



SEND Information Report – Crossacres Primary Academy

1. The kinds of special educational needs and disability for which provision is made at the school

Crossacres Primary Academy is a mainstream school that caters for children from 3 - 11 years old. Crossacres Primary Academy is an inclusive school. We aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on the school website, detailing our philosophy in relation to SEND.

Additional and/or different provision is currently being made in school for children with a range of needs, including:

- **Cognition and Learning** – Moderate learning difficulties; Specific learning difficulties – dyslexia, dyspraxia.
- **SENDsory, Medical and Physical** – visual impairments, hearing impairment, sensory processing difficulties, diabetes.
- **Communication and Interaction** – autistic spectrum condition, speech and language difficulties.
- **Social, Emotional and Mental Health** – attention deficit hyperactivity disorder.

Any child with SEND is welcome to apply for a place at Crossacres Primary Academy following the schools usual admissions policy. School will liaise closely with parents and other professionals regarding the needs and transition of pupils with SEND.

2. Information, in relation to mainstream schools and maintained nursery school, about the school's policies for the identification and assessment of pupils with SEND

- Pupils' learning is carefully observed, assessed and monitored by classroom staff, and discuss termly with senior staff.
- Parents are informed when there are concerns, and are encouraged to be involved in meeting the children's needs.
- When a pupil is causing concern the class teacher collects evidence such as work samples or a behaviour log. During meetings, between the class teacher and the Special Educational Needs Co-ordinator, concerns are discussed and if the pupils needs can no longer be met by the normal in-class differentiation the pupil's parents are informed. If they are in agreement the pupil is then placed on the SEND register
- A copy of the school SEND policy can be found on the school website – this is updated annually.



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3. Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans, including

a. How the school evaluates the effectiveness of its provision for such pupils

- The Special Educational Needs team monitors the progress of pupils with Special Educational Needs closely to evaluate the effectiveness of the provision which has been made.
- Pupils with Statements or Education Health Care Plans have a statutory review at least annually.
- Regular meetings are held with other professionals to support SEND children.
- Observations of classroom teaching and interventions are regularly carried out.
- Regular book scrutiny meetings are held by senior leaders.

b. The school's arrangements for assessing and reviewing the progress of pupils with SEND

- Classroom staff monitor and review the progress against age related expectations and against individual targets in Target Books.
- Termly pupil progress meetings identify children who are/are not making progress and this leads to a provision map being created to support additional needs.
- Regular meetings are held with other professionals to support SEND children.

c. The school's approach to teaching pupils with SEND

- Pupils with special educational needs will have access to a balanced and broadly based National Curriculum, with the opportunity to join in all the activities of the school. Different teaching strategies are used depending upon the nature of the child's needs. At Crossacres we strive to be an inclusive school, engendering a sense of community and belonging through our:
 - Inclusive ethos
 - A broad and balanced curriculum for all pupils
 - Systems for early identification of barriers to learning and participation
 - Different teaching strategies depending upon the nature of the child's needs
 - High expectations and suitable targets for all children



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d. How the school adapts the curriculum and learning environment

- Teachers carefully plan work at different levels so that all children can engage with the tasks and make progress.
- Independent learning is encouraged, and wherever possible, we aim for children to access the curriculum without a high level of support.
- Due to the nature of the school building accessibility can present some barriers. Adaptations to the physical environment will be made, as appropriate, to accommodate children with other physical/sensory disabilities.
- All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it.
- All of our children access the full National Curriculum, and we recognise achievement in all curricular areas.
- Access to lower stimuli areas for children with ASD diagnosis if required.
- Visually impaired children have access to CCTV, an ipad which links to the IWB and enlarged print resources. They are also supported by the Visual Impairment Team from Lancasterian Outreach and Inclusion Service.
- The school has an accessibility policy which is regularly updated. The policy and accessibility plan will be updated this year in liaison with Lancasterian Outreach and Inclusion Service.

e. Additional support for learning that is available for pupils with SEND

- Teaching assistants provide 1:1 support and small group support in the classroom.
- Work in class is differentiated by task, support & expectation to personalise learning and support children to make progress.
- We regularly work with external agencies such as speech and language therapists, physiotherapists, occupational therapists, educational psychologists and ASD specialists to provided therapy, support, guidance and plans for us to implement in school.
- A reading recovery teacher is employed by the school to support KS1 children with literacy difficulties
- A multi-sensory literacy teacher is employed by the school for one day per week to support KS2 children with literacy difficulties
- We currently have an art therapy student on placement within Crossacres supporting some children with social and emotional needs.
- We work in close liaison with Bridgelea PRU for support with children with behavioural difficulties.



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f. Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum

- All of our after school clubs are available for all pupils. The type of clubs we offer change termly and parents are informed of the clubs available on a termly basis.
- All children are given an opportunity to participate in peripatetic music tuition through the Manchester Music Service – this may be recorders, African drums or Brass instruments.
- Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND

g. Support that is available for improving the emotional and social development of pupils with SEND

- All children participate in our SMSC curriculum lessons
- More individualised emotional/social support is offered by the staff in response to needs which arise
- Some children are supported by therapeutic services such as Art Therapy.
- Some families may be supported by the Manchester Common Assessment Framework (MCAF) or Early Help Assessments (EHA)
- **Our lead for MCAF/EHA's is Miss Harrison**
- Crossacres Primary Academy takes the wellbeing and safeguarding of your child very seriously and if concerns arise in relation to a child with Special educational needs or Disability, our normal safeguarding policy will apply.
- **Our designated Safeguarding Leads are Mrs Blay, Miss Harrison, Mrs Boulderstone.**



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4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENDCo

- Our SENDCo is Julie Harrison
- She can be contacted via the school office, through class teachers, or by phoning 0161 437 1272

5. Information about how the expertise and training of staff in relation to children with SEND and about how specialist expertise will be secured

- Staff throughout school have a good understanding of special educational needs and are supported by the SEND co-ordinator.
- Many staff have been trained in the systematic and thorough teaching of phonics
- Some staff have been trained in the use of Numicon, a multi-sensory approach to teaching maths
- Visiting professionals provide guidance and advice to staff relating to individual children eg speech therapists, Educational Psychologists.
- School access the core offer provided by many specialist services for further guidance on SEND children
- The school Speech and Language Therapist and Educational Psychologist will speak with staff and write reports giving advice on how to support children with their individual needs.

6. Information about how equipment and facilities to support children with SEND will be secured

- We aim to provide an accessible school environment. Improvements and adaptations to the building will be made in response to future needs arising
- Auxiliary aids and equipment will be provided for individual children in response to their needs from the school SEND budget.

7. The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child

- Parents' evenings are held termly. Parents/carers should initially contact the class teacher with concerns but the head teacher and/or SEND Co are also available by arrangement.
- Each term parents of children on the Special Needs register are invited to come to school during parents meetings and discuss their child's individual targets



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- Parents/carers can usually speak to the class teacher briefly at the end of the day. Longer or more complex issues may require an appointment
- Each child gets an annual written report at the end of the summer term. Phone calls and letters home are also used to communicate with parents/carers.
- Parents/carers are able to communicate information regarding their child through speaking to staff directly or by phoning.
- Questionnaires are given out regularly as another way of gathering parental feedback. An SEND questionnaire was completed in Autumn 2015.
- Some SEND children have a 'home diary' for exchanging messages between school and home
- Regular coffee mornings are held to support parents of children with SEND – the focus of these meetings is often decided upon by the parents eg speakers from parental support
- Annual reviews are held for children with statements/EHCP and parents are invited to attend and share their views during these meetings.

8. The arrangements for consulting young people with SEND about, and involving them in, their education

- Pupils with Statements or Education, Health and Care Plans and Children Looked After have the opportunity to complete a short report on their experiences and views that is presented at review meetings and if appropriate the child attends the meeting too.
- Children are encouraged to speak to their classroom staff, and any other members of staff.
- We have a school council who meet on a regular basis. The children are elected by their classmates to be on the school council.
- Children from Year 1 – Year 6 complete a termly pupil voice questionnaire
- The SENDCo regularly liaises with children on the SEND register to keep updated on individual needs



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9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school

- If parents of pupils with SEND have concerns they are always welcome to share these informally with the class teacher or the SEND Co. We will always listen to these concerns, and try our best to sort things out.
- If parents' concerns are not sorted out, then they can have a meeting with the Head Teacher explore the matter further and see what else can be done.
- If these steps have not sorted out the situation, then the parents can write a formal letter to the Chair of Governors. The Governing Body will then deal with this concern following the procedures of the school's complaints policy.
- If parents are not happy with the outcome of this, they can take their concern to the Local Authority Complaints Officer.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEND and in supporting the families of such children

- School works closely with our designated school nurse who is based in school on Mondays between 8.30 and 11.30.
- Height, weight, dental, hearing and sight screening for specific year groups takes place in school.
- Medical checks for children known to 'Children's Services' can be carried out in school.
- We work closely with the educational psychologist, physiotherapists, speech and language therapist and occupational therapist to support the health and well-being of our children.
- Referrals can be made to other agencies relating to the health and well-being of our children.



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11. The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with clause 32

Information, Advice and Support (IAS) Manchester	Telephone: 0161 209 8356	Email: parents@manchester.gov.uk	For free confidential and impartial information, advice and support about any matters relating to Special Educational Needs and Disabilities of children and young people up to the age of 25 years.
Statutory Assessment Team	Telephone: 0161 245 7439	Email: SEND@manchester.gov.uk	Enquiries about requests for Education, Health and Care Plans including conversions of SEND Statements
Travel Co-ordination Unit	Telephone: 0161 219 6400	Email: hometoschool@manchester.gov.uk	Enquiries about home to school transport for children with statements of SEND or EHC plans. Please note that telephone enquiries are answered by Environment On Call.



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Specialist Resource Teams	Telephone: 0161 245 7180	Email: shortbreaks@manchester.gov.uk	Enquiries about short breaks for children and young people with SENDD.
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12. The contact details of support services for supporting pupils with SEND in transferring between phases of education or in preparing for adulthood and independent living

The SENDCo is happy to meet with parents and discuss options for their child’s future education and will visit high schools with parents to discuss their child’s needs if requested.

Information, Advice and Support (IAS) Manchester	0161 209 8356	Email : parents@manchester.gov.uk	For free confidential and impartial information, advice and support about any matters relating to Special Educational Needs and Disabilities of children and young people up to the age of 25 years.
Statutory Assessment Team	Telephone: 0161 245 7439	Email: SEND@manchester.gov.uk	Advice on how to support your child with transition to high school and further education

13. Information on where the local authority’s local offer is published

<http://manchester.fsd.org.uk/kb5/manchester/fsd/category.page?newcategory=3>