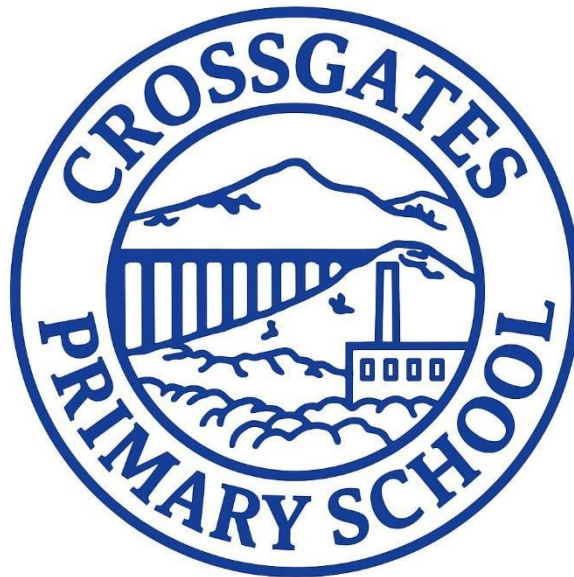


Crossgates Primary School Special Educational Needs and Disabilities (SEND) Policy



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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Ensure early identification and assessment of pupils with special educational needs or disabilities
- Provide high-quality, inclusive teaching that meets the needs of all learners
- Promote equal access to a broad, balanced and relevant curriculum for every child, maintaining high aspirations and expectations of all pupils.
- Foster a supportive and inclusive environment that values diversity and reduces barriers to learning.
- Provide a Special Educational Needs Co-Ordinator (SENCO) who will work with the SEND Policy
- Work in partnership with parents, carers and external agencies to support each child's development.
- Make clear the expectations of all stakeholders in the process and to identify the roles and responsibilities of staff in providing for children's special educational needs.
- Implement targeted support and interventions to meet identified needs effectively.
- Encourage pupil participation and voice, ensuring that children are involved in decisions about their learning where appropriate.
- Monitor, assess and review individual progress and provision regularly to ensure effective outcomes.
- Provide ongoing professional development for staff to enhance understanding and practice in supporting SEND pupils.
- Make sure Crossgates Primary School fully implements national legislation and guidance regarding pupils with SEND and to always work within the guidance provided in the SEND Code of Practice, 2015

2. Vision and values

At Crossgates Primary School, we recognise that every pupil, including those with special educational needs and disabilities, deserves to thrive in an environment where *growth* is encouraged, *compassion* is central, *community* is fostered and *effort* is celebrated. Inclusivity is central at Crossgates Primary School and all children have access to a broad and balanced curriculum, where they have the opportunity to thrive and meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied. Our SEND policy is underpinned by our commitment to ensuring that all children grow in confidence and ability, that they feel supported by a caring team who understand their needs and that they are fully included in our school community. We believe in the power of sustained effort – for children, staff and families alike – to overcome barriers and achieve meaningful progress. Through partnership, high expectations and personalised support, we live by our motto: *Growing together, learning forever*, embracing every opportunity to learn, belong, contribute and succeed.

3. Legislation and guidance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice, Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND

- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At Crossgates Primary School, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Victoria Bolton (vbolton@crossgates.rochdale.sch.uk)

The SENCO will:

- Liaise with class teachers to monitor, support and develop provision for pupils. This may then lead to informing families that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board:

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND

- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favorably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND link governor is Susan Wilson (swilson@crossgates.rochdale.sch.uk)

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review (via delegation to the SENCO)
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Initially informing any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made and communicate their concerns with the SENCO
- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress and have access to an online platform based around additional support.

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support, as their views are central.

This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible and they will be actively listened to at all times.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

At Crossgates Primary School, the early identification of pupils with SEND is a key priority to ensure timely and effective support. Pupils are monitored from entry, using baseline assessments, classroom observations and standardized screening tools to assess literacy, numeracy, speech, language and social-emotional development.

Parental input and information from previous education settings are also considered to provide a comprehensive understanding of the child's needs. When concerns are identified, the class teacher collaborates with the SENCO to review evidence and determine appropriate interventions.

Pupils with identified needs are added to the SEND register and a tailored support plan is implemented. Progress is regularly monitored through a Plan-Do-Review cycle, and, where necessary, external specialists are involved to provide additional guidance. This systematic approach ensures that all pupils receive personalized support, enabling them to achieve their full academic and social potential.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, physical and sensory or social and emotional needs.

We will assess each pupil's current skills and levels of attainment when they start at Crossgates Primary School. This will build on information from previous settings and Key Stages, where appropriate. We will also

consider any evidence that the pupil may have a disability and if so, what reasonable adjustments staff at Crossgates Primary School may need to make.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area(s) of challenge using adaptive teaching styles within Crossgates Primary School's Ordinarily Available Provision (OAP). If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- If joining EYFS and they have been awarded transition funding
- They are known to external agencies
- They have an education, health and care plan (EHCP)

Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents/carers

At Crossgates Primary School, we recognise that parents and carers are key partners in supporting their child's education. We are committed to working in close collaboration with families to ensure that pupils with SEN receive the best possible provision and make good progress. Crossgates Primary School aims to always put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

1. Partnership Approach:

We believe that effective communication and collaboration with parents and carers are essential to securing positive outcomes for pupils with SEN. We actively seek to develop open, honest and supportive relationships with families, ensuring that their views are listened to and respected at every stage of the SEN process.

2. Identification and Assessment:

When a pupil is identified as possibly having SEN, parents and carers are informed promptly. When we are aiming to identify whether a pupil needs special educational provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that everyone develops a good understanding of the pupils' areas of strengths and difficulties, we consider and discuss any concerns that the parents/carers may have, everyone understands the agreed outcomes sought for the child and that everyone is clear regarding what the next steps are.

At Crossgates Primary School, we ensure that families are involved in discussions about the nature of the concerns, the assessments to be undertaken and the next steps in providing support. All meetings are documented.

3. Planning and Review:

Parents and carers are invited to take part in the creation, implementation and review of their child's IEP or support plan. Formal review meetings are held at least termly, where progress is shared and parent's insights are used to refine and adapt provision. Furthermore, parents/carers will be notified of any extra provision and interventions that their child is receiving

4. Ongoing Communication:

Regular communication is maintained between class teachers, SENCo and parents through meetings, written updates and informal conversations. The school encourages parents to contact staff at any time to discuss concerns or share information relevant to their child's needs.

5. Involvement in Decision- Making:

Parents and carers are fully involved in decisions regarding referrals to external agencies or applications for an EHCP. Their consent is always sought before external professionals become involved and they are invited to contribute to all relevant documentation and reviews.

6. Supporting Parent Voice:

Crossgates Primary School values the views of parents and carers as vital in shaping the school's SEN provision. Feedback is sought through parent questionnaires, consultation events, parent evenings, coffee mornings and informal discussions, which inform future improvements to the SEN policy and practice.

7. Information and Guidance:

At Crossgates Primary School, we signpost parents and carers to the Local Offer and other sources of advice and support, including SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service). The SENDCo is available to offer guidance to help families navigate available support.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Provision Map, where plans are accessible for all staff. Furthermore,

pupil passports and communication charts are created to further ensure that a holistic, child-centered and collaborative approach is undertaken for each child.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

8.4 Levels of support

School-based SEN provision (SEN Support)

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K (SEN Support).

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

At Crossgates Primary School, the effectiveness of provision for pupils with special educational needs and disabilities is rigorously monitored and evaluated to ensure high-quality support and improved outcomes. The school uses provision maps to record, track and review interventions, allowing staff to measure the impact of the targeted support and identify areas for development. Pupil progress is monitored through regular assessment, tracking and review meetings, forming part of the graduated approach's 'Review' stage. Pupil voice is actively gathered to ensure that learner's views and experiences inform provision planning. The SENCo oversees the quality and effectiveness of all SEND provision, conducting regular monitoring through lesson observations, provision reviews and data analysis. Equipment, facilities and interventions are evaluated to ensure that they remain appropriate, accessible and effective in meeting pupil's needs. Annual Reviews for pupils with EHCP's are completed in line with statutory requirements, with contributions for parents, pupils and external professionals. Feedback from parents and carers is also gathered to inform the ongoing improvement of SEND practice and provision at Crossgates.

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

At Crossgates Primary School, we follow the 'Inclusive Attendance' model; our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support, we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

At Crossgates Primary School, staff training and professional development are central to maintaining a skilled, confident and reflective workforce. Our school ensures that all staff - including teachers, support staff and senior leaders - have access to a wide range of high-quality CPD opportunities, aligned with both school priorities and individual professional goals. Training covers key areas such as safeguarding (including SEND-specific risks), trauma informed practice, attachment theory, child development and inclusive classroom strategies, such as adaptive teaching. Support staff receive targeted training to enhance their role in delivering interventions, supporting emotional well-being and promoting positive learning behaviors.

The Headteacher and SENCO work collaboratively to monitor staff expertise and identify emerging training needs through regular observations, performance reviews and pupil outcome data. These insights inform the school's continuous professional development, ensuring CPD remains responsive and evidence-based.

A key feature of our approach is the use of coaching triads, where staff work in small groups to observe, reflect and share best practice. This promotes professional dialogue, peer learning and consistency across classrooms. Through this system, staff are empowered to take ownership of their own development, while the Headteacher and AHT/SENCO ensure ongoing improvement in teaching quality, inclusion and outcomes for all pupils.

12. Links with external professional agencies

The school recognises that it won't be able to meet all of the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists (SALT)

- Specialist teachers or support services
- Educational psychologists (EP)
- Occupational therapists or physiotherapists
- General practitioners or paediatricians
- School nurse
- Child and adolescent mental health services (CAMHS)
- Education Welfare Officers (EWO)
- Social services
- Neurodiversity Hubs
- RANS (Rochdale Additional Needs Services)
- Home-start
- Early Help (EH)

13. Admission and accessibility arrangements

At Crossgates Primary School, we welcome all pupils, including those with SEND or a disability and follow the Local Authority's admission policy, in line with the SEND Code of Practice. Our open-plan, single storey environment, promotes accessibility, with wide access points and accessible hygiene facilities. Additional adaptations, such as quiet break-out areas, are provided where needed. We work closely with families and external professionals to plan support before admission, ensuring every child's needs are met where possible. Our aim is for all pupils to access learning, participate fully and thrive in an inclusive, supportive environment.

13.1 Admission arrangements

Crossgates Primary School welcomes all children to our community, regardless of special educational needs and/or disability. The school follows the School Admissions Code (2021) whereby all children whose Education, Health and Care Plan (EHCP) names the school will be admitted.

We work in partnership with parents and feeder nurseries, schools and wider professionals to give each child a smooth and happy transition into their time at Crossgates Primary School, ensuring that the needs of each child are supported appropriately. Our Admissions policy is on the school website.

13.2 Accessibility arrangements

Crossgates Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and/or cultural needs. The school is committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

We liaise closely with families to ascertain what arrangements/adjustments need to be made and will use our best endeavours in order to do so. The Accessibility Plan is on the school website.

14. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their complaint informally with the class teacher. We will try to resolve the concern informally in the first instance. If this does not resolve concerns, families should escalate their concern to the Unit Lead and/or

SENCO and if issues remain, to the headteacher. Our Complaint Policy and Procedure can be found on the school website.

If there continues to be concerns, families are entitled to submit their complaint formally. Formal complaints about SEND provision in our school should be made to the SENCO and headteacher in the first instance. They will be handled in line with the school's complaints policy which is available via the school office and on the school website.

If the parent or carer is not satisfied with the school's response, they 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 [SEN Code of Practice](#).

Families may want to contact: <https://barnardosendiass.org.uk/rochdale-sendiass/> for independent advice.

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

At Crossgates Primary School, we are constantly looking for ways to improve our SEND policy and practice. We do this by evaluating whether or not we are meeting our objectives set out in section 1. Our policy is evaluated through a continuous cycle of review, monitoring and improvement. The Headteacher, SENCo and Senior Leadership Team regularly assess the impact of the SEND provision on pupil outcomes, progress and wellbeing. Evaluation is informed by data analysis, pupil progress reviews, intervention impact reports and feedback from pupils, parents and staff. The SENCo provides termly reports to governors, highlighting key developments, outcomes and areas for improvement. Lesson observations, learning walks and book scrutinies also contribute to assessing the quality of provision and classroom practice. The SEND policy is formally reviewed annually to ensure it remains compliant with statutory requirements, is responsive to pupil needs and is aligned with the school's development plan. This ensures continuous improvement and inclusive practice.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Whether referrals/actions are completed in a timely manner in order to meet need effectively
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

15.2 Monitoring the policy

This policy will be reviewed by the Headteacher, SENCo and the Head of Teaching and Learning **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

16. Links with other policies and documents

This policy links to the following documents:

- SEN information report

- The local offer
- Accessibility Plan
- Behaviour and Relationships Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Allergies Policy
- Attendance policy
- Safeguarding / Child Protection Policy
- Complaints Policy