Crossgates Primary School Special Educational Needs (SEN) Information Report

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Dear Families,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, you can also read our SEND policy.

You can find it on our website. Alternatively, you can ask a member of staff to make a copy or send you the policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
	Social Communication Difficulties (SLCN)
Cognition and learning	Moderate learning difficulties (MLD)
	Severe learning difficulties (SLD)
	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Anxiety Disorders
	Emotional Dysregulation
	Depression
	Attachment difficulties
	Oppositional Defiant Disorder (ODD)
	Pathological Demand Avoidance (PDA)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Headteacher:

Our Headteacher is Danni Mitchell. She has been a qualified teacher since 2002, having completed a 4 year BA (hons) in Primary Education. Danni has been a SENCO for19 years, in 2 different local authorities (achieving the National Award in Special Educational Needs Co-ordination in 2016). She achieved the National Professional Qualification for Headteachers in 2015 and the National Professional Qualification for Leading Teacher Development in 2024. Danni has extensive knowledge of attachment and trauma and is passionate about inclusion for all.

SENCO:

Our SENCO is Emma McMahon. She has had 14 years of experience in this role and has worked as a fully-qualified class teacher in all year groups in different mainstream settings. She is also the Deputy Headteacher and a DDSL.

She achieved the National Award in Special Educational Needs Co-ordination in 2025. Emma has also had attachment and trauma training and works closely with other SENCOs in the local area. She is allocated time each week to manage SEN provision.

NPQ SENCO:

Our NPQ SENCO is Victoria Bolton. She has had 1-year of experience in this role and has also worked as a fully-qualified class teacher since 2011. Victoria is Teaching and Learning Lead across school, is Designated Teacher for LAC and a DDSL. Victoria has also undergone the NPQ for SENCOs Course, a Foetal Alcohol Spectrum Disorder Course, a Teach the Trainer course (for adaptive teaching), a PICA course and a Co-regulation and De-escalation course. Victoria has completed attachment and trauma training.

Class teachers:

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

All staff have undertaken attachment and trauma training, inclusive classroom and visual and hearing impairment training. Some teachers have undertaken Mental Health training and we have a trained mental health first aider in school.

Teaching Assistants (TAs)

We have a team of 19 TAs who are dedicated to meeting the needs of our children in school. We have a number of teaching assistants who are trained to deliver interventions such as: Precision Monitoring, ELSA, Drawing and Talking,

Wellbeing Dominoes, ELKLAN, Toe by Toe, Plus 1, Power 2 , Connect to Communicate, 1:1 Phonics Mentoring.

In the last academic year, TAs have been trained in: Drawing and Talking, Connect to Communicate, Trauma-Informed and Attachment, ELSA and Wellbeing Dominoes.

External agencies and experts

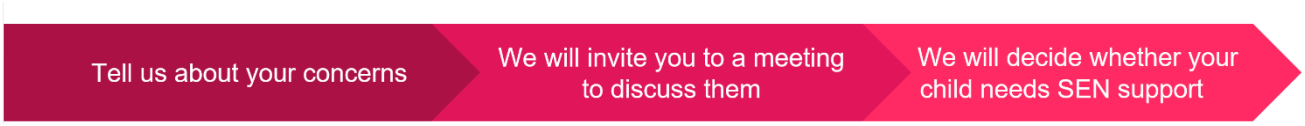
Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families.

These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians

- School nurses
- Child and adolescent mental health services (CAMHS and Mental Health Practitioner MHP)
- Education welfare officers
- Social services and other local authority (LA)-provided support services (RANS Rochdale Additional Needs Services)
- Voluntary sector organisations
- Play Therapist

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

Parents can speak briefly to staff at pick-up or drop-off, about any initial concerns.

Parents can then arrange a meeting with the class teacher and/or unit lead.

They will pass information on to our SENCO, Emma McMahon, who will be in touch to discuss your concerns.

You can also contact the SENCO directly via email emcmahon@crossgates.rochdale.sch.uk or via telephone 01706 654573

We will meet with you to discuss your concerns and to try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEN support, you will be notified and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All of our class teachers have a good understanding of special educational needs and are experienced in identifying when pupils may require additional support. Our ordinarily available provision offers adjustments and adaptations to support all children in an inclusive manner. Our staff continually monitor pupils who aren't making the expected level of progress in their learning, academically, physically, socially or emotionally.

If the teacher notices that a pupil is finding aspects of their learning more challenging, they will first look to identify any areas where further support or consolidation may be helpful. Targeted interventions will then be provided to help strengthen the pupil's understanding and confidence.

Pupils who do not have special educational needs typically make good progress once specific areas for development have been identified and suitable support has been provided. If a pupil continues to find learning more difficult than

expected, the teacher will consult with the SENCO and contact you to discuss whether your child may have additional learning needs.

The SENCO will have discussions with your child's teachers and may carry out observations in both structured and unstructured times of the school day. The SENCO will also collect pupil voice to see what they perceive their strengths and difficulties to be. The SENCO will then have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

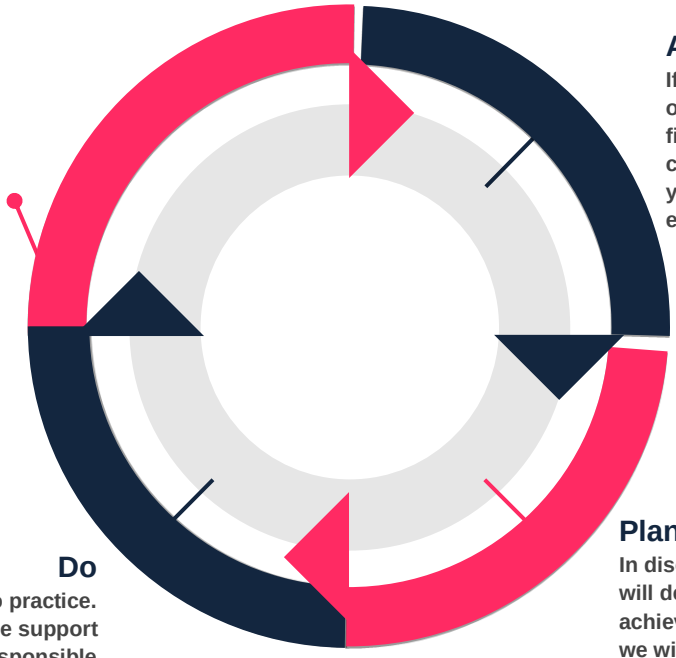
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be informed of the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEND register, and staff will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the agreed outcomes and refine our support as needed.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's class teacher will meet you at least three times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support and to ensure that their voice is heard.

Most importantly, we recognise that you are the expert on your child's needs and aspirations and we want to ensure that you fully understand how we are supporting your child. Your insight is invaluable and helps us to decide what approaches will work best for them.

We would also appreciate regular feedback from you, as this will help us to develop a clearer understanding of how the SEN support provided in school is influencing your child's progress and wellbeing at home.

If your child's needs or aspirations change at any time, please let us know right away, so we can keep our provision as relevant as possible.

After any discussion, we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If concerns arise between these meetings, please contact your child's class teacher, either by email or telephone call to discuss these.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete some pupil voice with a trusted adult

8. How will the school adapt its teaching for my child?

Your child's teacher or teachers, are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no single approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, one-to-one work, adapting the teaching style.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing to scaffold the individual needs of learners.
- Using recommended aids, such as: laptops, coloured overlays, visual timetables, larger font, Chatta, Clicker, Widgits etc.
- Teaching assistants will support pupils on a one-to-one basis when there are specific circumstances, where a child's needs are significant and require targeted, individual help, such as constant reassurance or coregulation
- Teaching assistants will support pupils in small groups when additional intervention is needed within the classroom, or as part of pre-teaching.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism	Individual support plans Structured routines and clear visual timetables – use of Widgit. Small group work and one-to-one support Targeted interventions for social skills eg. Lego Therapy and social stories Now and Next Board Sensory support and adaptations Calm classroom environments – soft lighting, labelled areas and resources Visual cues for transitions (sand-timers) Bespoke sensory circuits Sensory diets and sensory breaks

	Speech and language difficulties	Speech and language therapy Individualised intervention programmes Small group or one-to-one support to reinforce language skills Use of visual aids and communication devices Integration of speech and language goals into daily lessons
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays and books Structure Strips Pencil grips Pre-teaching Use of targeted intervention programmes – such as: Toe by Toe, Plus 1 and Power 2
	Moderate learning difficulties	Adaptive teaching strategies Additional adult support Access to targeted intervention programmes Use of visual aids, concrete resources Personalised learning plan Access arrangements Use of assistive technology Structured routines and visual supports.

	Severe learning difficulties	Highly individualised learning programmes Small group or one-to-one support in all or most lessons. Focus on functional skills Multi-sensory and experiential learning approaches Adaptive teaching Use of assistive technology Structured routines and visual supports. Collaborations with specialists and external agencies.
Social, emotional and mental health	ADHD, ADD	Access to quiet or low-stimulation areas Zones of regulation Sensory toolkits Emotional checks ins Access to a trusted adult Scheduled sensory breaks Chunking of tasks
	Adverse childhood experiences and/or mental health issues	Targeted support groups focus on social, emotional and personal development. A trusted adult Zones of regulation Emotional check-ins Structured support plans Safe spaces Collaboration with external agencies.

Sensory and/or physical	Hearing impairment	Use of hearing aids or other assistive listening devices, such as microphones. Classroom adaptations – preferential seating, visual supports and reduced background noise. Speech and Language Therapy (SALT) Staff trained in supporting pupils with hearing impairments, including communication strategies and deaf awareness.
	Visual impairment	Limiting classroom displays Therapeutic environment Classroom adaptations – including large-print materials, high-contrast visuals and appropriate lighting. Use of assistive technology and adaptive equipment, such as magnifiers, screen readers and braille resources. Staff training in support pupils with visual impairments

	Multi-sensory impairment	Use of adaptive technology and resources, such as braille, tactile materials, magnifiers, hearing aids and communication devices. Individualised learning plans. Small group and one-to-one work Staff trained in multi-sensory teaching strategies Collaboration with external agencies
	Physical impairment	Access to specialist support Individualised learning plans Classroom adaptations such as accessible seating, adjustable desks and suitable furniture. Assistive technology and equipment, for example - Wheelchairs, adapted computers Adjustments to the school environment if necessary – for example the use of ramps or the widening of corridors. Staff trained in supporting pupils with physical impairments Adapted PE and other extracurricular activities

These interventions are part of our contribution to Rochdale's local offer – please refer to the Inclusion Toolkit.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their desired outcomes each term
- Reviewing the impact of interventions after a given number of weeks (depending on the intervention)
- Observations of the child

- Discussions with class teacher
- Pupil voice
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school club. All pupils are encouraged to go on our school trips, including our residential trips in Year 5 and Year 6. We use our best endeavours to ensure that all of our children are able to take part in all aspects of school life.

Furthermore, all pupils are encouraged to take part in a wide range of activities, including Sports Day, concerts and learning workshops, as well as more competitive opportunities and performances. No pupil is ever excluded from taking part in these activities because of their additional needs or disabilities and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

At Crossgates Primary School, we make sure the admissions process is fair for pupils with SEN (Special Educational Needs) or who have a disability, by following the law – mainly the Equality Act 2010 and the Children and Families Act 2014.

We also follow the Rochdale Local Authority Admissions Policy, which ensures:

- that arrangements for the admission of prospective pupils with a disability and prospective pupils with SEN are legal and fair
- that all prospective pupils, whose EHC plan names the school, will be admitted, in line with the local authority admissions policy, and in some cases may be before any other places are allocated
- that our oversubscription criteria avoid unfairly disadvantaging prospective pupils with a disability or special educational needs

13. How does the school support pupils with disabilities?

At Crossgates Primary School, we support children with disabilities in many ways, so that every child can learn, play and feel included, making sure to prevent disabled pupils from being treated less favourably.

- Accessible classrooms – we make sure that classrooms, corridors and toilets are easy to use and accessible for all pupils. Our classrooms are on one level and we have ramps that lead onto the playground, for accessibility purposes
- Adapted resources – we take advice from RANS, PD Team, HI Team and the VI Team to ensure that our resources are inclusive for all. These may include braille books, larger print, hearing systems, adapted furniture and auxiliary aids

This support also ensures that disabled pupils can participate fully in the curriculum and that as a school, we constantly aim to improve the physical environment and enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide. For more information, please refer to the school's accessibility plan.

14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of Best Buds and other clubs, to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by regular pupil voice, opportunities for children to communicate with trusted adults.
- Our curriculum is inclusive and diversity is embedded throughout all subject areas. We promote discussions around our four key values of: Growth, Effort, Community and Compassion.
- British Values are embedded throughout our curriculum with a particular focus on: Tolerance and Mutual Respect and Individual Liberty.
- We have a zero-tolerance approach to bullying. We prevent bullying in the school by all stakeholders adhering to our Behaviour and Relationships Policy.
- We are a trauma-informed school and relationships are key.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between schools:

Crossgates Primary School has good links with a number of pre-school settings and we have a thorough pre-school programme in place. Pre-school staff and our EYFS staff meet together to discuss every child who is starting in the Reception year. If there are concerns or other agencies are already involved, further transition meetings will be arranged and all stakeholders invited. Central to such meetings will be the views of the parent/carer. Furthermore, we arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community and we invite all new pupils to a picnic, to help them get settled in and make friends.

Between years groups:

When children at Crossgates move into a different class, we offer a supportive transition programme. All children visit their new class teacher with their new class on at least 2 occasions. All parents are invited to join their child in their new class, for a celebration of learning, where they have the opportunity to meet their child's new class teacher(s) and teaching assistants. This takes place in the summer term. If it is felt that a child requires more support at this time, further visits are arranged.

Children have photographic transition books with information about their new class and staff. The booklet will include photographs of staff and different parts of the classroom and teaching areas that will be used. At times, a child may require a simple version of a transition book for other holiday periods in order to ensure a smooth start to a new term.

Transition to KS3:

Transition to High School is taken very seriously. It is a big change for all children and can cause much anxiety for many children and their whole family. Local high schools organise open evenings and meetings for all children. At Crossgates Primary School, all children will carry out specific work developed purely to support the transition process. For those children who require further support, we offer comprehensive extra support that can start as early as Year 4 and 5 if necessary. This support will be personal to the needs of the child and we take our guidance from the document produced by Rochdale Additional Needs (RANs). The extra transition work will include additional visits for the pupil and their parent/carer, meetings with relevant staff and parents/carers, development of pupil passports and transition books, use of high school maps and plans to list but a few. If other targeted support is needed, this will also be arranged to support the child and their family during this transition time. Furthermore, staff and pupils from the local high school visit Crossgates to meet the pupils and answer any questions that they may have. Children identified with SEND will be given their timetable before the summer, to support transition.

Extensive meetings are held in between key transition periods, between current teachers, future teachers and SENCOs. This is an opportunity to discuss all pupils and their needs, paying particular attention to pupils with SEN.

A member of the inclusion team will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

16. What support is in place for looked-after and previously looked-after children with SEN?

At Crossgates Primary School, Victoria Bolton (vbolton@crossgates.rochdale.sch.uk) is the designated teacher (DT) for looked-after children and previously looked-after children.

Victoria Bolton will work with Emma McMahon, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported largely in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher in the first instance in the hope that a concern can be resolved quickly. If you feel that a complaint has not been resolved the Unit Lead can support. You may then feel that further escalation to the SENCO is necessary. Our complaints procedure is clearly mapped in our school's complaints policy, which can be found on our school website.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their needs, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Further information and support can be found via SENDIASS https://www.barnardos.org.uk/get-support/services/rochdale-sendiass

18. What support is available for me and my family?

If you have questions regarding SEN provision, or if you are finding it difficult to manage your child's needs, please do not hesitate to contact us for support and guidance -we want to support you, your child and your family.

To see what support is available to you locally, have a look at Rochdale's local offer. Rochdale Local Authority publishes information about the local offer on their website:

www.ourrochdale.org.uk/localoffer

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

https://www.nhs.uk/services/service-directory/rochdale-sendiass/N10977051

https://barnardossendiass.org.uk/rochdale-sendiass/

Local charities that offer information and support to families of children with SEN are:

https://www.rochdale.gov.uk/directory-record/925/rochdale-additional-needs-service-privacy-notice

https://www.actiontogether.org.uk/community-activities/community-activity-directory/109659

National charities that offer information and support to families of children with SEN are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

Key Contacts in School:

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