

Special Educational Needs and Disabilities at The Crossways Schools

SEN&D School Information Report



The Crossways Schools follow the policies and guidance of South Gloucestershire Council.

South Gloucestershire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEN&D) and are supported by the local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of children with Special Educational Needs being met in a mainstream setting wherever possible, where families want this to happen.

Our mission statements are

‘Standing on Tiptoe’

(Infant School)



‘Soaring to Success’

(Junior School)

School Information

What % of pupils have SEN&D at Crossways?	Approximately 13% are at SEN Support and 1% have a Statutory Plan (EHC plan).
How well do SEN&D pupils achieve at Crossways?	We aim for children with SEN&D to make at least expected progress similar to their peers.
Who do I contact in school for more information?	Emma Mitchell – School SENDCO (NASENCO) Email: emma.mitchell@crossways.org.uk

If your child has any additional needs when they start school please let the school Special Educational Needs and Disabilities Co-ordinator (SENDCO – Emma Mitchell) know and a plan of support can be put into place immediately.

If your child is identified as having any additional needs whilst they are at school we will plan together and have regular meetings to ensure we do our very best for your child.

We try to ensure that parents are well informed about all we do at school. Please look under Policies on our website. Relevant policies may include SEND, Accessibility, Teaching and Learning, Medical Needs, Assessment, and Curriculum.

On the following pages we list what services we can provide / support or signpost to. Our teachers and teaching assistants take every opportunity to keep up to date with all areas of need and we support training in as many areas as we can. If your child has needs that are not listed below, or needs that you feel we may not support fully, please come in to find out what we can offer.

General information

<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability?</p>	<p>The SENDCO (Special Educational Needs and Disabilities Coordinator) Responsible for:</p> <ul style="list-style-type: none">• Coordinating all the support for children with special educational needs and disabilities and developing the school's SEN&D Policy to make sure all children get a consistent, high quality response to meeting their needs in school.• Ensuring that you are:<ul style="list-style-type: none">○ involved in supporting your child's learning○ kept informed about the support your child is receiving○ involved in reviewing how they are doing• Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, etc.• Updating the school's SEN&D register (a system for ensuring all the SEN&D needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.• Providing specialist support for teachers and support staff in the school so they can help children with SEN&D in the school achieve the best progress possible. <p>Class teacher Responsible for:</p> <ul style="list-style-type: none">• Checking on children's progress and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary.• Writing individual plans to support learning, sharing and reviewing these with parents at least 3 times each academic year.• Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.• Ensuring that the school's SEN&D Policy is followed in their classroom and for all the pupils they teach with any SEN&D. <p>Headteacher Responsible for:</p> <ul style="list-style-type: none">• The day to day management of all aspects of the school, this includes the support for children with SEN&D.• Giving responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met.• Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEN&D. <p>SEN&D Governor Responsible for:</p> <ul style="list-style-type: none">• Making sure that the necessary support is made for any child who attends the school who has SEN&D,• Monitoring provision and delivery including liaising with SENDCO.
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<p>How can I let the school know I am concerned about my child's progress in school?</p>	<p>If you have concerns about your child's progress you should speak to the class teacher.</p> <p>If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCO or Headteacher.</p> <p>If you still have concerns you can speak to a school Governor. A list of governors is available on the website or from the school office.</p>
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<p>If your child is identified as not making progress, the school will call a meeting to discuss this in more detail and to:</p> <ul style="list-style-type: none"> • listen to any concerns you may have, • plan any additional support your child may receive, • discuss any referrals to outside professionals to support your child's learning.
<p>How will you measure the progress of my child in school?</p>	<ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her class teacher. • His/her progress is reviewed formally every term and assessed against the National Curriculum in reading, writing, maths and science. • 'P' levels are used to assess progress where a child is significantly below national expectations. • At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed against the National Curriculum, often called Standard Assessment Tests (SATs). • Children's individual learning plans are reviewed, with your involvement, at least 3 times each year and updated. • The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • The SENDCO will also monitor that your child is making good progress.

Supporting your child

<p>What are the different types of support available for children with SEN&D at Crossways?</p>	<p>Class teachers ensure excellent targeted classroom teaching for all pupils.</p> <p>For your child this would mean:</p> <ul style="list-style-type: none"> • The teacher has the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Different ways of teaching are in place so that your child is fully involved in learning in class, for example using more practical learning approaches. • Specific strategies, which may be suggested by the SENDCO or outside agencies, are in place to support your child to learn. • Your child's teacher will have assessed carefully their progress and will have identified the gaps in their understanding. <p>Intervention groups for children identified by the class teacher as needing some extra support in school.</p> <p>These may be:</p> <ul style="list-style-type: none"> • run in the classroom or another teaching space. • run by a teacher, teaching assistant or outside professional. <p>For your child this would mean:</p>
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- He/ She will engage in group sessions with specific targets to help him/her to make more progress.

A small number of children are identified by the class teacher/ SENDCO as needing some extra specialist support from a professional outside the school. **(This is where less than 16 hours support would be necessary)**. You may also have raised concerns about child's needs or progress.

This may be from:

- Local Authority central services eg Inclusion Support or Behaviour Support Team (BST).
- Outside agencies such as the Speech and Language therapy (SALT) Service or the School Health Nurse.

For you and your child this would mean:

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help you and the school to better understand your child's particular needs and therefore provide appropriate support.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - giving advice about how your child is supported in class.
 - setting targets based upon professional guidance.
 - running specific interventions e.g a social skills group.

This type of support is available for children with specific barriers to learning that cannot be overcome through normal classroom practice and intervention groups.

Specified individual support

(This is where it has been identified that more than 16 hours support is required).

This is usually provided via an Education, Health and Care Plan (EHC plan). This means your child will have been identified by the class teacher/ SENDCO as needing a particularly high level of individual or small group teaching, which cannot be provided for within school resources.

Your child will also need specialist support from an outside agency.

This may be from:

- Local Authority central services eg Inclusion Support Service.
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which determines whether your child's needs are sufficiently complex to require statutory assessment. If this is the case, they will ask you and all professionals involved with your child, to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- Once all the information has been collected, the Local Authority will decide if your child's needs are severe, complex and lifelong (0-25 years). If this is the case they will write an Education and Health Care Plan (EHC plan).

	<ul style="list-style-type: none"> The EHC Plan will outline the outcomes (long and short term goals) that are important for your child to achieve. It may also outline an amount of funding the school may receive, how this funding should be used and what strategies must be put in place. Not all EHC Plans have funding attached. <p>An additional adult may be employed to support your child with whole class learning, run individual programmes or run small groups including your child.</p>
How is extra support allocated to children?	<p>The school budget, received from South Gloucestershire LA, includes money for supporting children with SEN&D.</p> <p>The Head Teacher sets the budget for SEN&D in consultation with school governors, on the basis of school needs. This includes resources, equipment, training and support for staff and pupils.</p> <p>The Head Teacher and the SENDCO discuss all the information they have about SEN&D in the school, including:</p> <ul style="list-style-type: none"> children receiving support already, children needing extra support, children who have been identified as not making expected progress. <p>Throughout the year the school creates and updates a 'Provision Map' and this shows what support is being put into place for each child in school requiring additional support.</p>
Who are the other people providing services to children with SEN&D in this school?	<p>Directly funded by the school:</p> <ul style="list-style-type: none"> Teaching Assistants / Learning Support Assistants Educational Psychologist (additional time) Behaviour Support Team Inclusion Support Service Educational Welfare Service <p>Paid for centrally but delivered in school:</p> <ul style="list-style-type: none"> Educational Psychology Service (Statutory time) Sensory Support Service for children with visual or hearing needs Speech and Language Therapy Inclusion Support Service (Statutory) School Health Nurse Occupational Therapy Physiotherapy
How are the teachers in school helped to support children with SEN&D and what training do they have?	<ul style="list-style-type: none"> The SENDCO's role is to support the class teacher in planning for children with any additional needs. Training needs are identified and reviewed in conjunction with school needs. The school has a comprehensive training plan to improve the teaching and learning of children, including those with SEN&D. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Specific Needs Information and Support

Communication and Interaction	<p>This incorporates speech, language and communication. It is when children need help to develop their linguistic competence, they may need help with specific sounds, becoming fluent or taking part in conversations. Sometimes children need help with vocabulary or 'tenses'. Some children need help with</p>
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	social relationships or situations. Children with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome and Autism have difficulty making sense of the world in the way others do and need help learning about change and social situations at school and their routines. We work closely with Speech & Language therapists (SALT) and the Child and Adolescent Mental Health Service (CAMHS) to help our children with these difficulties.
Cognition and Learning	Children with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers acquiring basic English and Maths skills or in understanding concepts, even with appropriate differentiation. We will help these children by offering specific programmes to support their learning, more detailed differentiation or setting the curriculum in smaller steps. We work closely with the Inclusion Support Service (ISS) in advising teachers in this area.
Sensory and Physical	There is a wide range of sensory and physical difficulties that affect children across the ability range. Many children need minor adaptations to the curriculum, their study programme or their physical environment. We link with a range of services and take advice from them in order for our pupils to be able to fully access their curriculum.
Social, Emotional, and Mental Health	Some children have difficulties in their emotional and social development that mean they require additional and different provision in order for them to achieve. Children may have immature social skills and find it difficult to make and sustain healthy relationships. Difficulties may be displayed through the child becoming isolated or withdrawn as well as through challenging, disruptive or disturbing behaviour. We work closely with the Behaviour Support Team (BST) to give the very best to our pupils with these challenges.
Medical Needs	If your child has any medical needs then we will work closely with parents and the School Health Nurse to create an individual Health Care Plan. If we know that a child has specific needs then we liaise with the School Health Nurse and receive specialist training. All our TAs and teaching staff receive annual First Aid training and at least two members of staff have Paediatric First Aid training in the Infant School.
Speech and Language Therapy	When a child comes to Crossways with a plan from the Speech Therapist, or if we notice a child has difficulty with an area of speech or sounds, we work in partnership with parents and the speech and language therapist (SALT) to plan regular sessions at school where a TA can work with a child one to one or in a small group (daily if necessary). Plans are regularly reviewed and the speech and language therapist can come in to school to assess pupils and have meetings with staff and parents.
Counselling	Although we do not have a trained counsellor at school, counselling services can be accessed via your GP or through a referral to the Child and Adolescent Mental Health Service (CAMHS).

Communication

How will the school keep me informed of my child's progress?	Parents' evenings are held in the autumn and spring terms, and an annual written report is given to parents/carers in term 6. In addition to this, teachers will conduct progress meetings or review meetings if a child is working below the expected level or receiving additional support.
Are parents involved in the planning, assessment and reviewing of needs?	Parents hold valuable information about their child, which will support the school in delivering the most appropriate learning opportunities. Parents are involved in every step of the process.

Are pupils involved in reviewing their learning?	Children need to know their targets; they need to be able to share what they find hard and what might help them to learn better. This will all support the plan for their learning.
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Other information

What support do you have for me as a parent of child with SEN&D?	<ul style="list-style-type: none"> • The class teacher will discuss your child’s progress or any concerns you may have and share information about successful strategies. • The SENDCO is available to meet with you to discuss your child’s progress or any concerns you may have. • All information from outside professionals will be discussed with you, or where this is not possible, given to you in a report. • Learning plans will be discussed with you when reviewed. • Homework will be adjusted to suit your child’s individual needs. • A home/school contact book may be used to support communication if appropriate.
How is Crossways accessible to children with SEN&D?	<ul style="list-style-type: none"> • The building has some limitations for those with physical disabilities (stairs in KS2 building). • Adaptations have been made to ensure accessibility as far as possible eg ramps outside, inclusive toilet and wet room facilities. • We ensure that equipment used is accessible to all children regardless of their needs. • After school provision is accessible to all children including those with SEN&D. • Extra-curricular activities are usually accessible for children with SEN&D.
What is an IEP?	An Individual Education Plan (IEP) has been used in the past to state and monitor pupil targets. South Gloucestershire Local Authority have created a ‘My Support Plan’ that enables us to state and monitor targets and also to share additional information about a child’s strengths and needs, making this a more holistic and comprehensive document.
Who do I contact if I am not happy with the support or education my child is getting?	If you have already talked to the class teacher, you can contact the school SENDCO to discuss your concerns. It may be possible to change things or try something new, or put you in touch with someone who can help. Alternatively you can contact the Head Teacher, governors or the local authority for advice.

Moving On

How will you support my child when they are leaving this school or moving on to another class?	<p>We recognise that transitions can be difficult for a child with SEN&D and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ○ We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. ○ We will make sure that all records about your child are passed on as soon as possible. ○ Special visit opportunities for children with SEN&D are arranged with local secondary schools. • When moving classes in our schools: <ul style="list-style-type: none"> ○ Information will be passed on to the new class teacher in either the Infant or Junior school, a transition meeting will take place. All records will be shared with the new teacher.
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| | <ul style="list-style-type: none">○ If your child would be helped by a book to support him/her understanding of moving on, then it will be made. |
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Further support for parents can be found by contacting the SEND section of South Gloucestershire Council on 01454 868000. The council's local offer for SEND can be found at www.southglos.gov.uk/localoffer

Please also see Crossways Accessibility Plan.

Additional support can be found at:

www.supportiveparents.org.uk

www.sglosparentsandcarers.org.uk

www.wellaware.org.uk

*Updated October 2020
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