 The views of the child and family will be sought in providing any intervention or support.

 Where a child needs specific emotional support, we can also offer meet and greet, buddy systems and other personalised support.

 We seek advice from other agencies such as CAMHS, educational psychologists and Oldham Health Services.

 We have two school counsellors in school for any targeted intervention needed for low to middle level emotional and social development needs. They each work with students over three days a week. We also work closely with the Mental Health Support Team for students who require more targeted support and have a dedicated Mental Health Support Team worker in school one day a week.

 Our Mental Health Support Team worker attends Parents Evenings to offer support or answer any queries parents and students may have.

 All Pastoral staff in school are fully trained in mental health First Aid to help aid any students emotional and social development.

 The school operate a peer mentor system for any students.

We have a ‘zero tolerance’ approach to bullying. The school promotes the delivery of anti-bullying awareness, such as raising the awareness of the values of the individual, equality for everyone, prejudice and discrimination in the curriculum via Form time activities, PSHE & RS lessons.

***Our bullying policy can be found at the link below*** [***AntiBully ing-Policy.pdf***](https://www.cromptonhouse.org/wp-content/uploads/AntiBullying-Policy.pdf)

# Which Specialist services and expertise are available at or accessed by the school?

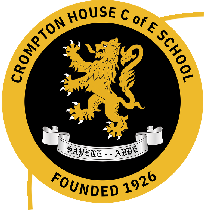
The SENCO has the NASECO qualification. The Assistant SENCO is an associated member of the British Dyslexia Association (AMBDA) and has a Diploma in teaching Pupils with Specific Learning Difficulties (DipSpLD). Both the SENCO and the Assistant SENCO have the CCET qualification – the Certificate in Competence in Educational Testing qualification. All members of the SEN team take part in regular training and development activities to ensure that their knowledge is current, and that good practice is shared. We also have staff who are trained in the primary phase and work with students who have SEND.

We access a range of support services dependent on the needs of our students. These include:

* + The Educational Psychology Service
  + Speech & Language Service
  + CAMHS
  + Quality and Effectiveness Support Team (QEST)
  + Physical Impairment Team
  + Visual Impairment Team
  + Hearing Impairment Team
  + Physiotherapy Services
  + Occupational Health Services

Contact details of Specialist Support Services, including arrangements made in accordance with Clause 32 are available on the Oldham Local Authority website.

# How children will be included in activities outside the classroom including school trip?



Parents/carers often want to know if their child will be able to access all the activities at school. This will depend on the nature of the disability. Every effort is made to include all pupils but, where there may be health and safety concerns, alternative arrangements are made. A range of strategies will be employed to help children be included; these may include:

 1:1 adult support

 Alternative transport arrangements

 Use of specialist equipment e.g. wheelchairs

Parents/carers are always kept fully informed of school trips. Specific areas of risk are always brought to the attention of parents/carers in letters home with accompanying consent forms for signature. Medical and emergency contact details are always requested. In cases of severe need, parents/carers will always be consulted in person.

# How are decisions made about what type and how much support a child will receive?

Decisions are reached in consultation with a range of people and services, which includes the parents/carers. The decision is a consensus of all interested parties and is made with the best interests of the pupil, who is at the centre of the process. Parents/carers are asked to provide their views throughout the process. A rigorous assessment process and analysis of data as well as the views of the young person involved will be used to judge whether the support has had an impact.

# How are resources allocated and matched to children with SEND?

Crompton House School allocates funding, in line with Government guidelines, to individual SEND students to provide for their individual needs, liaising with staff, pupils, and parents/carers to make sure that our resources are matched to each individual child. At Crompton House School, there is careful identification of need, and all levels of provision are carefully monitored. High quality teaching is a priority in our school and is available to all pupils, whilst others may be supported in smaller groups or individually.

# How do we train staff to support pupils with SEND?

Training for SEND at Crompton House School is on-going to ensure that all staff are proficient and fully up to date with recent legislative practices. Training is undertaken in accordance with need within the school setting. All teachers have recently undertaken the Outstanding Teacher Programme and all Teaching Assistants are currently undertaking the Outstanding Teaching Assistant Programme.

# What training have staff had on supporting students with SEND?

**Staff**

Teaching Assistants (TA’s) Teachers and TA’s

TA’s

TA’s

Pastoral Team TA’s

Teachers and TA’s Key Staff Teachers

TA’s TA’s

Teachers Teachers and TA’s TA’s

Teachers and TA’s

TA’s

Teachers and TA’s

**Overview of Training**

19th October 2023 - What is Early Help and how to support families (from the Early Help Team)

13th November - Autism Awareness

29th November – Speech and Language Comic Strip Conversations and Emotional Regulation

13th Dec - Adverse Childhood Experiences

15th Jan -Behavioural support for Autistic Students

24th Jan - Trauma Informed training: Behaviour through a Trauma Lens 29th Jan - Autism Awareness: Sensory Difficulties.

15th Feb EBSA Training

5th March Effective Use of TA’s

24th April Health and Safety in Cookery lessons (run by the Food Team) 29th May The Development of the Trauma Brain

19th June – Supporting students with ADHD 23rd Sept –SEND Market Place

20th November – Making Sense of Autism by QEST

25th Nov SEND training Making sense of Autism

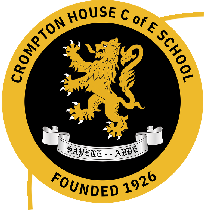
Effective use of Teaching Assistants

Supporting students with Dyslexia and Literacy Needs

Empowering Teachers and TA’s to effectively manage behaviour in the classroom

12th Dec – Fostering Independent Learning Supporting students with ADHD

Empowering Teachers and TA’s to work effectively together.



1. **Who do I contact for advice in school?**

We encourage parents/carers to contact the school should they have any concerns about their child’s progress or learning in school. Who to contact will depend entirely on the nature of your concern. Our staff will listen to your concerns and take appropriate action. You may consider contacting the following staff:

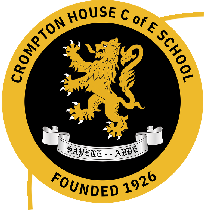
 If it is a learning need, you may wish to contact the SENCO  If the concern is more of a pastoral matter

 Form Tutor

 Head of Year

Assistant Head of Year

# What support is in place for looked-after and previously looked-after children with SEN?



Mr Danyel Dunkley is the designated teacher for looked-after children and previously looked-after children and is supported by the schools Pupil Premium Co-ordinator Ms Leitch Ainsworth.

Mr Dunkley will work with Mrs Heywood, our School’s SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil’s circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

# What should I do if I have a complaint about my child’s SEN support?

We aim to ensure that any possible problems or concerns regarding a pupil’s Special EducationalNeeds are always dealt with efficiently and satisfactorily in co-operation with parents. To this end,problems of a general nature should in the first instance be referred to the Special Educational NeedsCo-ordinator.

More complex or difficult problems should be addressed to the Head Teacher, or, if deemed appropriateto the Chairman of the Governors for reference to the appropriate (Sub) Committee of the GoverningBody.

Please refer to the school’s complaint policy: [Trust-Complaints-Policy.pdf](https://www.cromptonhouse.org/wp-content/uploads/Trust-Complaints-Policy.pdf)

# What support is available for me and my family?

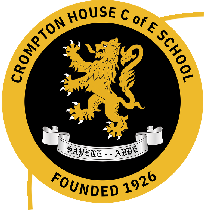
If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Oldham Council’s Local Offer. Oldham Council publishes information about the local offer on their website:

[Children and young people with SEND (Local Offer) | Oldham Council](https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: [Oldham SEND Local Offer – POINT](https://point-send.co.uk/oldham-send-local-offer/)

# National charities that offer information and support to families of children with SEN are:



 [IPSEA](https://www.ipsea.org.uk/)

 [SEND family support](https://sendfs.co.uk/)  [NSPCC](https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/)

 [Family Action](https://www.family-action.org.uk/what-we-do/children-families/send/)

 [Special Needs Jungle](https://www.specialneedsjungle.com/)

# Glossary

 **Access arrangements –** special arrangements to allow pupils with SEN to access assessments or exams

 **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan

 **Area of need –** the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

 **CAMHS –** child and adolescent mental health services

 **Differentiation –** when teachers adapt how they teach in response to a pupil’s needs

 **EHC needs assessment –** the needs assessment is the first step on the way to securing an EHC plan.

The local authority will do an assessment to decide whether a child needs an EHC plan

 **EHC plan –** an education, health and care (EHC) plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs

 **First-tier tribunal / SEND tribunal –** a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

 **Graduated approach –** an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

 **Intervention –** a short-term, targeted approach to teaching a pupil with a specific outcome in mind

 **Local offer –** information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

 **Outcome –** target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

 Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability

 **SENCO –** the special educational needs co-ordinator

 **SEN –** special educational needs

 **SEND –** special educational needs and disabilities

 **SEND Code of Practice –** the statutory guidance that schools must follow to support children with SEND

 **SEN information report –** a report that schools must publish on their website, that explains how the school supports pupils with SEN

 **SEN support –** special educational provision that meets the needs of pupils with SEN

**Transition –** when a pupil moves between years, phases, schools or institutions or life stages