

SEND Policy and Information Report

Crossacres Primary Academy

2022-2023



Approved by: Governing Body

Date: January 2022

Last reviewed on: February 2022

Next review due by: February 2023

Policy review amendments

Date of review	Page	Point	Amendments made
16/1/20	7	5.8	Addition of the sentence. This year we have introduced a small teaching group for most of the children in Year 5/6 who have EHCP's to enable them to be taught by an experienced class teacher at their level of need.
	7	5.8	<i>Teaching assistants will....</i> Has been amended to 'may'
	7	5.8	we currently buy in a day per week has been supplemented withof support to support 3 children who have been identified as having Developmental Language Delay
	7	5.8	Julie Feehily supports in KS1 has been removed.
	8	5.8	School nurse – change of date from Tuesday to Friday
	8	5.8	Art therapist – addition of clause (we also have student art therapist on placement within school)
	8	5.8	Play therapist – amended to 1 day per week
	8	5.8	Addition of Wilderness Therapy statement Wilderness Therapy – we offer 1 session per week for identified children in Year 5/6.
	8	5.9	Amended five to six years experience
	8	5.9	Training statement amended to Elklan, Hearing impairments, visual impairments, ASD and Wilderness Therapy.
	8	5.9	Removal of Reading recovery and dyslexia teacher – Julie Feehily
10/2/21	4	4.1	Amendment of statement - Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangement
	8	5.8	Amendment of statement - This year we have introduced a small teaching group for most of the children in Year 4 who have EHCP's to enable them to be taught by an experienced SEN teacher at their level of need. This is in addition to the existing Year 6 SEN small teaching group.
	9	5.8	School nurse team – (removed that they visit school each Friday) Wilderness Therapy – added that two members of staff are trained to deliver.
	9	5.9	Amendment of six years to seven years Amendment of one other teacher to two who have SENCO qualification Over the last few years replaced Last year Added in - The Year 4 SEN class teacher is also a Mental Health First Aid Champion.
9/1/22	5	4.2	Inserted name of SEN Governor – Diana Cole
	6	5.3	Removal of phrase “which they will sign to show that they have seen them”.
	7	5.3	Removal of paragraph “In Key Stage 1 and 2 the children have their targets

			for each term shared with them by the class teacher so that they know what they are working towards. In Key Stage 2 the children sign their target sheet once they have seen their targets.
	7	5.5	Removal of phrase “and the new school will sign a receipt showing that these have been received”.
	8	5.6	The word flexivention changed to intervention
		5.8	Update of details regarding small SEN classes for 2021/2022
	9	5.9	Seven years changed to many years experience SENCO and one of the SEN teachers (mental health first aid champions)
		5.13	Added in Mrs Cordwell to DSL staff names
20/6/22	3	4.1	SENDSCO name replaced by Laura Christie (temporary)
	11	5.17	SENDSCO name replaced by Laura Christie (temporary)

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Crossacres Primary Academy are committed to supporting children and their families and working together to meet the needs of our children. We want all children to achieve the best possible outcomes and this is achieved primarily through Quality First Teaching and then additional support as/when required for individual children.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Laura Christie who can be contacted via the main school office or by emailing christie.l@crossacres.manchester.sch.uk

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor (Diana Cole) will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEN information report

5.1 The kinds of SEN that are provided for

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 currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

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

5.2 Identifying pupils with SEND and assessing their needs

We will regularly assess each pupil's current skills and levels of attainment, which will build on previous settings and Key Stages, where appropriate. Each term every class teacher has a pupil progress meeting with Senior Leaders during which all children's progress are discussed and monitored. 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.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Each term the SENDCO will meet with individual class teachers to discuss children on the SEND register and any other children who are causing concern. If a child needs adding to or removing from the SEND register the parents will be consulted by the class teacher. We will then determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

Parents evenings are held on a termly basis for all pupils. Parents/cares should initially contact the class teacher with any concerns they may have.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record. Class teachers will formally notify parents when it is decided that a pupil will receive SEN support and a letter will be signed by the parents to confirm this. Parents will also be given their child's individual targets on a termly basis. They will also be sent a review of the targets at the end of each term so that they know how well their child has progressed towards them and how many have been achieved.

Parents can contact the class teacher or SENDCO to arrange a meeting to discuss their child's needs at any time. 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. Some children have a 'home diary' for exchanging messages between home and school.

If it is felt that a child needs provision which is additional to or different from that which is provided for most children the SENDCO will invite parents to attend Team around the Child meetings. Other professionals involved with the child may be invited to these meetings and an Educational Psychologist may also be invited. This meeting will identify where the child is now and how we can work together as a team to support the child and their family in moving forwards. If all parties are in agreement this may lead to the school working towards an Education Health and Care Plan (EHCP) application for the child from the Local Education Authority (LEA)

Children with an EHCP will have at least one annual review per year to discuss their child's progress towards their individual outcomes. Parents are always invited to attend these meetings and share their views. Parents can also invite IAS – Information, Advice and Support to attend these meetings if they feel they need additional support or advice.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO 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

The assessment will be reviewed regularly.

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.

Any child with an EHCP will have at least one annual review to which parents and professionals will be invited. During the meeting all parties will discuss how well the child is progressing towards their outcomes and next steps will be decided upon.

5.5 Supporting pupils moving between phases and preparing for adulthood

School will liaise with families and other settings when a child transfers to Crossacres Primary Academy regarding their Special Educational Needs.

At the end of each academic year we hold thorough transition meetings within school when the current class teacher meets with the children's new class teacher to discuss a child's individual needs, how best to support them and any resources that they may need to transfer between classes.

If a child is leaving Crossacres we will share information with the school, college, or other setting the pupil is moving to. SEND records are transferred when a child changes school.

When a child is joining the Early Years at Crossacres Primary Academy in September staff will endeavor to hold a transition meeting with the pre-school provider, if there is one. Staff will also arrange transition visits for the child to come along and acquaint themselves with the setting.

Transition meetings are also held with high schools prior to children transferring from Year 6 to Year 7. Most Year 6 children will attend transition days at their new high school and additional days are planned for those who we feel will benefit from this provision.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated, if required, for individual pupils. Pupil with SEND will have access to a broad and balanced 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
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children
- Small group, individual work and interventions which ensure that children are being identified at the point of need.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- 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 and a copy of this can be found on the school website.

5.8 Additional support for learning

We have a number of teaching assistants who are trained to deliver a range of interventions. Teaching assistants may support pupils on a 1:1 basis when a child has an Education Health and Care Plan that requires a high level of support. Teaching assistants will support pupils in small groups when group interventions are planned or if a child with an EHCP works in that ability group within the class room. This year we have two small teaching groups for some KS2 children who have EHCP's. Both groups are taught by experienced teachers. The children also return to class to have some lessons alongside their peers.

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language Therapy – we currently buy in a day per week of support to support children who have been identified as having Developmental Language Delay
- Specialist literacy teacher – Saira Pester works in Key Stage 2 for 1 day per week,
- Educational Psychology – we currently have 25 days of support per year
- Statutory Assessment Team
- School Nurse Team
- Paediatricians
- Occupational Therapists

- Art Therapists – we currently have 1 day per week of support (we also have student art therapist on placement within school)
- Play Therapists – we currently have 1 day per week of support
- Wilderness Therapy – two members of staff are trained in providing this program
- Sensory Support Staff – individual children are supported based on their sensory needs
- Special School Outreach Provision

5.9 Expertise and training of staff

Our SENDCO has many years' experience in this role and has achieved the SENDCO qualification. In addition to this we have two other teachers who have completed the SENDCO qualification who provides support as required. Staff throughout school have a good understanding of special educational needs and are supported by the SEND co-ordinator.

The SENCO and one of the SEN class teacher is also a Mental Health First Aid Champion.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision. Over the last few years, members of staff have been trained in Elklan, Hearing impairments, visual impairments, ASD and Wilderness Therapy.

We use specialist staff for some interventions. These include a multi-sensory literacy teacher - Saira Pester, Art Therapy – Elizabeth King, Play Therapy – Gaina Sanders. Individual children are identified for these interventions based on specialist reports or assessments carried out in school and the SENDCO oversees this provision.

Visiting professionals provide guidance and advice to staff relating to individual children eg speech therapists, Educational Psychologists. 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.

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.

5.10 Securing equipment and facilities

Each year the SENDCO makes a bid for an annual budget based on the needs of the school. This budget is then used to purchase resources as required for children with SEND to support their learning needs in the classroom. The budget may also be used to purchase additional support as required eg to pay for an assessment of a child's needs by a specialist teacher.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil and parents questionnaires
- Monitoring by the SENDCO
- Using provision maps to monitor progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Ghyll Head and Kingswood. Individualised risk assessments are completed as required for children with EHCP or medical needs and these are agreed with parents.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

A copy of the accessibility plan is available on the school website.

Staff will liaise with Lancasterian Outreach and Inclusion Service to support children with disability to access the school. Risk assessments will be done as soon as we are aware of a child with a disability who wants to access the school. All reasonable adaptations will be made to support a disabled child to access the school environment.

5.13 Support for improving emotional and social development

We have a zero tolerance approach to bullying. Any concerns about a child emotional and social development will be logged by staff on CPOMS to ensure that an overall chronology of a child's needs is created.

We provide support for pupils to improve their emotional and social development in the following ways:

- 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 leads for EHA's are 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 Mrs Valentine and Mrs Cordwell.**
- 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.

5.14 Working with other agencies.

Crossacres Primary Academy are committed to working with other agencies to support the needs of our children. We regularly attend multi-agency meetings, write reports, liaise with other agencies to support the needs of our children. We will also signpost our parents to agencies who will be able to support them and their children eg Information, Advice and Support, Lifted, CAMHS etc.

5.15 Complaints about SEN provision

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

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.
Specialist Resource Teams	Telephone: 0161 245 7180	Email: shortbreaks@manchester.gov.uk	Enquiries about short breaks for children and young people with SEND.

5.17 Contact details for raising concerns

When pupils or parents have concerns they should contact

SENDSCO – Laura Christie – christie.l@crossacres.manchester.sch.uk 0161 437 1272 (main school office)

Head teacher – Suzanne Blay - head@crossacres.manchester.sch.uk 0161 437 1272 (main school office)

5.18 The local authority local offer

Our local authority's local offer is published here:

<https://hsm.manchester.gov.uk/kb5/manchester/directory/directory.page?directorychannel=1-7>

There is also a hyper link to the local offer on the SEND page of the school website.

6. Monitoring arrangements

This policy and information report will be reviewed by Julie Harrison SENDSCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions