



Cravenwood Primary Academy
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Special Educational Needs and Disabilities (SEND) Information Report 2026-2027

Cravenwood Primary Academy is an inclusive setting committed to bringing out *'the best in everyone'*. We have high expectations for all pupils irrespective of gender, race or disability. We work in partnership with parents, pupils, staff, governors and professionals within the local authority to provide equal opportunities and ensure that children with Special Educational Needs and Disabilities are not disadvantaged and make the best possible progress in school.

SENDCo	Mrs L Fenton	sen@cravenwoodprimary.org.uk 0161 795 3380
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What areas of Special Educational Needs do we provide for at Cravenwood?

Cravenwood Primary Academy is a mainstream school that provides education for all types of needs and disabilities. We have children with mild SEN to those with more complex needs, difficulties and disabilities.

Communication and Interaction	Children with speech, language and communication needs (SLCN) may have difficulty communicating with others and may not understand or use social rules of interaction. The profile for SLCN is different for every child; their needs may also change over time.
Cognition and Learning	Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), and severe (SLD), where children are likely to need support in all areas of the curriculum. Specific Learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Social, Emotional and Mental Health	Children may experience a wide range of social and emotional difficulties. These may include becoming withdrawn and isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
Sensory and/or Physical	These include vision impairment, hearing impairment or multi-sensory impairment which will require specialist support and/or equipment or access their learning. Some children with a physical disability require ongoing support and equipment to access all the opportunities available to their peers.

What are the different types of support available for children with SEND?

Our graduated approach to SEND provision consists of universal, targeted and specialist support.

Universal	Quality First Teaching forms the basis for all children. This is high-quality teaching, inclusive classroom practice and reasonable adjustments that are available to all pupils, including those with SEND. Lessons are adapted to allow all pupils to make progress from their starting points. All staff regularly receive up-to-date training to meet the needs of their class.
Targeted	For pupils who require additional support or interventions beyond universal provision to address specific barriers to learning or development.
Specialist	Highly personalised support delivered with input from specialist staff or external professionals for pupils with the most complex needs, often including pupils with an EHCP.

Provision is determined by individual need, rather than diagnosis. Pupils may access support from more than one level of provision and support is regularly reviewed through the Assess, Plan, Do, Review cycle.



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Area of Need	Universal <i>Quality First Teaching (QFT)</i>	Targeted <i>School funded</i>	Specialist <i>School funded and high needs block funded (on top of universal/targeted support)</i>
Communication and Interaction	- Adapted curriculum planning, activities, delivery and outcome e.g. simplified language, key words. - Simplified instructions - Increased visual aids / modelling - Visual timetable and now/next boards - Processing time - Use of visuals (Widget/images) - Structured school and class routines - Picture routine cards - KAGAN structures within lessons. - Explicit teaching of vocabulary - Mixed ability grouping	- In class support with focus on supporting speaking and listening. - WellComm assessment - Internal Speech & Language Therapy intervention - Adapted curriculum activities using the SEN Toolkit/Cherry Tree assessment framework. - Communication boards - Attention Autism intervention - Lego Therapy - Colourful semantics - Emotional literacy support through Conscious Discipline.	- Inclusion base provision - Individual SALT programmes delivered in school. - Training for sign supported English through SALT. - AAC support (communication aids, speech generating devices). - Intensive Interaction - Personalised curriculum.
Cognition and Learning	- Adaptive teaching through Rosenshine's principles of instruction: retrieval practice, scaffolding, co-constructing, guided practice - Overlearning opportunities - Worked examples - Concrete and visual resources - Activities with reduced cognitive load - In-class TA support - In-class targeted teacher support - Increased visual aids / modelling - KAGAN structures - Visual timetable	- Targeted catch up intervention - Precision teaching. - Fast track phonics - Reading fluency interventions. - Pre-teaching of curriculum vocabulary. - Handwriting focused activities - Dyslexia Screener - Adapted curriculum activities using the SEN Toolkit/Cherry Tree assessment framework.	- Speech and Language support / advice - Educational Psychology advice. - Advice/support from local specialist schools. - Assistive technology (reading coach).



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	○ Use of writing frames ○ Access to ICT ○ Before/after school booster sessions. ○ Teacher/Pupil Learning conversations ○ Dyslexia friendly classrooms ○ Alternative methods of recording.		
Social, Mental and Emotional health	○ Conscious Discipline and the School Family ○ Brain Smart Start daily ○ Class builders and Team builders ○ Safe place in each classroom ○ Whole school behaviour policy ○ Whole school expectations ○ Whole class 'family meetings' ○ Daily opportunities for celebration ○ After school clubs ○ Health Schools Programme ○ PSHE/RSE curriculum	○ Conscious Discipline – 5 steps to self-regulation plan. ○ Work-related learning (CBT toolkit, no worries book, hidden chimp book). ○ Parent groups and classes ○ Emotional literacy support through Conscious Discipline. ○ EBSA resources	○ Small group or 1:1 support for social skills ○ Individual support or mentoring ○ Advice from Educational Psychology ○ Risk assessments ○ Advice from outreach services. ○ CAMHS support ○ Family Hub support groups ○ Play Therapy



Sensory and/or Physical	○ Use of visual aids and concrete equipment in lessons. ○ Seating adjustments made in the classroom. ○ Movement breaks ○ Use of visualiser to enlarge print ○ Staff aware of implications of physical impairment ○ Accessibility of building (Accessibility plan and policy) ○ Physical activity – variety of equipment ○ EYFS outdoor provision area ○ Moving and handling training ○ Full P.E lessons each week. ○ Ease of access arrangements on pieces of technology	○ Fine motor intervention ○ Sensory circuit ○ OT recommendations ○ Specialised equipment (pencil grips, writing slopes, coloured overlays, visualisers etc.).	○ Individual support in class during appropriate subjects e.g. Science, PE and lunch time ○ Occupational therapy intervention ○ Use of appropriate resources e.g chair, changing bed ○ Advice from Educational Psychologist ○ Advice from Lancasterian Outreach Service ○ Manchester Sensory Support intervention ○ Sensory room ○ Physiotherapy support ○ Risk assessments/PEEPs in place.
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How do we adapt the curriculum and environment for pupils with SEND?

Our Accessibility Plan is designed to ensure that all pupils, regardless of their special educational needs or disabilities, can fully access the curriculum, participate in all aspects of school life and achieve success. We are committed to providing an inclusive environment where barriers to learning are identified and removed wherever possible.

Curriculum

Teachers plan learning carefully to meet the needs of all pupils within their class and ensure that lessons remain ambitious and accessible. We deliver our curriculum through Rosenshine's Principles of Instruction, supported by the use of Kagan structures, enabling pupils to be active participants in learning while developing independence, confidence and resilience.

Staff use a range of adaptive teaching strategies, including scaffolding, pre-teaching, retrieval practice, modelling, chunking information, reducing cognitive load, visual supports and alternative methods of recording. Reasonable adjustments are made where needed to ensure pupils with SEND can access learning alongside their peers and participate fully in all aspects of school life.

Teaching and support staff work collaboratively to adapt learning daily in response to individual needs. Pupils may access universal, targeted or specialist provision depending on their level of need, with support reviewed regularly through the Assess, Plan, Do, Review cycle. Concrete and practical resources are used to support pupils in developing understanding and mastery across the curriculum, particularly in subjects such as Mathematics and Science. Specialist equipment is purchased or loaned in response to individual needs and recommendations from external professionals, including Occupational Therapists and Physical and Sensory Disability Services.

For pupils working significantly below age-related expectations, an adapted curriculum may be delivered using the SEN Toolkit and Cherry Tree Assessment Framework. Individual progress is tracked through A2E to ensure small steps of progress are recognised and celebrated. The SENDCo works closely with curriculum leaders to ensure appropriate adaptations and inclusive practice are embedded across all subjects and areas of need.

Our Inclusion Base (The Hub) provides a nurturing and structured environment for pupils requiring additional support to access learning. The Hub offers personalised provision, targeted interventions, communication and interaction support, sensory regulation opportunities

and adapted curriculum pathways where appropriate. Staff work closely with class teachers to ensure pupils remain connected to their year-group curriculum while developing the skills and confidence needed for successful inclusion across the wider school.

Environment

We strive to create an inclusive, supportive and accessible learning environment for all pupils. Classrooms have a consistent approach, with working walls displaying key vocabulary, models and scaffolds to support learning and reduce cognitive load. Visual timetables, communication supports and sensory resources are used where appropriate to promote independence and engagement.

The school environment has been adapted to ensure accessibility for all pupils, including ramps, lifts and wide corridors. Dedicated spaces such as the Sensory Room, Star Room and Queen Elizabeth Garden provide opportunities for pupils to access sensory, emotional and physical support throughout the school day.

Where appropriate, pupils may access movement breaks, quiet spaces and continuous provision opportunities to support their learning, regulation and independence. Adaptations are reviewed regularly to ensure all pupils can fully participate in school life and achieve their potential.

What extra-curricular activities can my child with SEND take part in?

At Cravenwood, we offer a wide range of activities and clubs throughout the year, these may include:

Before School Club

Football Club

Student Leadership
Team

Eco Committee

Board Games Club

Arts and Crafts

Lego Club

Gardening Club

School Librarian

Sport Leadership Team

Dodgeball

Cooking Club

Sewing Club

Badminton



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How does Cravenwood identify and assess pupils with Special Educational Needs?

Identification and Assessment

Pupils may be identified through teacher observations, progress and attainment data, screening and assessment tools, concerns raised by parents/carers, pupil voice, information from previous settings or advice from external professionals. Best from Everyone meetings are held each half term. This is a meeting where the class teacher meets with the SENDCo to review and set targets for pupils following a graduated approach. This shared discussion may highlight any potential issues for further support to be planned. When identifying SEND needs, we consider pupils' needs across the four broad areas identified in the SEND Code of Practice. In collaboration with parents and pupils, agreed actions or interventions will be implemented and monitored through a range of data. The length of time of the intervention will vary according to need and progress made, with this being constantly monitored and reviewed half termly. The reviews of these interventions, along with assessment, will ascertain the effectiveness of the provision and inform future planning.

Occasionally a pupil may need more expert support from an outside agency such as the Educational Psychologist, Speech & Language Therapist, Play Therapist etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.



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SEND Register

A meeting will be arranged with parents, class teacher and the SENDCo to determine whether the child meets the criteria for SEND Support and should be placed on the school's SEND register. Again, next steps will be agreed and the process of Assess-Plan-Do-Review will start. Parents and children will meet with the class teacher and SENDCo three times a year, in which progress and next steps are reviewed, discussed and planned. These interventions will be also recorded on the child's Learner Conversation Sheet or Individual Learning Plan, of which a copy will be sent home each term.

Some children have more complex needs that may require higher levels of support, intervention and outside agency advice. Some of these needs may be high-level and may require an EHCP (Education Health and Care Plan). Parents, children, SENDCO, class teachers and external agencies will collaborate to submit paperwork and evidence to the Local Authority to request a Statutory Assessment. Throughout this process, your child's needs will continue to be met through the support already in place. Children with an EHCP will have an annual review attended by the SENDCo, class teacher, parents, the child and relevant external professionals.

How do we assess the progress of our pupils with Special Educational Needs?

Your child's progress is continually monitored by his/her teacher, subject leaders, the SENDCo and the SLT through the following:

- The class teacher will check that your child is making good progress within any individual work and in any group that they take part in.
- The SENDCo will monitor progress in any intervention that your child may be accessing.
- Half-termly 'Best From Everyone' meetings allow the class teacher, Key Stage Lead and SENDCo to review progress and implement actions/interventions moving forward.
- Termly standardised testing (PIRA and PuMA), which gives a score that can be interpreted at age expectation.
- If your child is 2 or more years below the expected level for their age and has a recognised Special Educational Need, they may also be levelled using another scale called the SEN Toolkit, which operates using a banding system (Bands 1-16).
- The progress of children with a statement of SEND/Education Health Care Plan (EHCP) is formally reviewed at an Annual Review/person centred review with all adults involved in your child's education.

How do we evaluate the effectiveness of our provision for pupils with Special Educational Needs?

We evaluate the effectiveness of our provision by using the following criteria:

- We strive to identify pupils' special educational needs as early as possible through ongoing assessment, observation and partnership working with families.
- The SENDCo, along with the SLT, conduct weekly monitoring to see first-hand 'best practice'.
- Pupils are encouraged to share their views, wishes and aspirations and are involved in setting and reviewing targets where appropriate.
- Subject Leaders monitor for progress through tracking data, reviewing planning and pupil's books and carrying out pupil voice.
- The effectiveness of interventions is reviewed regularly through progress data, observations, outcomes, pupil voice and feedback from parents and staff.
- There is co-operation between agencies and the school and feedback is positive.
- The SENDCo compiles regular reports for the Senior Leadership Team (SLT) and Governors with regards to SEND pupil's progress.

-The SLT carry out appraisals and instigate Continued Professional Development for all members of staff.

What support is available for improving the emotional and social development of pupils with Special Educational Needs?

As well as the school employing a Play Therapist, the school itself (if substantial evidence of alternative methods tried) can write to your child's G.P or Paediatrician to suggest a referral to the Child/Adolescent Mental Health Service (CAMHS), or refer to CAMHS directly. If you are worried about your child's emotional and/or mental health please speak to the class teacher or SENDCo who will support your concerns by writing a letter of support to take to the relevant professional, or make the referral themselves. At school level, the Play Therapist has a designated period within the week to work 1:1 with children who may be suffering from an internalised issue, possibly deriving from bereavement or some other emotional trauma.

We also support our pupils' emotional and social development through the following:

- Conscious Discipline – this may be through 1:1 routines to help children learn to understand and regulate their emotions.
- Themed class family meetings - provide a safe space for children to express views, worries or concerns.
- Play Therapy
- Priority for identified children to join school clubs and encourage friendships
- CBT toolkit
- 1:1 and small group programmes as advised by external agencies.

Our school's Senior Mental Health Lead is Miss Wilson.

Our emotional and social support is also carried out in line with our behaviour and anti-bullying policies. These can be found here: <https://www.cravenwoodprimary.org.uk/our-school/policies>

How do we consult pupils with SEN and involve them in their education?

Observations

For very young children, the most reliable way of getting their voice is through observation. This allows us to build a picture of the child, including their interests and areas of difficulty and learn how they express their needs.

Pupil consultations

Pupil consultations may be held with the class teacher, SENDCo or Subject Leaders. These may involve book looks and discussion about learning. In class, this may look like a family meeting in which various themes are explored. Adaptations may be put into place for children with SLCN.

Learner Conversations

Learner conversations are held termly with the class teacher and the pupil. They allow the child to have ownership of their learning and identify next steps. Learner conversations are shared with parents at parents' evenings.

Student Leadership Team

The student leadership team meets weekly with the Principal to discuss current issues or developments within the school community. The student leadership team feedback to their classes and take ideas and opinions. Alternatively, pupils can ask questions about their learning at a weekly Question Time session.

Individual Learning Plan

Pupils on the SEND register have an individual learning plan which is shared with all the adults who work with them. They are encouraged to share their ideas and opinions on their likes and dislikes and ways to help them be successful.

Annual Review

Pupils with an EHCP are invited to an annual child centred review and are able to join in the discussion about how their learning is going. They are also encouraged to write their views prior to the meeting.

Who are the best people to talk to at Cravenwood about my child's difficulties with SEND?

Staff	Summary of responsibilities
Class teacher	For current and immediate concerns about your child's education, the first port of call should be their class teacher. The class teacher is responsible for the educational and pastoral support of every child in their class on a daily basis.
SENDCo- Mrs Fenton	The SENDCO co-ordinates all the support for children with special educational needs & disabilities (SEND) and developing the school's offer to make sure all children get consistent, high quality response to meeting their needs in school. The SENDCo is responsible for updating the register of children who have SEND and making sure there are accurate and up to date records of your child's progress and needs. They provide support for teachers and support staff in the school, so they can help your child (and other pupils with SEND in the school) make the best possible progress.
Subject Leaders/Key Stage Leaders	They are responsible for: -Checking on the progress of your child and working with class teacher in identifying, planning and delivering any additional help your child may need. -Ensuring that the school's SEND offer/policy is followed in the classrooms.
Executive Principal – Ms Garratt Principal – Mrs Glock Assistant Principals – Miss Wilson and Mrs Fenton	The Senior Leadership team are responsible for: -The day to day management of all aspects of the school, this includes the support for children with SEN. -Giving responsibility to the Inclusion team and class/subject leaders, but are still responsible for ensuring that your child's needs are met. -Making sure that the Governing Body is kept up to date about issues in the school relating to SEN.
SEN Governor – Liza Eccleston	SEN Governor is responsible for making sure that the necessary support is made for any child who attends the school who has SEN.



What training and expertise do our staff have to support pupils with SEND?

The SENDCo, Mrs Fenton, has the National Award for Special Educational Needs Coordination.

The SENDCo's job is to support the teachers in planning for children with SEN. The school has a training plan for all staff to continually ensure that the teaching and learning of children including those with SEND is of high quality. This includes whole school training on SEND issues such as ASD, Dyslexia etc.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class and around the school.

How are equipment and facilities allocated to support children with special educational needs?

- The school budget includes a national budget for supporting children with SEN.
- The Principal decides on the budget for Special Educational Needs in consultation with school governors, on the basis of needs in the school.
- The Principal and the SENDCo discuss all the information they have about SEND in the school, including; the children getting extra support already, the children needing extra support, and the children who have been identified as not making as much progress as would be expected.
- They also decide on what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.



How do we consult you as a parent of a child with SEND?

We value the role of parents as a child's first educators and work collaboratively with you to ensure the best progress for your child through the following:

- **Meet the teacher** – As well as being available before or after school, your class teacher will hold regular 'Meet the Teacher' sessions after school, which allow you to discuss your child's needs and successful strategies can be shared.
- **Parents' Evening** – These are held on a termly basis. Your class teacher will discuss your child's progress towards their individual targets. Class teachers will share learner conversations, individual learning plans, provision maps and EHCPs (as appropriate) with you as part of this.
- **Inclusion Team** – The inclusion team can offer a range of support to help you meet your child's needs both in school and at home. This may include referrals to parenting groups or signposting to other support services where targeted support can be offered.
- **External agencies** – All information from outside agencies will be shared with you personally or through written reports. This will be facilitated by the SENDCo. Sometimes, many agencies may be involved in supporting your child so an Early Help Assessment may be set up to help coordinate this.
- **SEND Coffee Mornings** – We want to support you as well as your child. Our coffee mornings are held each term and parents of children with SEND are invited in to share their experiences and strategies. We also invite agencies from the Local Authority to provide information and support within the Local Offer.

What policies support my child with SEND?

The following policies further support your child within school. These are available on the school's website, you can also ask at the office if you would like a paper copy to read.

- **Accessibility Plan**
- **Accessibility Policy**
- **Admissions Policy**
- **Anti-Bullying Policy**
- **Behaviour Policy**
- **Equality Policy**
- **Medical Policy**
- **Safeguarding Policy**
- **SEND Policy**

How do we handle complaints from parents of children with SEN about provision made at the school?

Class Teacher	If there are any problems with the day-to-day provision for a child, discuss these with the class teacher in the first instance, so they are aware and can make changes quickly.
SENDCo	If any problems or issues continue, contact Mrs Fenton (details within this document and on the school website).
Principal	Unresolved issues would then be escalated to the Principal, Mrs Glock who will facilitate any further meetings with parents/carers.
Local Governing Body	Parents can contact the governors of the school by writing or telephoning to raise concerns. The school's Chair of Governors is Mr Frank McCarron (details on the school's website).
SENDIASS	SENDIASS are independent and can offer support and guidance around provision for children with SEND. Tel. 0161 209 8356

What are the arrangements for the admission of disabled pupils?

Admissions at Cravenwood Primary Academy are determined by the Manchester Local Authority.

We participate in Manchester Local Authority's fair access protocol. This helps ensure that all children, including those who are unplaced and vulnerable, or having difficulty in securing a place in-year, get access to a school place as quickly as possible.

Our admissions policy can be found here:

<https://www.cravenwoodprimary.org.uk/portals/0/library/documents/policies/Admissions%20Policy%202022%202023.pdf?ver=2022-09-12-162300-277>

School will receive confirmation of a place via admissions. Once a school place is allocated, our parent support advisor and SENDCO will arrange to meet with parents/carers and the child to discuss their needs and the provision that may need to be in place for the pupil. Liaison with external agencies will take place if needed.

What are the arrangements for supporting pupils moving through phases of transition?

We recognise that change can be difficult and we endeavour to make transitions run as smoothly as possible for you and your child.

The school has close links with local secondary schools, including specialist provision. The SENDCO meets with each secondary school SENDCO in the summer term to discuss individual children. Transition plans will be created for children with additional needs; these may include early visits to the secondary school and/or multi agency meetings.

Each summer term, the school holds a 'transition afternoon' in which all children meet their class teachers/support staff for the following academic year. This is thoroughly planned and children with SEND can access additional visits to the classroom/relationship building with their new teachers.

How does the governing body involve other people in meeting the needs of pupils with special educational needs and in supporting their families?

Directly funded by the school	-Teaching Assistants -Additional Speech & Language Therapy input to provide a higher level of service to the school -Play Therapist -Additional Occupational Therapy input to provide a higher level of service to the school -SENDCo
Paid for centrally by Local Authority but delivered in school.	-Lancastarian Outreach Inclusion Support Service -Camberwell Outreach Service -BridgeLea Outreach Service -The Grange Outreach Service -Lancasterian Sensory Support Service -Rodney House Outreach (Early Years Special Need Intervention)
Provided and paid for by the Health Service but delivered in school	-School Nurse -Healthy Schools Programme -Occupational Therapy -Speech & Language Therapy -Physiotherapy -Community Paediatrician advice

What other agencies can support my child?

There may be some cases where the support from school alone may not be enough to meet your child's needs. With your consultation and agreement, school will make referrals to external agencies to increase the level of support your child receives. This support may come from agencies such as:

Speech and Language Therapy	0161 224 0694
Occupational Therapist	0161 230 0301
Physiotherapist	0161 230 0301
School Nurse	0161 202 8750
CAMHS	0161 203 3250
Sensory Support Service	0161 445 0123
SENDIASS	0161 209 8356

The Manchester Local Authority have a SEND Local Offer which signposts support services and resources for parents of young children with SEND. This can be found at:

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>