Special Educational Needs and Disability (SEND) information report

Crabbs Cross Academy

Flying High..... Creating Success Together



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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 SEND does Crabbs Cross Academy provide for?

Our school provides for pupils with the following needs (please note, this is not an exhaustive list):

AREA OF NEED	CONDITION
Communication and interaction	Autism Spectrum Disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia

	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Medical needs
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

Our special educational needs and disabilities co-ordinator, or SENDCo

Our SENDCo is Liane Bowen.

They hold the NASENCo qualification and are a qualified teacher. They have dedicated SEND time of two and a half days per week.

Class teachers

All of our teachers receive in-house and external SEND training and are supported by the SENDCO to meet the needs of pupils who have SEND.

Teaching assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

We have teaching assistants who are trained to deliver interventions such as Precision Teaching, Language Link, direct speech input, WELLCOM and Little Wandle Keep-Up and Catch-Up sessions.

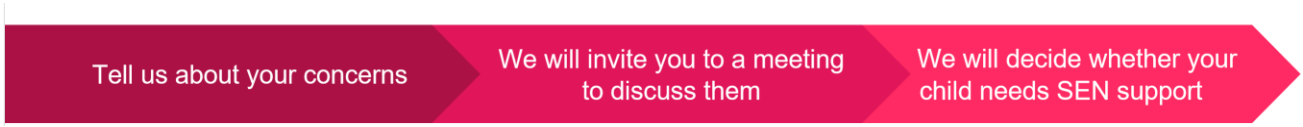
External agencies and experts

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

- Speech and language therapists
- Educational psychologists
- Occupational therapists- Chadsgrove School support Services
- Play Therapy- Chadsgrove School support Services
- Relax Kids
- CCN Team- Chadsgrove School support Services
- GPs and community paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Beacon PRU Outreach Support Service

- Behaviour Support Team
- Learning Support Service- Chadsgrove School support Services
- Children's services and other LA-provided support services
- Voluntary sector organisations
- WEST- Wellbeing and Emotional Support Team

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



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

They will pass the message on to our SENCO, Liane Bowen, who will be in touch to discuss your concerns.

You can also contact the SENCO directly via Crabbs Cross Academy office: office@cca.endeavourschools.org

or by phone on: 01527 543624

We will meet with you to discuss your concerns and 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. You will also be given a copy of this.

If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to Crabbs Cross Academy's SEND register.

4. How will Crabbs Cross Academy know if my child needs SEND support?

All our class teachers are aware of the importance of early identification of SEND. This may include any pupils who aren't making the expected level of progress in their academic achievement or socially.

Through both termly tracking and ongoing assessments, the class teacher will identify the areas of learning the pupil is falling behind in. At this time an intervention will be delivered to address these gaps. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO and will contact you to discuss the possibility that your child has SEND.

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and areas of need are. They will 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 SENDCO 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.

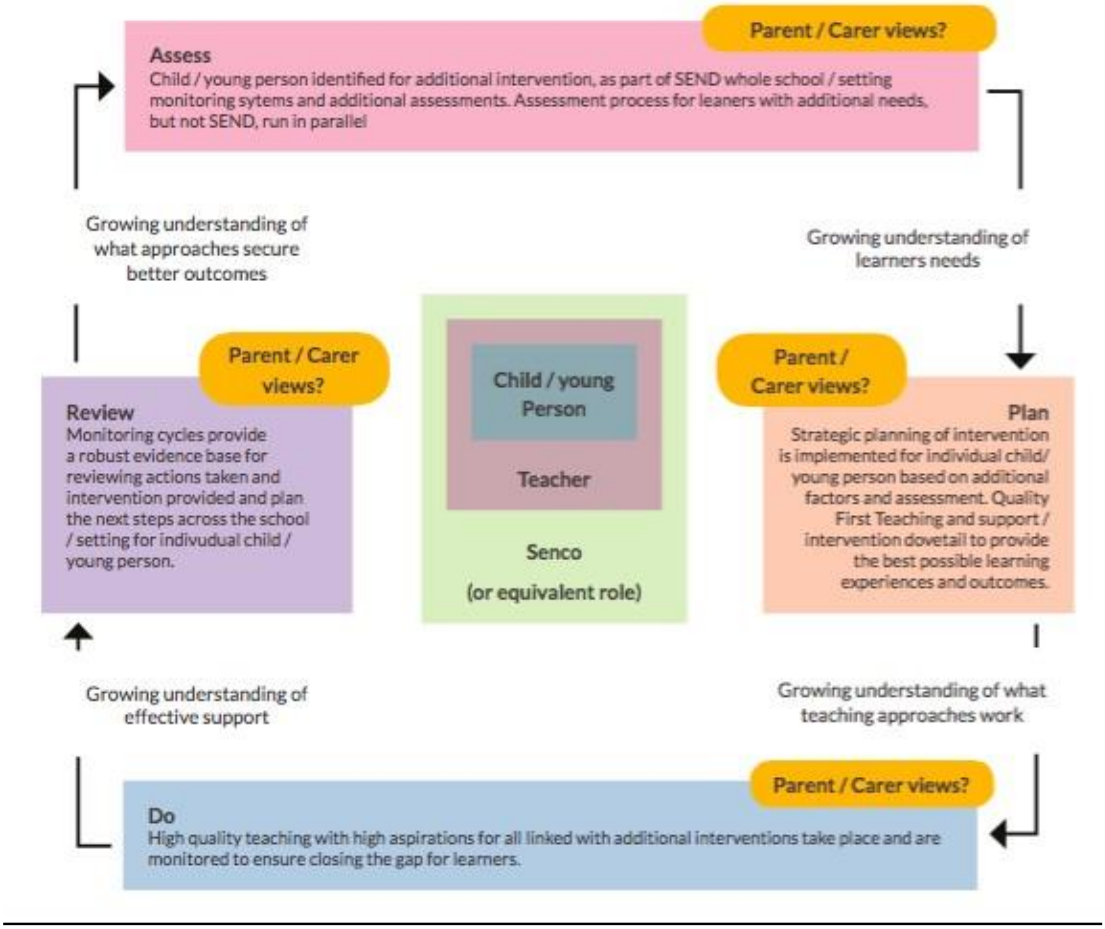
Based on all of this information, the SENDCO will determine whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to Crabbs Cross Academy's SEND register, and the SENDCO will work with you to create an Individual Provision Map for them.

5. How will Crabbs Cross Academy measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs as set out in the SEN Code of Practice 2014.

The graduated approach is a 4-part cycle of **Assess, Plan, Do, Review**.



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 outcomes we set over time and improve our offer as we learn what your child responds to best.

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

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

Your child will receive an annual report at the end of each academic year. If your child is on the SEND register and has an Individual Provision Map (IPM), then you will be invited to review the set targets at least once per term. This will be in addition to parents' evenings.

During this meeting we will:

- 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 SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

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, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher, in the first instance.

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 through pupil voice activities, drawings, videos, photographs and other pastoral methods.

8. How will Crabbs Cross Academy adapt its teaching for my child?

Your child's class teacher is 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 (or differentiate) how we teach to suit the way the pupil works best. There is no 'one size fits all' 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:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

We may also provide the following interventions:

Area of need		**Universal provision (Wave 1)**	**Enhanced support for some learners** **(Wave 2)**	**Specialist support for some learners** **(Wave 3)**
Communication and Interaction Needs	*Autistic Spectrum Disorders* *(ASD)*	Whole school Quality First Teaching practice embedded across Crabbs Cross Academy Visual timetables used in all classes Differentiated curriculum, planning, tasks and outcome In class targeted teacher support Use of symbols Increased visual aids (i.e Task management boards)	• Access to small group teaching to meet specific needs (e.g. Language Link based programme)	• Access to social skills groups (Lego-play therapy; playtime mentoring; Good to be Me) • Advice from EP/CCN • Nurture type provision

		Structured school and class routines Environmental clues e.g location systems Designated Communication TA to offer advice and support to class teachers		
	Speech, Language and *Communication Needs* *(SLCN)*	Whole school Quality First Teaching practice embedded across Crabbs Cross Academy Language Link screening assessments for all Reception children upon entry to school Visual timetables used in all classes Learning partners used across school Differentiated curriculum, planning, tasks and outcome Teacher modelling, simplification, repetition and reinforcement In class targeted teacher support Use of symbols Increased visual aids (i.e Now and Next boards) Structured school and class routines Environmental cues e.g location systems WELLCOM assessment in Reception (in the first instance)	• Access to small group teaching to meet specific needs • Use of ICT to record work in alternative way (Talking tins, Clicker 6) • In class support with focus on supporting speech and language- Clicker 6, Language Link strategies • Use of 'Signalong'	• Language Link programme delivered to meet specific needs (small group or 1:1) • Advice from Speech and Language Therapy • Speech sound system specific work (Small group/1:1) • Direct work with Speech and Language Therapist or specialist TAs.
Area of need		**Universal provision (Wave 1)**	**Enhanced support for some learners** **(Wave 2)**	**Specialist support for some learners** **(Wave 3)**
Cognition and Learning Needs	*Moderate Learning Needs (MLD)*	Whole school Quality First Teaching practice embedded across Crabbs Cross Academy	• Specific intervention programmes put in	• Specific intervention programmes put in

		Visual timetables used in all classes Learning partners used across school Off-white backgrounds used on IWB Differentiated curriculum, planning, tasks and outcome In class targeted teacher support Personalised resources used (e.g. coloured overlays; off-white paper) Team teaching/modelling Dyslexia Pathways training Visual prompts/aids Access to ICT Use of writing frames Differentiated literacy/numeracy toolkits Use of pre-teaching sessions	place (1st class @ Number; Rapid Reading; Rapid Phonics; 1:1 reading)	place (1st class @ Number; Rapid Reading; Rapid Phonics; 1:1 reading)

	Specific Learning Difficulties (SpLD)			• Highly structured programs used 1:1 (e.g. Toe-by-Toe) • Precision Teaching
Area of need		**Universal provision (Wave 1)**	**Enhanced support for some learners (Wave 2)**	**Specialist support for some learners (Wave 3)**
Social, Mental and Emotional Health	*Emotional and Mental well being*	Quality First Teaching in PSHE for all children	• Pastoral Support Plans introduced for pupils	• Access to social skills groups (Lego-play therapy; playtime mentoring; Good to be Me) 1:1 Emotional support time (identified vulnerable pupils) Specialist assessments, such as Boxall profile, SDQs Individual reward systems CAMHS input Dual placements (where appropriate) Nurture type provision Personalised plans Additional adult support TISUK practitioner support

		Whole school behaviour policy Whole school rules Whole school reward and sanctions systems Differentiated curriculum, planning, tasks and outcome In class targeted teacher support EIFS worker drop in sessions	in danger of escalated concern, tightly managed and reviewed	
	Social needs	Adult-led lunchtime games Differentiated curriculum, planning, tasks and outcome In class targeted teacher support	• Social skills @playtime group for specific children	
Sensory and Physical Needs	*Hearing Impairment (HI)* *Visual Impairment (VI)* *Multi-sensory impairment (MSI)*	Flexible seating arrangements Differentiated curriculum, planning, tasks and outcome In class targeted teacher support Use of ICT Resources, darker pencils Larger print Magnifiers Accessibility software	• Specific intervention programmes put in place	Specific resources used upon external advice Advice from ISSS Individual support during appropriate subjects Advice from OT Risk assessments
	Physical (PD)	Quality First Teaching in PE Consistent handwriting programme used across school with warm up/brain gym exercises built in to sessions	• Specific intervention programmes put in place (SMART moves; Jimbo Fun;	• Specific resources used upon external advice (i.e wedge support cushion,

		Differentiated curriculum, planning, tasks and outcome In class targeted teacher support Writing slopes Talking tins Pencil grips Access to ICT Alternative seating Support frames and steps/adaptations to Crabbs Cross Academy environment	handwriting intervention)	• sloping writing surface) • Physiotherapy programmes (1:1) • Advice from ISSS • Advice from EP Risk assessments
	Medical	Flexible seating arrangements Differentiated curriculum, planning, tasks and outcomes, where appropriate In class targeted teacher support	• In class support for specific subjects or for supporting access/safety	• Advice from health professionals • Risk assessments

These interventions are part of our contribution to SEND Local Offer | Worcestershire County Council.

9. How will the Crabbs Cross Academy 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 outcomes each term
- Reviewing the impact of interventions upon completion or each half term
- Using pupil questionnaires
- 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 Crabbs Cross Academy 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.

11. How will Crabbs Cross Academy make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our school trips, including our residential trip and to be fully part of Crabbs Cross Academy community and the events which take place e.g. sports day.

No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does Crabbs Cross Academy make sure the admissions process is fair for pupils with SEND or a disability?

Please refer to Crabbs Cross Academy's admissions policy, which can be found here: download.asp (crabbscross.worcs.sch.uk)

13. How does Crabbs Cross Academy support pupils with disabilities?

Please refer to the following policies for further information:

EQUALITY AND DIVERSITY POLICY: download.asp (crabbscross.worcs.sch.uk)

EQUALITY STATEMENT: download.asp (crabbscross.worcs.sch.uk)

- The outside environment of Crabbs Cross Academy is wheelchair friendly with ramps leading up from the Reception playground to the classrooms, from the main office entrance to the main playground and from the Key Stage 1 playground to the new building classrooms. The old building is all on one level apart from a staff meeting room but the new building has two small internal staircases. Where the needs of a pupil are such that they may require wheelchair access, all efforts are taken to ensure that they have full accessibility to immediate areas where possible and where they may need additional support to move to different areas in Crabbs Cross Academy, arrangements would be put into place and agreed in consultation with the pupil, parents and staff.
- For children with English as an additional language, we provide additional support within the classroom. Where it is deemed age appropriate, dual language signs and labels are used around Crabbs Cross Academy. Where parents do not have English as their first language, at their request, we aim to ensure that a translator is available at parent consultation meetings to ensure they can access the information given.

- Additional equipment and resources needed to support children at Crabbs Cross Academy with special educational needs are provided where possible by Crabbs Cross Academy. Specific resources such as writing slopes, computing equipment and software and Speech and Language resources are purchased from within the SEND budget and allocated to specific classrooms where they will be used to support the particular needs of children. Other resources purchased for the delivery of intervention programmes are stored and managed by the member of staff responsible for delivering such programmes.

14. How will Crabbs Cross 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:

- Provide specific interventions (eg LEGO therapy, social skills, playground social skills, emotional literacy, 1:1 emotional nurture support, Relax Kids)
- Offer a 1:1 Meet and Greet for specific children at the start of each day
- Include all children within their class for the vast majority of the day including opportunities for mixed-ability collaboration
- Identify key workers for children who need access to 1:1 emotional support throughout the day

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

- Preparation for the transfer to middle school happens in the summer term but links between the main middle schools may start earlier. Additional pretransition visits are arranged for children with Special Educational Needs as well as children with English as an Additional Language and other children who may benefit. We ensure that at least one member of the Y4 team accompanies those children on these additional pre-transition visits as they take photos of the new environment and key members of staff,

support the children with any questions or concerns they have and record any notes about their memories of the day.

- Parents are fully informed about such decisions and are also involved in supporting their children in preparing for their transition to middle schools as they are asked to complete a transition passport in preparation for this.
- In addition to this, we are able to offer some more individual transition group work run by our Early Intervention Family Support worker in the spring term before they transfer.
- Meetings are held in the summer term between our SENCo and the SENCo from the transfer school to ensure consistency of provision is in place. Where a child has an EHCP, the SENCo and any additional staff member from the new placement are invited to attend the Annual Review. Where an Education and Health Care Plan requires support staff, the assigned member of staff from the new placement is welcomed into school to build relationships in advance of the transition. All of the information regarding your child's needs are transferred to their new school with all SEND reports placed in separate discrete files for the attention of the SENCo at the middle school placements.

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

Mrs Bowen will work with Mrs Dunstan, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND 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 SEND support?

Complaints about SEND provision in our school should be made to the class teacher, in the first instance.

If you are not satisfied with Crabbs Cross Academy's response, you can request to speak with Liane Bowen, our SENCo.

If the complaint continues to be unresolved, you may wish to escalate the complaint: Complaints procedure (crabbscross.worcs.sch.uk)

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

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

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Worcestershire Children First offer. Worcestershire publishes information about the local offer on their website: SEND Local Offer | Worcestershire County Council

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

Welcome to SENDIASS Herefordshire and Worcestershire | Worcestershire County Council

Local information and support to families of children with SEND can be found here:

Support groups for parents and carers | Worcestershire County Council

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

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

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND 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 SEND 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 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 SEND
- **Graduated approach** – an approach to providing SEND support in which Crabbs Cross Academy 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
- **Individual Provision Map**- personalised education plan for a pupil who has been identified as having a special educational need
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that Crabbs Cross Academy must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs co-ordinator
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how Crabbs Cross Academy supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages