



## Crosslee Community Primary School SEND Information Report 2022

At Crosslee Community Primary School we aim to provide a happy, friendly, and caring environment, where children feel secure and valued; children are encouraged to develop self-discipline and mutual respect for each other and for all adults in an atmosphere which promotes learning and excellence, enabling children to fulfil their true potential.

Parents and visitors are welcomed into the school. If parents feel that their child needs some additional help or support for some or all of their time at school. The following is to inform you of the types of support available for your child at our Primary School.

We are presently working towards the Nurturing UK award and Rights to Respect Silver Award.

At Crosslee Community Primary School all pupils receive quality first teaching. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs.

- Lessons are pitched appropriately so that all children can learn and progress.
- Teachers take account of the needs of the individual child and plan different tasks and materials appropriately.
- Targets are set to support children's individual needs and are regularly updated.
- Tracking and assessment enables each class teacher to analyse the progress of the child.

Pupil progress meetings are held three times a year with the Head Teacher, Deputy Head, Inclusion Leader and class teacher to discuss suitable teaching programmes for each child and where needed additional intervention to help them progress further. During 2020 and 2021 these have been different due to Covid 19 restrictions.

<b>What additional support can be provided in the classroom?</b>	<ul style="list-style-type: none"><li>• A Teaching Assistant (TA) works under the direction of a class teacher. In our school TA's are responsible for supporting the learning of small groups, 1:1 and delivering interventions to targeted groups;</li><li>• In Foundation Stage the 'Wellcomm Assessment' is in place for every child coming into the Nursery and Reception.</li><li>• The school has 2 Intervention Teacher's and an Intervention Team whom work with targeted children 1-1 or as part of a group intervention.</li><li>• If additional funding is allocated from SEN to a child through an Education Health and Care Plan, we will use this funding to provide additional support to the pupil: this may be provision of an additional person or a specific resource.</li><li>• We have a full time Home School Liaison Officer who is responsible for attendance and punctuality and parental engagement.</li><li>• We have an Emotional Wellbeing Team to support children with behaviour or mental and emotional health needs.</li></ul>
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<p><b>What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)</b></p>	<ul style="list-style-type: none"> <li>• We have a service level agreement with the Educational Psychologist service and SALT. The school also makes referrals through the school nurse.</li> <li>• We access external agencies to support special additional needs; with support offered by Lancastrian, Bowker Vale, the Grange and Camberwell specialist schools, Bridgelea School for behaviour.</li> <li>• Weekly a Speech &amp; Language Therapist comes in to provide advice and support, also to make assessments if needed to help children with their communication difficulties.</li> <li>• We screen children whom we feel may display signs of dyslexia. For children who display signs of dyslexia, we provide dyslexia friendly resources to support them (for example coloured overlays and reading rulers, ICT programmes);</li> <li>• Each term intervention and SEN are monitored, observed and feedback given.</li> </ul>
<p><b>Staff specialises/expertise around SEN or disability</b></p>	<ul style="list-style-type: none"> <li>• Experienced SENDCo who has been in post at Crosslee Community School for 21years firstly as a class teacher and as the Special Needs Coordinator for 13 years; has been trained to make referrals to CAMHs.</li> <li>• Learning Mentor is trained to deliver SALT intervention programmes supported by a qualified therapist;</li> <li>• 1 Intervention teacher trained in Inference, success@arithmetic and P4C. Another intervention teacher has been trained in Phonics and delivering Motor and Sensory skills circuits.</li> <li>• We have 1 teacher who delivers 'Forest school' across the school, to support children's wellbeing.</li> <li>• The majority of TA's are trained in 5-minute box, 5-minute Numeracy and Precision Teaching;</li> <li>• A number of TA's are trained to deliver Inference, colourful semantics, Zones of Regulation, Lego therapy and Elkan, Drawing and Talking, Art and wellbeing.</li> </ul>
<p><b>What ongoing support and development is in place for staff regards supporting children and young people with SEN?</b></p>	<ul style="list-style-type: none"> <li>• CPD training is offered yearly for all staff to update on SEND procedures and current legislation. To ensure our staff have the skills and knowledge to support children with SEN—there is a programme of on- going training both in school and with outside services.</li> </ul>
<p><b>What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?</b></p>	<ul style="list-style-type: none"> <li>• Access arrangements are provided where necessary. This includes readers, scribes and extra time, for pupils with SEND needs.</li> </ul>

Only children with the most complex and significant special educational needs will be considered for an Education, Health Care Plan (EHC).

If you have any concerns that your child has additional needs please speak to the class teacher, or make an appointment with the school Special Educational Needs and disability Co-ordinator (SEND),

<b>Annual Reviews</b>	
<b>What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?</b>	<ul style="list-style-type: none"> <li>• Invitations sent to parents and all professionals involved, by the SEND Coordinator;</li> <li>• Regular review meetings held;</li> <li>• Consultation with staff and updated reports sort prior to the meeting;</li> </ul>
<b>What arrangements are in place for children with other SEN support needs?</b>	<ul style="list-style-type: none"> <li>• Additional support is provided from outside agencies for children with specific needs;</li> <li>• Some children need support at break/lunchtime– during lunchtime a variety of inclusive lunchtime clubs are available such as craft club, reading club and computer club, dependant on Covid restrictions.</li> </ul>

<b>Keeping Children Safe</b>	
<b>What are the school arrangements for undertaking risk assessments?</b>	<ul style="list-style-type: none"> <li>• Crosslee Community Primary Schools Designated Safeguarding Lead is Miss Crew (Deputy Head)</li> <li>• We use Manchester’s risk assessment for off-site trips;</li> <li>• Ratios are adhered to for all off-site trips</li> </ul> <p>On site risk assessments are completed as part of our health and safety policy.</p> <ul style="list-style-type: none"> <li>• Risk assessments are completed for all trips and visits which take place away from the school site. These are completed by teachers first and sent to the Head teacher for approval.</li> <li>• Range of risk assessments for a variety of resources and needs.</li> <li>• Risk assessments are in place in the classroom for children with flight risk concerns</li> <li>• PE is taught by qualified teachers and outside coaches.</li> <li>• We have 14 staff trained as Paediatric first aiders.</li> </ul>
<b>What handover arrangements will be made at the start and end of the school day? Do</b>	<ul style="list-style-type: none"> <li>• All children are welcomed into the school buildings by a member of staff.</li> </ul>

<p><b>you have parking areas for pick up and drop offs?</b></p>	<ul style="list-style-type: none"> <li>• All children are dismissed into the playground at home time, supervised by all teachers and/or TAs;</li> <li>• Nursery; Reception; Year 1 &amp; 2 children are collected from the designated doors;</li> </ul> <p>There are no designated parking areas around school and we ask all parents and carers to park safely and courteously around school.</p>
<p><b>What support is offered during breaks and lunchtimes?</b></p>	<ul style="list-style-type: none"> <li>• Teachers and TA's are on the playground at break times and TAs and lunchtime Organisers are on the playground at lunchtimes;</li> <li>• Lunch time clubs are available for pupils to access as required;(dependant on Covid measures)</li> <li>• Children from Year 6 are trained as friendship peers and equipment monitors.</li> </ul>
<p><b>Where can parents find details of policies on bullying?</b></p>	<p>Our Behaviour and Anti-Bullying Policy can be downloaded from our website or from the school office.</p> <p><a href="http://www.crosslee.manchester.sch.uk">www.crosslee.manchester.sch.uk</a></p>
<p><b>Health (including Emotional Health and Wellbeing)</b></p>	
<p><b>What is the school's policy on administering medication?</b></p>	<ul style="list-style-type: none"> <li>• For medication to be administered in school, it must be prescribed by a doctor and have a named chemist label on it;</li> <li>• We can only give medication which is needed four or more times a day and/or before food;</li> <li>• Parents/Carers have to sign an administration of medicine form (at the office) on the first morning they need the medicine to be administered;</li> </ul> <p>Children on long term medical care will have a care plan completed with parents, SEND Coordinator/class teacher and school nurse. All relevant staff will be shown the care plan. A copy will be placed in the school office.</p>
<p><b>What would the school do in the case of a medical emergency?</b></p>	<p>In the case of a medical emergency, we would call 999 immediately and inform the Head teacher, Senior Leadership and parents/carers.</p>
<p><b>How do you ensure that staff are trained/qualified to deal with a child's particular needs?</b></p>	<ul style="list-style-type: none"> <li>• Specialist training is sought from appropriate health professionals for all relevant staff where necessary.</li> <li>• Key staff are regularly trained in when to administer an epi pen. Also what procedures to follow with epileptic seizures. When children attend Crosslee with this medication.</li> </ul>
<p><b>Which health or therapy services can children access on school premises?</b></p>	<ul style="list-style-type: none"> <li>• The School Nursing Team can be accessed through making referrals.</li> </ul>

	<ul style="list-style-type: none"> <li>• The Educational Psychologist and SALT can be accessed through school after discussion with the SENDCO.</li> <li>• Following a meeting with parent's referrals will be made via the school nurse.</li> </ul>
<b>Communication with Parents</b>	
<b>How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child/young person?</b>	<ul style="list-style-type: none"> <li>• An induction pack is given to all Nursery parents prior to their child starting. We also complete home visits to introduce teachers, TAs to parents/carers;</li> <li>• Parents are introduced to their child's class teacher;</li> <li>• Initially regarding any concerns about their children parents can see the class teachers at the end of the day. Further appointments with the Head teacher, Deputy Head, Assistant Head teacher or SENDCo will be made if it is necessary.</li> <li>• In the entrance area photos and names of all staff and responsibilities are displayed.</li> </ul>
<b>Do parents have to make an appointment to meet with staff or do you have an Open Door policy?</b>	<ul style="list-style-type: none"> <li>• Further meetings with the Head teacher, Deputy Headteacher, Assistant Headteacher, Class teacher or SENDCo can be made by appointment.</li> </ul>
<ol style="list-style-type: none"> <li>1. How do you keep parents updated with their child/young person's progress?</li> <li>2. Do you offer Open Days?</li> </ol>	<ul style="list-style-type: none"> <li>• Parent/Carer Evenings are held twice a year;</li> <li>• Informal progress meetings are instigated where necessary;</li> <li>• Foundation Stage, have Stay and Play mornings throughout the year.</li> <li>• Reading events with Parents.</li> <li>• A range of workshops and meetings are provided each year.</li> <li>• Demo lessons on specific area's e.g. Phonics.</li> </ul>
<b>How can parents give feedback to the school?</b>	<ul style="list-style-type: none"> <li>• Parents/carers are asked to complete a questionnaire once in a year at parent/carer evenings; intermittent feedback can be written in pupils reading records, or calls to the school office, and/or emails to the office.</li> </ul>
<b>Working Together</b>	
<b>What opportunities do you offer for pupils to have their say? e.g. school council?</b>	<ul style="list-style-type: none"> <li>• We have an active school council and conduct pupil voice activities throughout the year.</li> <li>• Each class nominates two school council members from Year 2-6 and they meet regularly;</li> <li>• We have a 'Rights 'Respecting' steering group.</li> </ul>

<ol style="list-style-type: none"> <li><b>1. What opportunities are there for parents to get involved in the life of the school or become school governors?</b></li> <li><b>2. How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)</b></li> </ol>	<ul style="list-style-type: none"> <li>• When there is a vacancy for a parent governor, a letter is sent to all parents and carers and they are invited to apply as per the application process;</li> <li>• We have volunteer parents involved in toast mornings, also we have a parent group who get involved in activities throughout the school year.</li> <li>• The SEND Coordinator provides termly updates to the Governing Body.</li> </ul>
<p><b>What Help and Support is available for the Family?</b></p>	
<ol style="list-style-type: none"> <li><b>1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?</b></li> <li><b>2. What information, advice and guidance can parent access through the school? Who normally provides this help and how would parents access this?</b></li> </ol>	<ul style="list-style-type: none"> <li>• Our SENDCO, Home School Liaison Officer and Outreach TA are available to assist with completing forms to support children and families. Parents/Carers can ask these staff directly or make a request at the main office.</li> <li>• SENDCO liaises with agencies if/when necessary.</li> <li>• HSLO supports families with issues such as housing, benefit advice and home support.</li> </ul>
<p><b>Transition to High School</b></p>	
<ul style="list-style-type: none"> <li>• <b>What support does the school offer around transition? (e.g. visits to the high school, buddying)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Parents are invited to visit school with their child. This enables them to explore the building and to meet the staff and current pupils;</li> <li>• Transition days to local high schools are held in both Years 5 and 6 (dependant on Covid restrictions)</li> <li>• A local high school provides 'into University' homework and learning support.</li> <li>• Pupils who may require additional support during the transition process are identified by the SENDCO, Year 6 teacher and SLT and further provision is sort.</li> <li>• Additional Transition program is provided for identified children</li> </ul>

<b>Extra-Curricular Activities</b>	
<ul style="list-style-type: none"> <li>• <b>What before school lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?</b></li> <li>• <b>How do you make sure clubs and activities are inclusive?</b></li> <li>• <b>How do you help children to make friends?</b></li> </ul>	<ul style="list-style-type: none"> <li>• We have a breakfast club which runs from 8am each morning for 50p per day. KS2 children are allowed to attend alone but children in KS1 and foundation must be accompanied by an adult. (dependant on Covid restrictions)</li> <li>• We have after school clubs throughout the year, places may be limited and letters are sent home for parents to sign for a place. (dependant on Covid restrictions)</li> <li>• All children are invited to attend all clubs suitable for their year group;</li> <li>• All trips, including residential are fully inclusive.</li> <li>• We have a Christian Ethos where everybody is treated with respect. This ethos is modelled by staff and pupils;</li> <li>• We have a number of children who are friendship mentors.</li> <li>• All clubs are provided free of charge by the school.</li> </ul>