



Special Educational Needs and Disabilities at The Crossways Schools

SEND School Information Report:

At Crossways, we are committed to providing every child—regardless of their individual needs—with a broad and balanced curriculum. Our vision is for all children with special educational needs to be fully included in every aspect of school life, enabling them to reach their full potential and develop a lifelong love of learning.

We create a safe, caring, and nurturing environment where every child feels confident to take on new challenges and believes in their ability to succeed. At Crossways, we celebrate diversity and champion equality, ensuring that every child is valued and supported—whatever their race, beliefs, disability, sexuality, gender, or background.

Our school values:



At Crossways, our values of *Contribute*, *Aspire*, *Respect*, and *Equality* are at the heart of our SEND provision. We encourage every child to contribute their ideas and talents, ensuring their voice is heard and valued. We help them aspire to reach their personal goals, celebrating progress in all its forms. Through respect, we foster understanding and kindness, creating an inclusive environment where everyone feels safe and supported. And by promoting equality, we ensure that every child—whatever their needs—has the same opportunities to learn, grow, and thrive.

What is the SEND Information Report?

Every school must have a SEND information report which outlines how we provide for all children with special educational needs. It includes how we support, teach and meet the needs of children with SEND.

What is the definition for SEND?

The SEND code of Practice (2012) states that a child has SEND if they have “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.”

The Four Broad Areas of Need:

The SEND Code of Practice (2015) identifies four broad areas of need. These help us to understand how best to support each child and ensure they have every opportunity to succeed.

1. Communication and Interaction

Some children find it difficult to communicate with others or to understand what is being said to them. This may include children with speech and language needs or those with autism spectrum disorder (ASD). We work closely with families and, where appropriate, outside professionals to develop children’s communication and social skills, ensuring they feel confident and understood.



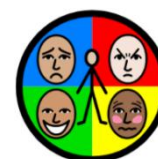
2. Cognition and Learning

Children in this area may learn at a different pace to their peers or have specific learning needs such as dyslexia, dyscalculia, or dyspraxia. We adapt teaching approaches and provide targeted support to help each child build confidence, make progress, and develop a love of learning.



3. Social, Emotional and Mental Health (SEMH)

Some children may experience difficulties with managing their emotions, developing relationships, or coping with change. This may include needs such as anxiety, emotional regulation difficulties, or ADHD. We provide a caring and supportive environment, using strategies such as nurture groups, Zones of Regulation, and pastoral support to help children feel secure, understood, and ready to learn.



4. Sensory and/or Physical Needs

Children may have a physical disability, a visual or hearing impairment, or sensory processing needs that affect how they access learning and the school environment. We work closely with families and specialist services to make any necessary adaptations, ensuring that all children can participate fully in every aspect of school life.



SEND Provision at Crossways School:

	% of SEN Support	% of EHCP
Crossways Infant School	4.27%	1.83%
Crossways Junior School	14.4%	4%

What areas of need are supported at Crossways?

At Crossways, we support children with a wide range of special educational needs, which broadly fall into four main categories:

	Communication and Interaction – Some children experience difficulties with speech, language, and communication. This may include those with autism or social communication needs.
	Cognition and Learning – We provide support for children with mild to moderate learning difficulties that affect their academic progress, as well as those with specific learning needs such as dyslexia or dyscalculia.
	Social, Emotional and Mental Health (SEMH) – We support pupils who experience challenges such as anxiety, emotional dysregulation, or difficulties with social interaction, as well as those with diagnosed conditions including ADHD.
	Physical and Sensory – Some children have physical disabilities or sensory needs, including hearing or vision impairments, and other conditions that affect how they access learning.

At Crossways, we recognise that every child is unique and may need different types of support to help them thrive.

How to contact the school regarding your concerns:

At Crossways, we regularly assess and monitor every child's progress so that we can quickly identify and support any additional needs, ensuring each child receives the help they need to thrive.

If you have any queries about your child and think their might be a possible SEND needs, the **first person to speak to will be their class teacher.**

Following this meeting, if further support is required, the class teacher can contact the SENCO (Miss Marshall – emily.marshall2@crossways.org.uk), then the Headteacher (Mrs Geoghegan – jo.geoghegan@crossways.org.uk)

You can also contact any member of the Senior Leadership Team for support through the school office. Our school website contains useful information, including the SEND Policy, which may help answer your questions.

Other relevant school policies that you may find helpful are listed below and can be accessed in the policies section of our website. - <https://www.crosswaysschools.co.uk/Policies/>

All maintained schools have an Inclusion or SEND Governor who is responsible for ensuring that the school's SEND provision is regularly monitored and that it meets the requirements of the SEND Code of Practice (2015). At Crossways, our SEND Governor is Sandra Allen, who works closely with staff to ensure that children with special educational needs receive the best possible support.

Communications from your child's class teacher:

Your child's teacher will talk with you about any areas they may be finding more difficult and will listen carefully to your views and experiences, as you know your child best.

If we feel your child may have special educational needs, the SENCO will gather further information through discussions with staff who work closely with your child, with you as parents or carers, and through classroom observations. We may also use additional assessments or screening tools to help us gain a deeper understanding of your child's needs. These tools are not diagnostic but can highlight specific areas that may benefit from targeted support. Together, we will discuss the outcomes and agree on the next steps or targets to help your child make progress.

The 'Graduated Approach':

At Crossways Schools follow a graduated approach to identifying and supporting children with additional learning needs.

1. Quality First Teaching

The first response to any learning difficulties is high-quality teaching within the classroom. Class teachers, who know each child well, adapt learning and support to meet individual needs. At Crossways, teachers receive regular training to stay up to date with effective practice. Your child's progress will be closely monitored over the following terms.

2. Targeted Support

If additional help is needed, targeted interventions will be introduced to provide more specific support. These sessions and their outcomes are recorded on the class provision map and reviewed regularly to measure progress.

3. SEND Support

When a child continues to require ongoing, individualised support beyond classroom and targeted interventions, the school follows the *Assess, Plan, Do, Review* cycle. At this stage, your child will be placed on the SEND register, and parents will be kept fully informed throughout the process.



1. Assess - Your child's strengths and needs will be assessed using a range of tools, including assessments, observations, discussions with you, and input from your child.
2. Plan – Together, we will agree on targets or outcomes for your child and outline the support needed to achieve them in a personalised support plan.
3. Do - The planned support will be implemented and adjusted as your child makes progress. The class teacher remains responsible for your child's learning and progress, working closely with teaching assistants and the SENCO.
4. Review - Your child's support will be reviewed to evaluate its impact on progress. Assessments and discussions will identify what has been effective and what may need adjusting for the next cycle. This process is continuous.

What happens next?

Once it is determined that your child requires support beyond quality first teaching, the class teacher will develop a support plan outlining specific targets and how progress will be monitored. These plans are reviewed three times a year.

My One Page Profile

Class:

Class Teacher:

Pupil Premium:

Primary Area of Need:

Pupil voice:

What are my strengths?

What are my hobbies/interests?

How do I learn best?

What my teachers can do to help me learn:

Key adaptive teaching approaches and reasonable adjustments to teaching and school life- I learn best when I have.....

- 1.
- 2.

Parent Voice:

Things that are going well for our child:

Which approaches make the biggest difference?

Information I would like you to know...

Assess, Plan, Do and Review Cycle 1						
Long term Outcomes						
Assess	Plan		Do		Review	
Entry Data	Outcomes for this child for this term- these will contribute to the long-term outcome.	Which outcome theme?	Provision	Specific activity	Exit Data Progress made	Reflection and Review
Attendance and notable events that have impacted on progress i.e. teaching staff, illness, suspensions, changes to home life, friendship groups.						
Feedback from child/young person (date)						
Feedback from parent/carers (date)						

Parental involvement:

We actively encourage parents to be involved in their child's learning and progress. Throughout the year, we hold meetings and workshops to share practical ways you can support your child at home. At the start of each school year, we host year group meetings where you can meet your child's new teacher, learn about expectations, and explore ways to help with learning. Each term, we also share a class learning pathway to keep you informed about what your child will be learning.

Parents and carers of children with SEND are invited to review meetings three times a year to discuss progress against support plan targets. Two of these occur during whole-school parent evenings, with an additional SEND review meeting in Term 6 to reflect on the year's progress and plan for transition to the next year group. Every child also receives an end-of-year report.

For children with an Education, Health and Care Plan (EHCP), an Annual Review meeting is held once a year, bringing together everyone involved in your child's learning to discuss progress and next steps.

We operate an open-door policy and warmly welcome parents to arrange additional meetings with the class teacher or SENCO whenever needed, to discuss your child's needs and how best to support them at home.

Pupil voice:

We value and prioritise the voice of every child in shaping their learning journey. Your child's views are regularly sought and recorded on their SEND support plan to help set meaningful targets and next steps. Throughout the year, children also take part in pupil surveys to share their thoughts on wider aspects of school life. In addition, our School Council gathers and represents the views of all pupils, ensuring that every child can contribute to decisions and initiatives that matter to them.

Adults who support children with SEND:

A range of adults within the school may be involved in supporting your child, including:

- Class teacher
- Teaching assistants
- Pastoral support team
- Family support worker
- School SENCO

All staff receive regular training in special educational needs to ensure they can effectively meet pupils' needs. This year, training has included speech and language interventions, Zones of Regulation, strategies for supporting pupils with dyslexia and autism, the Smart Moves motor skills programme, and sensory circuits.

Interventions at The Crossways Schools:

Once learners have been assessed through the Graduated Approach, they may take part in carefully planned interventions designed to help them make clear, measurable progress. Each intervention includes clear starting points and goals, so we can celebrate progress and ensure every child moves forward in their learning.

Our current list of interventions include:

- Colourful Semantics
- Language for Thinking
- Lego Therapy
- Attention Autism
- Precision Teaching
- ELS intervention (phonics)
- Comic Strip Conversations
- Zones of Regulation
- Sensory Circuits
- Smart Moves
- ELSA
- Fine Motor Skills

External agency support at The Crossways Schools:

At times, we may seek advice from external professionals to access specialist expertise that supports your child's specific needs. Working together with these services helps us provide the most effective support possible.

- The agencies we work with include:
- Educational Psychology Service
- Sensory Support Service (for children with visual or hearing needs)
- Speech and Language Therapy
- Inclusion Support Service
- School Health Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS (Child and Adolescent Mental Health Service)

Allocation of resources at The Crossways Schools:

The school receives a Special Educational Needs and Disabilities (SEND) budget from the local authority, which is allocated to support the needs of all pupils with SEND. The Headteacher reviews this spending annually to ensure funding is used effectively to provide the best possible support. Needs across year groups are carefully mapped, and funding is matched accordingly. For pupils with more complex needs, the school may apply to the local authority for additional funding through the Education, Health and Care Plan (EHCP) process.

Adaptive teaching at The Crossways Schools:

All lessons are adapted to meet the diverse range of abilities within each class, providing carefully planned learning opportunities for pupils with specific needs. This may include the use of appropriate physical or digital resources, visual aids, prompts, or adult support within the classroom. Additional interventions are planned, monitored, and evaluated by class teachers and may be delivered by other trained staff. Where appropriate, advice from external SEND agencies is sought to ensure the curriculum effectively meets each child's needs. Some pupils also benefit from pre-teaching of key content and vocabulary to support their understanding and confidence.

Supporting your child with transitions:

We understand that moving between schools or classes can be a big change for any child — and especially for those with SEND. At Crossways, we take great care to make every transition as smooth and positive as possible.

Starting at Crossways from Pre-School:

- We'll contact your child's pre-school SENCO to learn more about their needs and arrange a meeting to discuss how best to support them.
- You'll be invited to a New Parents' Information Evening in the summer term to meet the teacher and find out what to expect.
- We may arrange an additional meeting with you to learn more about what works well for your child.
- Once your child's place is confirmed, we'll ensure all relevant information and records are shared.
- Some children are also offered extra informal visits to Reception to help them feel comfortable in their new environment.

Moving to the Next Class or Junior School:

- Your child's current teacher will meet with the new teacher to share key information and ensure continuity of support.
- Some children create a transition booklet with a familiar adult to help them get to know their new class and teacher.
- We arrange regular visits to the new classroom so children can get used to the space and the people they'll be learning with.

Moving on to Secondary School:

- We work closely with our local secondary schools to make this transition as smooth as possible. Some children benefit from extra visits or sessions at their new school before the summer.
- Secondary school staff visit Crossways during the summer term to meet pupils and begin building relationships.
- All records and information are shared securely, and our SENCO speaks directly with the secondary school's SENCO to make sure your child's needs are fully understood and supported from the start.

Accessibility for children who have a physical disability:

While our building has some physical limitations (such as stairs in the KS2 building), we always strive to find practical ways to overcome these wherever possible. Adaptations have been made to improve accessibility, including ramps, an inclusive toilet, and wet room facilities. We also ensure that classroom equipment and resources are suitable and accessible for all pupils, whatever their needs.

Our after-school provision is inclusive and open to all children, including those with SEND, with careful risk assessments in place to ensure everyone's safety and participation.

How we will support children with SEND to attend school activities and trips:

At Crossways, we believe every child should be able to take part in all aspects of school life. We work hard to ensure that children with SEND can access every opportunity the school offers. Where a child has a physical disability, or specific dietary or medical needs, we will discuss these in detail with you to make sure the right support is in place.

Before any school trip, staff carry out pre-visits to assess accessibility and ensure that all children can be included in the experience. For residential trips, we plan the week's activities carefully to make sure your child can take part wherever possible. When needed, an additional adult may accompany your child to provide extra support and ensure they can fully enjoy the experience.

Supporting children's well-being at The Crossways Schools:

The wellbeing of every child at Crossways is at the heart of everything we do. While we want our children to achieve their full academic potential, our priority is that they are happy, confident, and enjoy coming to school. Each class takes part in weekly PSHE lessons, including circle times, where kindness, inclusion, and respect are modelled and encouraged.



We have clear behaviour and anti-bullying policies to ensure a safe and supportive environment. For children who find friendships challenging, we offer small friendship groups and lunchtime support. We also use the Zones of Regulation to help children recognise and manage their emotions, building the skills they need for positive wellbeing and self-regulation.

How to raise a concern about your child's SEND provision:

If you have any concerns about your child's education at Crossways, please speak with your child's class teacher in the first instance. You can also contact the SENCO, Miss Marshall, or the Headteacher, Mrs Geoghegan, if you wish to discuss the matter further. Should your concern remain unresolved, the school's Complaints Policy outlines the next steps and how formal complaints are handled.

[Crossways Complaints Policy and Procedure](#)

The South Gloucestershire Local Offer:

Under the SEND Code of Practice, all local authorities must provide information for parents and carers about the support available for children and young people with special educational needs and disabilities (SEND).

You can find details of the South Gloucestershire Local Offer [here](#) , which outlines the range of services and support available locally.

As part of this, South Gloucestershire Council has also developed the South Glos Way Inclusion Toolkit, which provides helpful information about SEND processes and guidance for families and professionals.

[The South Glos Way Inclusion Toolkit | Safeguarding South Gloucestershire Safeguarding](#)

Additional resources available to support you at home:

	SEND and YOU	www.sendandyou.org.uk
	South Glos Parents and Carers	https://sgpc.org.uk/
	Jigsaw – Thornbury	www.jigsawthornbury.org.uk
	Dyslexia Action	https://dyslexiaaction.org.uk/
	The National Autistic Society	https://www.autism.org.uk/
	Young Minds	https://www.youngminds.org.uk/