



The Crossley Heath School

Special Educational Needs & Disabilities Information Report 2026

Last Reviewed by	C Davis	August 2026
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This SEND Information Report should be read alongside the school SEND Policy, Accessibility Plan, Medical Needs Policy and relevant Local Authority Local Offers.

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Special & Additional Educational Needs Information Report

This information report aims to give parents/carers 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 & Disabilities Coordinator (SENCo).

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Tel : 01422 360272

SEND Vision and Inclusion Statement

The Crossley Heath School is committed to providing an inclusive, aspirational and nurturing learning environment in which every student is valued as an individual and supported to achieve their full potential. We believe every student belongs and has the right to flourish academically, socially and emotionally regardless of need. We recognise neurodiversity and individual strengths as valuable contributions to our community. Through high-quality adaptive teaching, reasonable adjustments, effective support systems and strong partnerships with families, we aim to prepare all young people successfully for adulthood.

School SEND Profile 2026-27

SEND Support: 52 students (4.3%). EHCPs: 12 students (0.9%). Total SEND: 64 students (5.2%). The school additionally supports a wider group of learners through Ordinarily Available Provision, pastoral support, adaptive teaching and examination access arrangements.

SEND Profile Table

Category	Number	%
SEND Support	52	4.3%
EHCP	12	0.9%
Total SEND	64	5.2%
Autism	44	3.5%
ADHD	12	0.9%
Physical/Sensory	5	0.4%
Other	3	0.2%

What support is available before SEND identification?

All students have access to Ordinarily Available Provision including adaptive teaching, scaffolding, retrieval practice, chunked instructions, assistive technology, executive functioning support, pastoral support and reasonable adjustments. SEND identification occurs where provision additional to or different from ordinarily available provision is required.

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

- High-quality adaptive teaching is the foundation of provision. Teachers are responsible and accountable for the progress and development of every learner and adapt delivery, resources, questioning, modelling and classroom environments to enable access to an ambitious curriculum.
- Access to a broad and balanced curriculum in which quality first teaching is a priority.
- 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 Leaders 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.

What types of SEND does our school provide for?

As outlined in the SEND code of practice (2015), we make reasonable adjustments to support students across the four areas of need. Students are admitted to the school through the Halifax Grammar Schools test, or having met the entry requirements to study in our 6th Form. To learn more about the access arrangements available for the 11+ entry exam for students with SEND and those with additional needs – please use the link to our admissions information [The Crossley Heath School - Admissions](#). For entry requirements to our 6th Form please use the link here [The Crossley Heath School - Admission Requirements](#)

The table below outlines the types of SEND or additional need that we most commonly support here at The Crossley Heath School.

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Which staff will support my child, and what training have they had?

Our SENDCo is Chris Davis – c.davis@crossleyheath.org.uk

Chris has twelve years of experience in the role of SENDCo and achieved the National Award in Special Educational Needs Coordination in 2014. He is also a member of the school's Senior Leadership Team. He is an Associate Assistant Head Teacher and the Senior Mental Health Lead for students across the school.

The Assistant SENCo and Exam Access Arrangements Officer is Emma Haigh – e.haigh@crossleyheath.org.uk

Emma has areas of specialism in Children's Mental Health, SEND, ASC, ADHD, Exam Anxiety & Exam Access Arrangements.

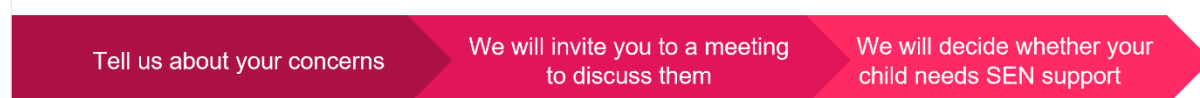
We have five Learning Support Assistants who are assigned to support the needs of our SEND students. They offer a blend of in class and out of class support for identified students and focus on building individual confidence, independence and good progress outcomes for the students they support.

More information about the SEND Team can be accessed using the link here [The Crossley Heath School - SEND](#)

In addition to the school SEND team we also work with local community agencies and providers who can play an important part in the support of our SEND students. Examples of the external agency partners we work with regularly are;

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

What should parents/carers do if they think their child has SEND?



If you feel that your child might have a special educational need or disability you should contact the school SENDCo (c.davis@crossleyheath.org.uk) or Assistant SENDCo (e.haigh@crossleyheath.org.uk).

We will contact you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

As part of this graduated response, we would consider your child's progress data over time, request subject teacher information and request further specialist assessments, where deemed necessary and agreed.

This process may result in a formal diagnosis of a special educational need being made for your child. Your child would then have an individual learning plan (ILP) put in place for teachers and support staff to plan for effective provision that best meets the needs of your child.

How do we support 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 made available as need arises.
- 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 or sensory 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.

For further details, please refer to our Accessibility Plan available on the school website: The Crossley Heath School – Accessibility Plan.

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

- The SEND 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 SEND Team work closely with outside specialists, such as Speech and Language Therapists (SALT), to maximise the effectiveness of the support provided for students. This provision may include 1:1 specialist intervention
- 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 support a student with a 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.
- Assistive technologies are made available where they are recommended in helping to meet student needs.
- Adapted curriculum resources and learning activities depending on need.

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

- Successful nurture group activity clubs led by experienced professionals
- Provision of a quiet/safe space for students who may require it
- Staff receive training in order to be neurodiversity 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 SEND register a key worker may be allocated who can coordinate student support along with the Special Educational Needs Coordinator (SENDCo)
- The implementation of 'Social Stories/Games' activity sessions for students who require social skill development
- Targeted pastoral support
- Wave 2 emotional wellbeing provision from trained Pastoral Leaders
- Strong and effective links with the Calderdale & Kirklees SEND Teams and the Open Minds Service (formally CAMHS)

- Noah's Ark counselling service offering wave 3 specialist mental health interventions
- Coordinated programme of Personal Development (PSHCE) for all students

How do we support neurodivergent students?

The school adopts a strengths-based approach to supporting neurodivergent learners including autism, ADHD, dyslexia, dyspraxia, dyscalculia, DLD and other neurodevelopmental differences. Support may include adaptive teaching, environmental adjustments, examination access arrangements, assistive technology, wellbeing support and executive functioning support.

Examples of support may include:

- Adaptive teaching strategies
- Assistive technology
- Examination access arrangements where appropriate
- Environmental adjustments
- Emotional wellbeing support
- Support with organisation, executive functioning and independence skills
- Structured transition arrangements
- Bespoke preparation for adulthood planning

The views, wishes and feelings of neurodivergent students are central to our decision-making. We work closely with parents/carers and external professionals to ensure support is person-centred, evidence-informed and focused on enabling students to thrive both academically and socially.

Our aim is to create a community where neurodiversity is understood, respected and celebrated, and where all students feel a genuine sense of belonging, safety and success.

How do we support 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 (ILP) that details effective teaching and learning strategies for identified students
- Targeted small group and 1:1 literacy support sessions
- External assessor delivering literacy screening assessments
- Experienced Exam Access Arrangements Officer and SEND Manager 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
- Access to relevant ICT based programmes

How do we support a student who has medical needs?

- Students with medical needs are supported through Individual Healthcare Plans developed with families and health professionals. Where appropriate, Intimate Care Plans are implemented to promote dignity, privacy, independence and safety.
- A 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
- Team of accredited first aiders (renewed each year)

How do we support a student 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. This may include alternative provisions (APs)

How will we include SEND students 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.
- A pastoral system that recognises the value of extra-curricular experiences in developing well prepared and rounded individuals. Tutors, Progress 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.
- 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.
- A student leadership programme is available to all year groups, including training.

How do we support students experiencing attendance difficulties and EBSA?

Where attendance concerns or Emotionally Based School Avoidance are identified, the school works collaboratively with students, families and external agencies. Support may include safe spaces, enhanced pastoral support, anxiety reduction strategies, communication plans, reintegration programmes and coordinated SEND support.

How do we support a SEND student through key transitions and preparation for adulthood?

Year 6 to 7:

- Established Y6-7 transition process including primary school visits, virtual transition sessions, a transition evening and subsequent transition day
- Students new to the school in Y7 and Y12 have a bespoke Induction Day before all other year groups return to school
- 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 their new setting
- SEND 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 SENDCO collaborates with parents, students and the school's senior leadership team (SLT) in allocating additional adult/s for learning support

Y9 to 10:

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

Y11 to 12:

- Help and support, provided by experienced post 16 pastoral staff, for all students when making the transition from GCSE to A' Level study, including taster days, Open Mornings, 6th Form Offers Evening
- Bespoke post 16 transition support from SEN Team where needed

Y13 and beyond:

- Specific support given to SEND 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/Student Support teams regarding access requirements

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 SEND Team who actively promote the importance of positive socialisation
- A student conduct charter underpinned by the school values of kindness, courage and excellence, 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
- Specific social skill development activities covered through the Personal Development (PSHCE) curriculum
- Raising awareness of positive socialisation for all through year group and key stage assemblies
- Peer Mentor/Buddying support
- SEND staff provision of break and lunchtime social space/activities

How do we monitor and evaluate our SEND provision?

- Provision is monitored through learning walks, department reviews, student voice, parental feedback, progress outcomes and annual reporting. During 2026-27 the school will undertake a whole-school SEND Provision Audit informed by the Calderdale Mainstream Inclusion Audit framework.

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
- Students with high needs Educational Health Care Plans may have additional funding that allows for targeted resourced provision to achieve the individual outcomes set out in their EHCP

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

- SEND, inclusion and adaptive teaching form part of the Teaching and Learning programme. Staff receive regular CPD, induction training, specialist SEND training and access to external expertise. Impact is evaluated through quality assurance activities and student outcomes.
- A clear whole school focus (actioned through the School Improvement Plan) is placed on increasing awareness of, and expertise in, meeting individual needs through high-quality adaptive teaching.
- Well planned programme of CPD allowing staff access to the expertise of external agencies alongside support from the SENDCo.
- 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?

- Families are signposted to Calderdale, Kirklees, Bradford and Leeds Local Offers depending on their home local authority. The Local Offer provides information relating to education, health, social care and preparation for adulthood services.
- 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 (see page)

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

School Contact Details

School Name	The Crossley Heath School
Headteacher	Mr Dean Jones
SENCo	Mr Chris Davis – National SENCo Qualification c.davis@crossleyheath.org.uk
Assistant SENCo and Exam Access Arrangements Manager	Mrs Emma Haigh e.haigh@crossleyheath.org.uk
Learning Support Assistant	Miss Sophie Irving s.irving@crossleyheath.org.uk
Learning Support Assistant	Miss Rachel Twibil r.twibil@crossleyheath.org.uk
Learning Support Assistant	Miss Vicky Abram v.abram@crossleyheath.org.uk
Learning Support Assistant	Miss Danielle Goodall d.goodall@crossleyheath.org.uk
Learning Support Assistant	Mr Adam Riddlesden a.riddlesden@crossleyheath.org.uk
Link Governor for SEND	Emily Rawlinson
Contact Details: Address	Savile Park Halifax HX3 0HG
Telephone	01422 360272
Age Range	11-18
Funding	State Funded Academy

Contact details of support services for parents/carers of students with SEND

The Local Offer provides a central source of information about services and support available for children and young people with Special Educational Needs and Disabilities (SEND) and their families. As the school serves students from Calderdale, Kirklees, Bradford and Leeds, parents/carers, children and young people are encouraged to access the Local Offer published by their home Local Authority. Each Local Offer brings together information about education, health, social care, leisure activities, transport, preparing for adulthood, and specialist SEND provision, helping families to access the support and services available within their area.

- Calderdale Local Offer

[Calderdale SEND Local Offer](#) | [Calderdale SEND Local Offer](#)

- Kirklees Local Offer

[Local Offer Home](#) | [Kirklees SEND Local Offer](#)

- Bradford Local Offer

[Bradford Local Offer](#)

- Leeds Local Offer

[Leeds SEND Local Offer](#) | [Leeds Local Offer](#)

Complaints Procedure for SEND Provision

If parents/carers are not satisfied with the SEND provision, they should first contact the SENCo. If concerns remain unresolved, please follow the school's Complaints Policy available on our website or request a copy from the school office. Further escalation can be made to the Local Authority if necessary.