

Special Educational Needs and Disabilities (SEND) Information Report

Crossacres Primary Academy

January 2025



Approved by:

Full Governing Body

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N/A

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Dear Parents and Carers,

Welcome to our SEND information report 2025

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy. You can find it on our website or you can ask a member of staff to make a copy/send you the policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

Yours faithfully

*Julie Harrison
Deputy Head/SENCO*

1. What types of SEN does the school provide for?

At Crossacres we will always try our best to accommodate a child's SEND needs. This includes (but is not limited to)

- Communication and Interaction - such as Autism, Developmental Language Disorders, speech delays
- Cognition and Learning – such as dyslexia, developmental delays
- Social Emotional Mental Health – ADHD, Adverse Childhood Experiences (ACES)
- Sensory and/or Physical Needs – visual impairments, hearing impairments, Downs Syndrome, Cerebral Palsy

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

Our SENCO – Julie Harrison leads on SEND throughout the school. Julie is a qualified teacher and has many years of experience in the SENCO role. Julie teaches 1 day per week and carries out her SENCO duties for the remainder of the week.

SENCO support – Steph Thompson teaches one of our small SEND classes in KS2 and is also a trained SENCO. She will support children in Year 5 and 6 with SEND.

All members of staff at school are responsible for supporting SEND children – this includes the Senior Management Team, Teachers, Teaching Assistants (TA's), Lunchtime Organisers (LO's).

The staff work together to support our children and take part in regular training linked to SEND. This may be training which is delivered in school (during staff meetings or INSET days) or staff may attend training provided by other agencies such as Speech Therapy or Physiotherapy.

For some children we may seek further advice from specialists who work in school such as

- Speech Therapists
- Educational Psychologists
- Therapists – such as play therapy or art therapy

- Specialist literacy teachers (for identified children in KS2)
- School Nurses

3. What should I do if I think my child has SEN?

If you have a concern about your child's learning or development, please in the first instance speak to your child's class teacher. They will know your child well and be able to talk about how they are progressing.

If the class teacher also has concerns about your child they will contact the SENCO or you can contact the SENCO Julie directly by phoning school on 0161 437 1272 or emailing on harrison.j@crossacres.manchester.sch.uk

The SENCO will contact you to discuss your concerns and plan next steps for your child.

4. How will the school know if my child needs SEN support?

All of our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. If we feel that your child needs support that is additional to/different from their peers, we may add them to the SEND register at school and you will be asked to sign a consent letter for this.

Other professionals such as Speech Therapy, CAMHS, paediatricians may also contact school to discuss children's needs which may lead to them needing SEND support.

They will also be given termly targets to work towards and you will be given a copy of those targets so that you know what they are working towards.

5. How will the school measure my child's progress?

Every child in the school is monitored on a termly basis for their progress. For most children this will be done using termly assessments in class. However, for some

children we will use alternative methods of tracking smaller steps of progress if they are not able to complete termly assessments alongside their peers.

For children with SEND we will use the graduated approach.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



We will set 4 targets per term for any child on the SEND register and these are reviewed on a termly basis. Copies of the targets and their reviews are shared with parents. 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.

If your child has an Education Health and Care Plan (EHCP) you will be invited to an annual meeting to review their progress in school.

For some children they may after a period of time make such good progress that they no longer need to be on the SEND register and you will be informed of this.

6. How will I be involved in decisions made about my child's education?

At Crossacres Primary Academy we aim to work closely with our parents about their child's needs.

We appreciate that the way your child presents in school may be different to what you see at home and we know that parents know their children very well.

If you feel that you have worries or concerns about your child's development, please speak to your child's class teacher and if your concerns continue, a meeting could be arranged with the class teacher and SENCO to look at the next steps we could take. If we feel that we need to involve other professionals, such as Speech Therapists or Educational Psychologists, we will speak with you to gain your consent before doing so.

7. How will my child be involved in decisions made about their education?

Class teachers will aim to speak to children in their class about what their next steps are in their learning journey and how they can work together to achieve their aims. Staff will always do their best to listen to children and work together to support them. Depending on the age and ability of your child they may attend meetings regarding their education within school and share their views with the adults involved.

8. How will the school adapt its teaching for my child?

Each class teacher is responsible for teaching the children in their class which includes children with SEND. High quality teaching is always the first approach to supporting children in their education.

All children are different and learn in different ways.

Teachers can adapt their teaching in many ways to support different children. This may include

- different styles of questions
- using different resources

- explaining things in different way
- using visuals to support children to understand
- different expectations of how children will record their work
- using teaching assistants or teachers to work with certain children/groups

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their termly targets
- Carefully monitor their educational progress on a termly basis
- Using pupil questionnaires
- Monitoring by the SENCO and other members of the Senior Management Team (SMT)
- Looking at the work in their books and talking to children about their learning.
- Holding an annual review (if they have an Education, Health and Care (EHC) plan)

10. How will the school resources be secured for my child?

The school has an annual budget and part of this budget is allocated for SEN resources.

As a school we will aim to provide reasonable adjustments for children to support their learning in school eg ear defenders, fiddle toys etc.

Resources can also include additional teaching assistant support or additional teachers in the year group, staff training is also paid for from the school budget.

For children who require considerable resources consideration will be made as to whether to apply for an EHCP for that child.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

At Crossacres we are committed to inclusion.

School trips (including the Year 6 residential to Ghyll Head) are carefully considered to ensure that wherever possible all children can engage. Individual risk assessments are completed for children with significant needs to ensure their needs are considered before the trip regarding their safety and wellbeing.

All children are able to apply for after school clubs at school.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Our admissions policy details how to apply for a place at Crossacres Primary Academy.

For children with significant SEN needs or those with an EHCP we would aim to meet with the family to discuss the child or read through documentation that may be sent to us as part of a consultation for a place from the statutory assessment team for a child with an EHCP.

We would carefully consider a child's individual needs alongside the current children on roll in that year group and made a decision about whether we can meet the child's needs. Unfortunately on some occasions we may have to say we cannot meet the needs of a child and this may be due to resources or other needs within that year group.

13. How does the school support pupils with disabilities?

At Crossacres Primary Academy we will always aim to make reasonable adjustments to support our pupils. We work closely with our families and other professionals, such as physiotherapists or Occupational Therapists, to consider the disabilities of children at Crossacres Primary Academy.

Adaptations may involve

- Buying auxiliary aids to support children's needs
- Making changes to the physical environment to improve accessibility
- Looking at alternative ways to present information to children

14. How will the school support my child's mental health, and emotional and social development?

We recognise that all children need support around their mental health and emotional and social development and all children have access to a broad and balanced curriculum which teaches them about their wellbeing. This includes access to lessons such as PE – Physical Education and PSHE – Personal, Social and Health Education.

We also have a pastoral team in school that support children with their behaviour and emotional well-being. This may involve spending time listening to children who are feeling worried about something or may involve talking to individual children about their behaviour and looking at ways we can support them.

Two members of our teaching staff are trained as mental health first aiders.

We also have play therapist and art therapists who work in school one day per week to support children with significant SEMH (Social Emotional Mental Health) needs. If a child needs specialist support we can also make referrals to external agencies such as Resolve or M-Thrive.

In 2024 we introduced a small Nurture class for Key Stage 2 children who need intensive support around their emotional well-being. They spend the majority of the school day working in the Nurture room with an emphasis on learning about how to regulate their emotions and developing their social interaction skills.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

We appreciate that transitions can be difficult for our children and our families. Each year we ensure that staff have time to meet and discuss the children that are moving between classes to share information and good practice.

Children also have the opportunity to visit their new classes before the end of the year.

Some children will be supported to make additional visits to their new class and to build relationships with new staff due to their SEND needs.

For children who are moving to high school Year 6 staff, the SENCO and Safeguarding team will meet with the new school to share information and discuss individual children. For children with EHCP's high schools are often invited to attend Year 6 annual reviews to support a smooth transition.

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

All children who are looked after or previously looked after are carefully monitored to ensure they are making progress and achieving. Julie Harrison is also our Designated Teacher for Looked After Children. Looked after and Previously Looked After children who may have SEND will be supported in the same way as most other children with SEND.

Looked after children will have termly PEP (Personal Education Plan) meetings. Parents, carers, social workers and school staff attend these meetings to discuss the children's strengths and areas for development and a plan if formulated to support them in their education.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher in the first instance. If the issue cannot be resolved with the class teacher, the SENCO or another member of SMT can be involved.

If concerns persist you will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. 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.

Manchester has a local offer which details all of the help and support available in the authority.

[Welcome to Manchester Local Offer | Help & Support Manchester](#)

Early Help Manchester may also be able to offer support to you and your family.

[Early Help Practitioners Zone | Help & Support Manchester](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS)

[About SENDIASS Manchester](#)

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

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. 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