



Crosscrake CE Nursery and Primary School

SEND Information Report

Date last reviewed	January 2026	
Signed	ALBarnsley	PBlackburn
Date	2 nd February 2026	2 nd February 2026

The Special Educational Needs and Disability Regulations 2014 require schools to publish certain information about their policy for supporting pupils with SEND, which must be updated annually. Information reports need to be accessible for all pupils and parents, and should be presented in clear, plain language. It's important that schools have due regard to the statutory information they need to publish and the need to make the information easy to digest. The SEN Information Report must be published on the school website.

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Our school's approach to supporting pupils with SEND

At Crosscrake CE Nursery and Primary School we are committed to providing the best possible education to all our pupils, helping them to achieve the best outcomes academically, socially and emotionally. 'Our caring environment enables ALL children to thrive in their friendships and learning, achieving their full potential.' Children with SEND are supported by our staff following the assess, plan, do, review model.

The SENCO

Name of SENCO	Email address	Phone number
Mandy Barnsley	mbarnsley@crosscrake.cumbria.sch.uk	015395 60410

Securing and deploying expertise

Our school is fortunate in having very experienced staff with a wealth of knowledge in education, including varying needs. Each class teacher is ultimately responsible for all the children in their care, and will produce and monitor an Individual Education Plan for those on the SEND register. This plan is shared with parents and regularly reviewed and updated. We have a small group of reliable Teaching Assistants who are deployed to provide additional support for our SEND pupils. This can be in small group work, providing interventions or providing 1:1 support. TA's work closely with class teachers and the SENDCO to ensure the IEP targets remain a priority and updates and reflections are shared.

Equipment and facilities

Within school we have a wealth of resources that help us to support our SEND pupils in a variety of ways. Our building and playground is accessible and wheelchair friendly.

Identifying and assessing pupils with SEND

In line with our SEND policy, the school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEND Information Report.

Classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their

age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The SENDCO belongs to a supportive SENDCO network within Cumbria which provides a wealth of support and advice. School also seeks the support and advice of the Westmorland and Furness SEND team.

Consulting with pupils and parents

Parents

The school is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress.

Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, supported by the SENDCO, will meet with the parents twice each year.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.

- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

Pupils

Staff have positive relationships with all our pupils and involve them in understanding their progress and also knowing what their current targets are. We dedicate time to talk with our pupils to celebrate their successes and identify areas for support. Pupils with an EHCP are invited to take part in their EHCP review and share what they believe is working and what they would like support with.

Involving key stakeholders

We have a wealth of support available in Westmorland and Furness including ...

Educational Psychology Service • Language and Learning Support Service • Speech and Language Therapy • School nurse • Autistic Spectrum Disorder services • Early years services • Education Support, Behaviour and Attendance Service • Occupational therapy • Child and Adolescent Mental Health Service • Counselling services • Safeguarding and Child Protection Advisors • Traveller and English as an Additional Language Service • Attention Deficit Hyperactivity Disorder services • Physical, Medical and Sensory Needs Specialists

Progressing towards outcomes

Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – assess, plan, do, review – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

- Assess: establishing a clear assessment of the pupil's needs
- Plan: agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- Do: implementing the agreed interventions and support
- Review: analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment.

The school will consider whether additional pastoral support for pupils with SEND is required, alongside ensuring that any appropriate support for communication is in place.

Transition support

Transition from Nursery to Reception

Transition events take place during the summer term for all children who are joining Class 2 in September.

- Close liaison between Special Needs Co-ordinator, teachers in Early Years, and dual placement settings. This may involve multi-agency meetings to support the transition.
- Good transfer of all SEN information.
- Previous Nursery settings contacted for information sharing.
- Transition to new class facilitated by sessions during the summer term with new class teachers and environment.
- Pupil voice (children are asked their views on an issue either individually or in small groups)

Transition to Secondary School

- Close liaison between Special Needs Co-ordinator, teachers in Year 6, Key Stage 3, SENDCo at secondary schools and dual placement settings. This may involve multi-agency meetings to support the transition.
- Good transfer of all SEN information.
- Information sharing with the new school
- Transition sessions for Year 6 pupils during the summer term or earlier if necessary.
- New school are invited to attend any reviews prior to transition.
- Pupil voice (children are asked their views on an issue either individually or in small groups)

The school is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

The school will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

Teaching approach

Your child's needs will be met within the class, supported by high quality teaching, including lesson planning that takes account of the needs of each child.

- The progress of all children is reviewed on a regular basis.
- The class teacher will develop a plan for your child where necessary, with support from the Special Needs Co-ordinator, setting appropriate targets. This will be reviewed each term to ensure that support remains appropriate.
- Where necessary an individual programme of support will be used and progress monitored.
- Where necessary the school may seek support from outside services. This will be discussed with you and a referral made with your permission.
- The governing body is responsible for ensuring that funding is used appropriately, and for monitoring teaching and accessibility. There is a designated SEND Governor who works with the Special Needs Co-ordinator. Both of these key people can be contacted through the school office.

Adaptations to the curriculum and learning environment

Lessons are pitched appropriately so that all children can learn and progress.

- Teachers take account of the needs of the individual child and plan different tasks and materials appropriately.
- Tracking and assessment enables each class teacher to analyse the progress of the child.
- Pupil progress is discussed regularly between Head Teacher/Special Needs Co-ordinator and class teacher to discuss suitable teaching programmes for each child.
- Reviews of learning targets for your child are reviewed frequently with the Special Needs Coordinator and class teacher and new programmes or support is organised as necessary, leading to personalised learning.

- Children work in a variety of groupings, such as small supported groups, 1:1, mixed ability and similar ability groups.

Inclusivity in activities

We make sure that activities outside the classroom and school visits are available to all.

- Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents/carers are invited to accompany their child on a school trip if this ensures access
- After school clubs are available to all pupils. Adjustments will be made where necessary to support pupils with additional needs.
- Health and safety audits will be conducted as and when appropriate.

Supporting emotional and social development

This is central to our work at Crosscrake CE Nursery and Primary School. The bonus of being a small school means we all know each other really well and that support happens naturally. Children who benefit from additional support with their emotional and social development can access a variety of pastoral support. This can be nurture groups, activities led by our ELSA (Emotional Literacy Support Assistant), Time to Talk groups, outside support from organisations such as 'Time To Thrive' (Barnados).

Evaluating effectiveness

Evaluation of the effectiveness of our provision takes place informally as we work through the 'assess, plan, do, review' process. We also have regular visits from our SEND governor. On occasion evaluation can come from outside sources. For example, when requesting an EHCP for a pupil we were supported by the Sandgate Outreach programme. Sandgate staff evaluated our effectiveness in following their guidance and reviewed our targets.

Handling complaints

The school will publish the Complaints Procedure Policy on the school website.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

Local Offer

[SEND Local Offer | Westmorland and Furness Council](#)

Named contacts

Name of individual	Email address	Phone number
Mandy Barnsley – Headteacher/SEND/CO/DSL	mbarnsley@crosscrake.cumbria.sch.uk	015395 60410
Mrs H Hickin – Governor for SEND	Via admin@crosscrake.cumbria.sch.uk	Via 015395 60410
SEND team	SEND@westmorlandandfurness.gov.uk	01229 407 403