



Crosslee Community Primary School

SEND Information Report

In accordance with Crosslee's SEND Policy

Changing Lives in Collaboration – Together We Make the Difference

Last amended: June 2024

Last reviewed: June 2024



Our school aims are to:

- Provide a learning environment that is a safe, secure and accessible to support all of our children to succeed.
- Provide quality first teaching to match the needs of all of our learners.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Make inclusion a thread that runs through all of the activities that run through the school.



**Meet our
SENDCO
Miss Hodson**



Natalie Hodson is our school SENDCo

If you would like to contact Miss Hodson, please call school on 01617958493 and leave a message or send a direct message via the class dojo app.

Our wider Inclusion Team consists of:

Miss Mack, Miss Waddell, Miss Cavanagh, Miss Addy-Boye



Miss Waddell: Teacher in the Hive and Mental Health Lead



Miss Mack: Behaviour and Wellbeing Lead



HLTA leading in family and outreach support



Well-being and Speech and Language support



Special Educational Needs at Crosslee





Special Educational Needs at Crosslee

SEND relates to pupils that have a difficulty or disability that calls for special educational provision to be made that is different from and/or additional to that normally available to other pupils their age.

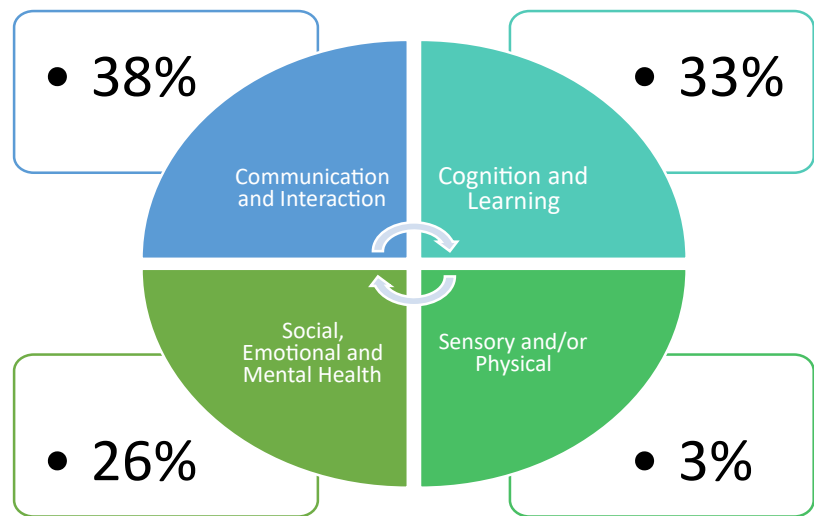
The SEND Code of Practice (2014) states that a pupil has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

The Code of Practice categorises children's additional needs in four 'Broad Areas of Need'

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

At Crosslee Primary School, we have children with a range of SEND needs relating to these areas. In April 2023 the percentage of needs were:



The majority of children in the chart above have difficulties in more than one area. Their primary category has been decided, based on their main need or the difficulties that present the most significant barrier to their progress and learning.

These figures are reviewed in this report annually.



Identifying and Assessing Need

We have a graduated approach to SEND and believe early identification of need is important. Staff monitor children's progress through ongoing assessment and tracking to ensure we can identify any needs as early as possible. If a child experiences difficulties and is not making progress then this is raised as a concern with the SENDCo or other specialist SEND staff within school. Every child's progress is monitored by their class teacher on a regular basis. This can be in the form of:

- Observations
- Discussions
- Questioning
- Formal assessments
- Individualised programmes
- National tests

If there are concerns about a child's progress across one or more broad areas of SEND, parents will be invited for a meeting with the class Teacher and SENDCO. They may decide to add the child to the SEND register and begin a cycle of assess, plan, do, review which will be recorded on a Personal Support Plan.



We monitor and track the progress and attainment of all pupils at Crosslee against the National Curriculum.

Children working more than 2 years below their peers are assessed using PIVATS.

For children working outside their Key Stage level, but who are engaged in subject specific study, staff use the Pre-Key Stage Standard for their assessment judgments.

Where children are working below the Key Stage Standards and not engaged in subject specific study (national curriculum), we use the engagement model. This assessment tool has a focus on engagement and looks at 7 areas. These areas are the 7 aspects of engagement (responsiveness, curiosity, discovery, anticipation, persistence, initiation and investigation).

Some children are assessed using Boxall to measure progress in their Social Emotional Mental Health. Some children are assessed using WELCOMM which measures progress in early language skills.

Assessment feeds into pupil support plans and pupil progress meetings.



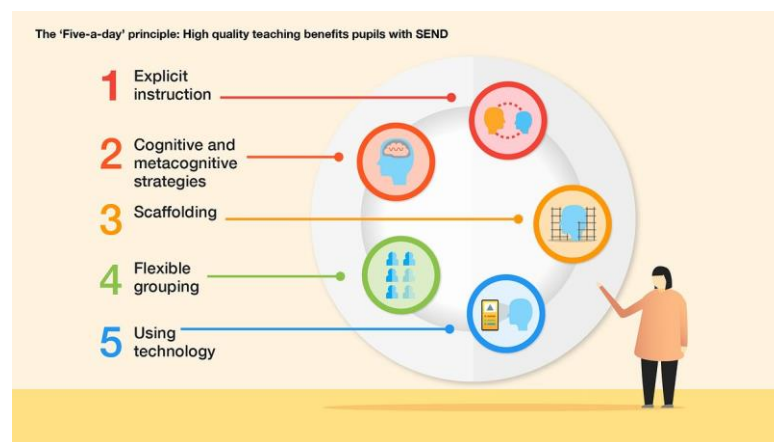
Our approach to teaching children with SEND

Our approach to teaching children with SEND

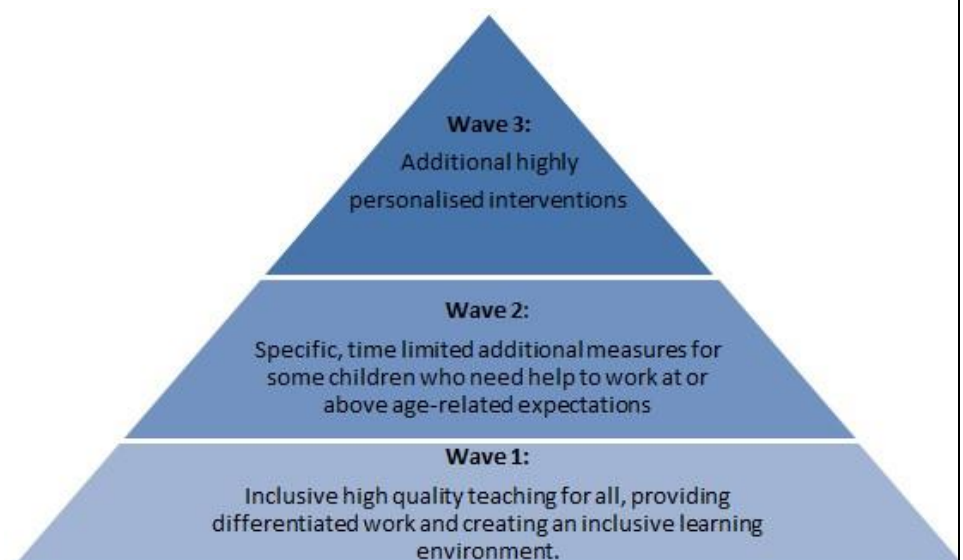
We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



At Crosslee, we understand that some children will need extra support to thrive. There are 3 waves of support that form part of our graduated response to the needs of our children. This graduated response forms part of the school's identification of children's SEND needs.



Universal Provision (Wave 1)

This is the universal provision that underpins the practice of all staff at Crosslee. It includes, high quality, inclusive practice for all learners. This includes strategies, resources and adaptations to the curriculum and environment to remove barriers to learning for all pupils. Reasonable adjustments are made for individual needs to prevent disadvantage to those children.

Targeted Support (Wave 2)

This is for children who may be showing some difficulties with their learning. The SENDCo will support staff in implementing specific, additional and time-limited interventions to help accelerate their progress to enable children to work at, or above, age-related expectations. Children at this stage may or may not be on the SEND register.

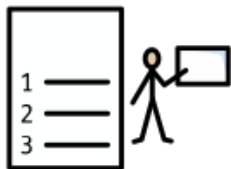
Specialist Support (Wave 3)

Specialist support targeted provision for a small number of children, where it is necessary to provide highly tailored intervention to accelerate progress or enable them to reach their potential. This may include one-to-one, small group or specialist interventions. Children who require this level of support will be on the SEND register. Within this small group of children, a minority may need more support than is available through special educational needs support and may have an Education Health Care Plan (EHCP). These children have highly specific and individualised support that is statutory. Nationally 2.3% of children have an EHCP in a mainstream primary school.

As of June 2024, 5.2% of children at Crosslee Primary School have an EHC plan.

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access quality first teaching in the classroom environment.

We also seek advice and equipment from outside agencies where necessary



Curriculum adaptations



Visual timetables



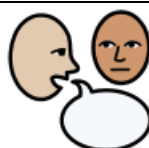
Task boards



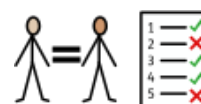
Bridging Back to prior learning



Use of Technology



Talk partners



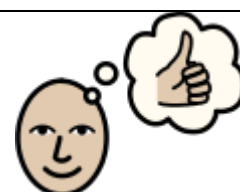
Guided Practise



Pre Teaching Vocabulary



Knowledge Organisers



Emotion Coaching



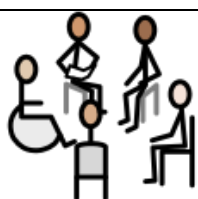
Ear defenders



Timers



Explicit instruction



Parent Consultations

Collaboration with Pupils and Parent/Carers At Crosslee we believe that parents and carers know their children best. Should staff have any concerns about a child, we endeavour to have an early discussion with the pupil (where appropriate) and their parents, 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, and staff take into account the parent's concerns. We want to make sure that everyone understands the agreed outcomes sought for the child and that everyone is clear on what the next steps are. We will notify parents when it is decided that a pupil will receive SEN support. Parents of children on the SEND

register will be invited in for review meetings. Annual reviews will also take place for children with EHCP's

At Crosslee Primary School, we work closely with parents and carers and recognise that parents and carers know their children best.

We hold drop-in sessions throughout the year and Miss Hodson is available at parents' evenings to discuss any concerns.

We have a SEND Parent champion group where parents can meet up and support each other in a safe environment. During these sessions, we gather parent feedback on SEN provision at Crosslee, direct to training courses, support groups, and encourage parent-to-parent support.

Parents of children who have an Education, Health and Care Plan will be invited into school yearly for an annual review meeting.

Personal Support Plans will be shared with parents at 3 points throughout the year in the Autumn, Spring and Summer term. This will be a chance to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings. Annual reviews will also take place for children with EHCP's.

During the year, a parental questionnaire is sent out to gain views on the school and the SEND provision.



Child Centred Planning

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:



Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.
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Evaluating Provision

SEND Provision is evaluated throughout the year by:

- Reviewing children’s progress with SLT in Pupil Progress Meetings
- Discussing and sharing ideas in staff meetings to ensure up to date research and policy is in place.
- Reviewing children’ individual progress towards their goals at regular intervals, as a minimum every term.
- Establishing children’s baseline before receiving interventions and reviewing the impact of interventions at regular intervals.
- Asking our children if they feel the adjustment or intervention is helpful and makes a difference.
- Monitoring by the SENDCO.
- Regularly using a tracking tool to update targets and measure progress.
- Holding termly reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support.
- Holding annual reviews for children with Education Health Care Plans.
- Termly



Staff Training

At Crosslee, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand

the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

			
Peer Mediation	Lego Therapy	SEND in EYFS (Dingley's Promise)	Attention Autism
			
Welcomm	Colourful Semantics	Fast Track Tutoring Phonics	Team Teach
			
Mental Health First Aid	Mastering Number	Drawing and Talking	Speech and Language



De escalation



Attachment



Talking about
Friends



Trauma Informed
Practice



Transition Support

On Entry into Nursery

Staff provide many opportunities to get to know children before they enter our school Nursery or Reception. This may include Home Visits, Parents Meetings and Stay and Play sessions. If concerns are raised during these sessions staff ask for permission to gather information from previous settings, Health Visitors and other Specialists. This enables to provide the best possible timely support.

End of Year transition

Our whole school approach of using a phased system; Nursery – Reception, Year 1 & 2, Year 3 & 4, Year 5 & 6, enables our children to become familiar with different classrooms and teachers and further support transition.

Some children benefit from ‘transition booklets’ to take home with them to familiarise themselves with their new teachers and learning environments. Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans.

Secondary Transition

As a child makes the transition to Secondary school, we will liaise with staff from the new setting to support a smooth process. This may include, inviting them to observe the child in our setting, meetings with parents and the child, and additional visits to the school to support a smooth transition

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.



Outside Agencies

We work with the following agencies to provide support for children with SEND:

Speech and Language Therapy

Occupational Therapy

Educational Psychology

CAMHS

Social Communication Pathway

Early Help

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will call you in for a meeting to share the advice.



Clubs and Trips

All our extra-curricular activities and school visits are available to all our children, including our breakfast club and after-school clubs.

All children are encouraged to go on our trips including residential.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council, Sports Ambassadors etc.

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

Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably

than other children and the arrangements we have made to help children with SEND access our school.



Complaint Procedure

We have an open-door policy at Crosslee and welcome parents' feedback on all issues relating to their child's SEND and provision. Where parents have a complaint about SEND provision in our school, we advise that these should be made to the Class Teacher in the first instance. They will then be referred to the school's complaints policy.

[SENDIASS](#) (Special Educational Needs and Disability, Information and Advice Support Service) is a service for the parents, carers and young people with SEND. They provide information, advice and support relating to Special Educational Needs. This can be in relation to the statutory duties a school have or supporting parents to navigate the tribunal system if needed. More information is provided [here](#).



Manchester's Local Offer

Manchester's Local Offer can be found [here](#).

Manchester Local Offer helps children and young people with SEND up to the age of 25 and their parents/carers in the Manchester City Council area understand what services and support they can expect locally. This includes their statutory entitlements, which are required by law.

We are a statutory service. Every local authority has a Local Offer, although they might look different in each area. In Manchester, we are a small team of three sitting within Children and Families in Manchester City Council.

As well as website information, regular [drop ins](#) and a [newsletter](#), we work with families to help improve services and what is on offer. See our range of activity in our leaflet - '[More than a website](#)'.

[Watch our short film about what we do](#)

Manchester Local Offer - localoffer@manchester.gov.uk, 0161 219 2125.



Further Information and Feedback

Reviewing and Monitoring the SEND Report

This information report will be reviewed annually by the school SENDCo. It will also be updated if any changes to the information held, are made during the year.

Further information...

This information report sits alongside the following policies that parents may wish to read for further information:

SEND policy

Accessibility plan

Safeguarding

Behaviour policy

Complaints procedure

Admissions arrangements

Equality duty

Medical policy

Feedback

This report has been approved by the families and children at Crosslee