

Special Educational Needs and Disabilities (SEND) policy

Crossacres Primary Academy

January 2024



Approved by:

Full Governing Body

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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)
3/01/23	5	4.1	Added (In Julie Harrison, Deputy Head's absence)
	8	5.7	Removal of phrase 'Differentiating our teaching' Added Use adaptive teaching which means adapting and responding to pupils' individual needs and providing targeted support through strategies
	9	5.8	Added (we also have a student Play Therapist on placement within school)
	9	5.9	Removal of word 'Our' Added

			Miss Harrison, Deputy Head SENDCO In addition, we currently have an experienced teacher offering SEN support in EYFS.
19/1/24		2	Sub heading Vision and Values subheading
		5.1- 5.3	Definitions (5.1 –SEN/ 5.2 Disability/ 5.3 The 4 Areas of Need)
		4	Inclusion and equal opportunities
			Addition to the roles and responsibilities for all SENDco /Governor Addition of parents /carers (6.6) and the pupil (6.7)
		8- 8.2/8.3/8.5	Our Approach to SEN Parental Involvement Graduated response 8.5 – Pupil Progress Meetings
		9	Expertise and training of staff
		11	Admission and Accessibility Arrangements
		12	Complaints about SEN
		14	Links with other policies- Admission policy

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- 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. We want all children to reach their potential. We will support all SEND children access all aspects of school life and have the same opportunities as children without SEND. We want to prepare SEND children to become confident individuals, living fulfilled lives and transition successfully to secondary school. Positive relationships with parents/carers are paramount to us and we endeavor build successful relationships that support the SEND children. We will communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil. We will also make sure our school fully implements national legislation and guidance regarding pupils with SEND and make sure the SEND policy is understood and implemented consistently by all staff.

2. Vision and values

- ✚ At Crossacres Primary Academy we will provide all pupils with access to a broad and balanced curriculum.
- ✚ We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.
- ✚ We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied. Adaptive teaching is used to help children with SEND to access the curriculum alongside children without SEND.

3. Legislation and guidance

- ✓ This 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 SEND
- ✓ [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- ✓ The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- ✓ The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between

people who share a protected characteristic (which includes having a disability) and those who don't share it

- ✓ The [Governance Handbook](#), which sets out governors'/trustees' responsibilities for pupils with SEND
- ✓ The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.
- ✓ This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

<u>AREA OF NEED</u>	<u>DEFINITION</u>
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Julie Harrison and Laura Christie

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN 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 SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy

- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board/board of trustees

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND link governor is Diana Cole

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this

- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report

➤ Communicating with parents regularly to:

- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

- ✓ **Termly** the head teacher reports on SEND that is shared with the full governing body.
- ✓ A rationale for how we implement the SEND Policy and the strategies used for SEND children.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to 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.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 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. Support from parents is paramount to supporting children with a additional need.

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.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- 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 and given to their parents. We will formally notify parents if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be placed in class SEN folder and available for all staff. Specific training may be given so that adults can provide support. Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home. Progress towards targets on IEP's/EHCP's will be recorded in books and updated by primarily the class teacher, TA's and 1:1 supports.

3. Do

The pupil's class or teacher retains overall responsibility for their progress. Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Class teachers provide work for all SEN children that is adapted for their needs and this work is explained to the adult supporting the child.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

- PIVATS is completed termly for children not accessing the National Curriculum and this is reviewed by the SENCO.

- IEP's are reviewed termly by the SENCO and progress reviewed towards the targets.
- EHCP's are reviewed annually.
- Progress of all SEN children is reviewed at pupil progress meetings termly.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

- We evaluate the effectiveness of provision for pupils with SEN by:
- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Pupil Progress Meeting – class teacher challenged on the progress of SEN children in their class.

- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents
-

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.

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)

- Education welfare officers
- Social services

11. Admission and accessibility arrangements

We have our own admission policy for children who wish to attend our Nursery. SEN is a priority category for all other applications from Reception to Year 6 parents and carers apply via Manchester City Council. Please see the school website for these policies.

12. Complaints about SEND 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

12.1- 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.

Contact details for raising concerns:

When pupils or parents have concerns they should contact

SENDCO – 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)

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.

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.

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

13.2 Monitoring the policy

This policy will be reviewed by Julie Harrison the SENDCO **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board as part of the yearly policy review.

14. Links with other policies and documents

This policy links to the following documents:

1. Accessibility plan
2. Behaviour policy
3. Equality information and objectives
4. Supporting pupils with medical conditions policy
5. Attendance policy
6. Safeguarding / child protection policy
7. Complaints policy
8. Admission Policy