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| 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. * **Sensory, Medical and Physical** – visual impairments, hearing impairment, sensory processing difficulties. * **Communication and Interaction** – autistic spectrum condition, social communication difficulties, speech and language difficulties. * **Social, Emotional and Mental Health** – attention deficit hyperactivity disorder, attachment difficulties.   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. |
| 1. **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 discussed 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 pupil needs can no longer be met by the normal in-class differentiation the pupil’s parents are informed. The pupil is then placed on the SEND register. * Transition meetings/conversations are held with pre-school providers, previous settings and high schools to ensure all parties are well-informed of children’s needs and difficulties. * A copy of the school SEND policy can be found on the school website – this is updated annually. |
| 1. **Information about the school’s policies for making provision for pupils with SEND whether or not pupils have EHC plans, including** 2. **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. * Monitoring of children’s targets and one page profiles are carried out on a regular basis to ensure their needs are being met and they are being challenged to make progress. * Intervention tracking is carried out on a termly basis to show the impact of intervention programs. |
| 1. **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 linked to their individual needs and barriers to learning. * Termly pupil progress meetings identify children who are/are not making progress and this leads to a provision map being updated to support additional needs. * Regular meetings are held with other professionals to support SEND children. |
| 1. **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 * Small group, individual work and flexi-ventions which ensure that children are being identified at the point of need. |
| 1. **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 resources such as CCTV, an ipad which links to the IWB and enlarged print resources. They are also supported by the Visual Impairment Team from Lancasterian Sensory Support Service. * Hearing Impaired children have regular equipment checks by Lancasterian Sensory Support Service and children with a severe hearing impairment are also supported by staff from the service. * The school has an accessibility policy which is regularly updated. The policy and accessibility plan was updated in 2015 in liaison with Lancasterian Outreach and Inclusion Service. Following this plan being written there are now newly fitted disabled toilets in both the main boys and girls toilet blocks within school. |
| 1. **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/communicate with external agencies such as paediatricians, health visitors, physiotherapists, occupational therapists and ASD specialists who provide 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 and additional time is sometimes bought in to carry out assessments of children’s individual needs as required. * We have an art therapist working within Crossacres supporting some children with social and emotional needs for half a day per week. The therapist also oversees several students working within school for additional days. * One of our teaching staff is training to be a play therapist and spends half a day per week carrying out play therapy sessions with selected students. * We also work in close liaison to access Outreach support from providers within the local authority - Bridgelea PRU for support with children with social, emotional and mental health needs, The Grange – for children with an ASD diagnosis, Ashgate school for children with SEND and Lancasterian Outreach and Inclusion Service for children with additional needs. |
| 1. **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 * Extra-curricular clubs are also available for SEND pupils including a morning motor skills group and touch typing group |

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| 1. **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 and Play Therapy. * Some families may be supported by the Early Help Assessments (EHA) * **Our lead for EHA’s is Miss Harrison and Mr Campbell** * 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, Mr Campbell and Mrs Valentine.** * Children who are identified as having a high level of need regarding social and emotional development are monitored closely by the safeguarding team and support is put in place as required. |

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| 1. **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 |
| 1. **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 * 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. This has led to staff being supported in improving their provision for pupils with SEND. * 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. * Staff have recently undertaken training on ADHD due to the increasing numbers of pupils with this condition within school and have also had Speech Therapy input on the use of visuals to support children in their learning. |
| 1. **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. |
| 1. **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 * The SENCO is happy to meet with parents upon request to discuss children’s individual needs. * Each term parents of children on the Special Needs register are invited to come to school during parents meetings and discuss children’s individual targets. In response to parental request a copy of the targets are sent home for parents to work on with their child at home. * 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 parental questionnaire was completed in July 2017 and another questionnaire will be sent out towards the end of this academic year. * 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. * This SEND information report was recently shared with a group of SEND parents and children before being published on the school website to ensure that it was accessible to all. * For parents who require translators/interpreters in order to access school meetings/information we do provide this service |
| 1. **The arrangements for consulting young people with SEND about, and involving them in, their education**  * Pupils with Education, Health and Care Plans and Looked After Children 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 SENCO regularly liaises with children on the SEND register to keep updated on individual needs * A selection of pupils completed an SEND pupil questionnaire in July 2016 to ascertain their views and opinions. This will be repeated again this year. * Children, when appropriate, also contribute to writing their One Page profiles identifying their strengths and weaknesses. Older children may also be involved in writing/reviewing their individual targets. |
| 1. **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 SENCO. 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. |
| 1. **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, Wendy Chau, who is usually based in school on Tuesdays between 9am and 11am. * Height, weight, dental, hearing and sight screening for specific year groups takes place in school. * Medical checks for children known to ‘Children’s Services’ or Looked After Children can be carried out in school. * Referrals can be made to other agencies relating to the health and well-being of our children. * School have established good communication links with local medical professionals such as health visitors, paediatricians etc to support children’s individual needs * Looked After Children (LAC) have Personal Education Plans (PEP’s) written and reviewed each year to support their individual needs which may include SEND. * Parents have been directed by the SENCO to access Independent Advice and Support services (IAS) to enable them to understand the SEND procedures and support their child’s individual needs. Some of these meetings have been held within school and the SENCO has attended if required. * School and IAS have worked together to support families in mediation processes or applying for tribunals regarding their child’s SEND. * School has recognised the need for increased support from certain external professionals in meeting the needs of our SEND pupils. As a result we have increased our funding for Speech and Language Therapy and Educational Psychology this year enabling more children to get the support they require. |

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| 1. **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**](http://manchester.fsd.org.uk/kb5/manchester/fsd/organisation.page?record=nrfKKq0-Jz8) | **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**](http://manchester.fsd.org.uk/kb5/manchester/fsd/organisation.page?record=TDcFmom-F7g) | **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**](http://www.manchester.gov.uk/info/500132/special_educational_needs/1856/travel_assistance_for_pupils_with_statements_of_special_educational_needs) | **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. | | **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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| 1. **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 childs needs if requested.   |  |  |  |  | | --- | --- | --- | --- | | **Information, Advice and Support (IAS) Manchester** | **0161 209 8356** | **Email :** [**parents@manchester.gov.uk**](mailto: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**](http://manchester.fsd.org.uk/kb5/manchester/fsd/organisation.page?record=TDcFmom-F7g) | **Telephone: 0161 245 7439** | **Email: SEND@manchester.gov.uk** | Advice on how to support your child with transition to high school and further education | |
| 1. **Information on where the local authority’s local offer is published**   <http://manchester.fsd.org.uk/kb5/manchester/fsd/category.page?newcategory=3> |