



# SEND Information Report 2025-2026



Crosshall Junior School  
446 Great North Road,  
Eaton Ford,  
St. Neots  
PE19 7GG

**Headteachers:** Daniel Ainscow and Liam Murphy

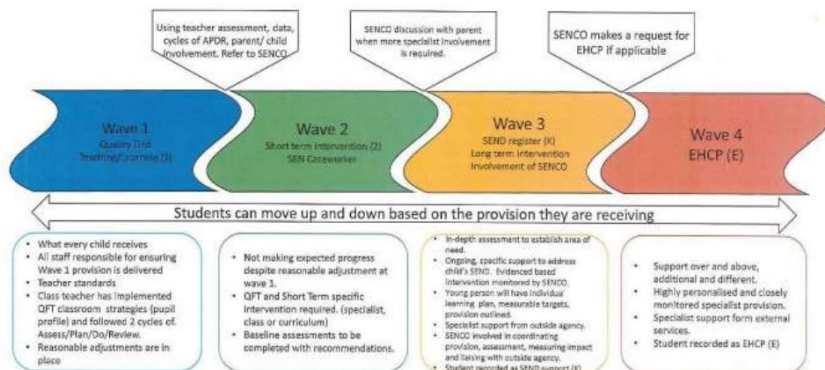
**SENDCo:** Sarah Clee

Cambridgeshire Local Authority is committed to all pupils, regardless of their specific needs, making the best possible progress in their educational setting which, wherever possible and with the agreement of the family or the young person, will be in a mainstream setting. At Meridian trust, we have a clear understanding that timely identification and well-planned support is required if we are to ensure that young people's needs are effectively met in a timely manner, supporting them to achieve the best outcomes. We work closely with young people, their families, and wider professionals to ensure that we are successful in this endeavour. As a trust, we have in place a graduated approach which is shared and supports everyone to understand the expectations and know what the next steps are. This includes and understanding that SEND is everyone's responsibility, and that quality first teaching (QFT) is a minimum expectation.

# The guide to our provision for children with Special Educational Needs at Crosshall Junior School

How do we identify that a child has a special educational need?

- Recognising that each child and young person is a unique individual with their own strengths (superpowers) and areas for development.
- By working closely with you and your child and listening to your views and any concerns.
- Consultations in partnership with professional support services.
- Assessments carried out within the school setting.
- Previous progress, attainment and learning behaviours.
- Closely monitoring progress through termly tracking and progress meetings
- Observations of the children within school
- At Crosshall Junior School and across Meridian Trust, we follow a four wave, graduated approach to identifying and supporting children with special educational needs:



## If my child is having difficulty with an area of learning, how will the Academy staff deal with this issue?

- If you have a concern about your child's development or an area of learning, the first person you should speak to is your child's class teacher. They will know your child's strengths, areas they need support with and how they are progressing in school.
- Where a member of staff has a concern about a child's development or a difficulty, they will discuss the concern with you the parent/ carer first. They will work with you and your child to identify strategies and support that may be required.
- The SENDCo may work with you and the class teacher in making adaptations and adjustments for your child. These may be adjustments within the classroom, at Wave 1; extra support and intervention at Wave 2; Assess, Plan Do, Review recorded on a SEND tracker at Wave 3 or additional support, advice or assessment and more detailed Assess, Plan, Do, Review (APDR) documentation at Wave 4. Your child will be placed on the SEN register at Wave 3 and 4.
- Children with an Education, Health and Care plan (EHCP) will have an APDR to ensure that all the outcomes on the EHC plan are being worked towards becoming achieved. The class teacher ensures the plan is being carried out and the SENDCo will oversee and monitor that this is effective and is having the desired outcome.

## If I have a concern, about my child's learning or needs, how will the Academy staff deal with this issue?

- We encourage parents and carers to work in partnership with us to help meet your child's needs.
- If you have a concern, the first person you should speak to is your child's class teacher. Your child's teacher knows your child well and will be able to talk through your concerns with you.
- You can raise concerns at any time about your child and their needs by contacting the Special Educational Needs Coordinator (SENDCo) Sarah Clee.

## Who will be working with my child?

- Your child's class teacher is responsible for ensuring their needs are met.
- Teaching Assistants (directed by the class teacher)
- The SENDCo will be monitoring that your child's needs are being met in class and supporting the teacher and the child to achieve their goals. This will be carried out through meetings with you, your child and their teacher/s
- On occasion, other professionals may support individual children around a specific need. You will be included in deciding to make a referral for this support. This could include a Speech and Language Therapist, The Mental Health Support Team and Cambridgeshire specialist teachers from SEND services.

## How does my child know how they are getting on with their learning?

- Every day your child will receive feedback from their teacher on their learning.
- We seek pupil voice and ask them how they think they are progressing/what they think is going well/what they would like more support with.

## How will the school monitor the effectiveness of its SEND arrangements and provision?

- Termly reviewing of progress, the children have made and carrying out pupil progress meetings
- Through termly pupil progress meetings, learning walks, observations by the Senior Leadership Team
- Meridian Trust carry out quality assurance across the academies in the form of detailed audit of provision, training, staffing. This ensures that our SEND practice develops and strives to do the best for all our children to ensure all children make progress from their starting points and their needs are known, understood and met.

## What is Crosshall Junior's approach to adaptation?

- Quality First Teaching will be the main focus and adaptations will be made to enable your child to participate fully in all aspects of learning. For example, by use of adult support, talk partners, allowing extra processing time, use of scaffolds and prompts, working walls, visuals.
- All staff who work with your child in school are aware of your child's requirements, and plan according to their needs in the classroom.

## How is extra support allocated to meet children's needs and requirements?

- Your child's needs may be met by the class teacher's carefully adapted planning. This may be breaking the learning into smaller chunks or steps, giving your child additional resources that help explain the task better or make it easier to answer the questions asked.
- Your child may receive additional in-class support from the teacher or teaching assistant.
- Pupil progress meetings are held regularly where relevant interventions are identified to ensure progress is carefully monitored and accelerated where possible.

## How will I know what is in place to meet my child's needs and requirements?

- You will meet with the class teacher to discuss your child's progress, at parent's evenings and will be given a copy of your child's SEND tracker or APDR which will review their progress and the support in place.
- If your child has an Education, Care and Health Plan (EHCP) we will meet formally each year to review the plan, celebrate success and plan for the year ahead.
- Face to face meetings, telephone conversations and informal discussions will ensure a good partnership between home and school. The class teacher is your first point of contact. The SENDCo is available to meet should you have any concerns about your child. Please contact the school office to make an appointment.

## How do we offer pastoral, medical and social support to the children at Crosshall Junior School?

- Children are supported by the class teacher and the teaching assistants within the classroom overseeing the well-being of children on a day-to day basis.
- Our Learning and Well-being Mentors provide additional pastoral and emotional support where required.
- There is additional support in place for Young Carers.
- We liaise with parents and health professionals to ensure Individual Health Care Plans are in place for children with medical needs.
- All teaching Assistants have basic first aid training and some have advanced first aid training.
- The SENDCo and Learning and well-being Mentors will support parents in making further referrals should these be required for individual children.

## How do we encourage our children to contribute their views?

- We include pupil voice on the APDR (assess, plan, do and review) and for Annual Review meetings.
- We seek pupils' voice around all aspects of school life through discussion and surveys.

## Specialist staff:

- Our SENDCo, Sarah Clee has an Advanced SENDCo Award.
- Our Learning and Well-being Mentors are Mental Health First Aiders and have further training in delivering therapies including Drawing and Talking.

- Meridian Trust Core SEND Team: Mary Abeyasekera- executive director of SEND. Mary Leads on support for our pupils who have special educational needs and disabilities across the trust, including the oversight of our special schools, staff training and SENDCo Networks. Mary joined the trust in September 2017 following her role as an HMI and one of Ofsted's National Leads for SEND.
- Meridian Trust Assistant Director of SENDV - Amy Wright. Amy has nearly 20 years experience of working within SEND education. She was previously an autism advisory teacher and has completed a master's degree in autism. Amy is passionate about the continued development of good autism practice across the trust.
- The Headteachers are Therapeutic Thinking trained.

## How accessible is Crosshall Junior School?

- The school is wheelchair friendly and ensures that children are able to move around the school.
- We have an accessible toilet fitted with a hoist rail to an adjoining room that can be used for physiotherapy.
- Teachers and Teaching Assistants take account of a child's individual needs and may support with specific resources e.g visual aids, assistive technology, radio mics and we train staff to meet health needs that arise.

## How does Crosshall Junior School enable children to access all activities?

- Ensuring all of the building and classrooms are accessible to all the children
- Adults are supportive of the needs of the children
- Pre-planning for trips and visits to ensure children can access learning beyond the classroom
- Where needed, we will write a risk assessment/safety plan for a child to ensure they are safe and have full access to the curriculum

What other external support services for information or advice are there?

- Cambridgeshire Local Offer: [Cambridgeshire Online | SEND Information Hub \(Local Offer\)](#)
- SENDIASS : SEND Information, Advice and Support Service: [online referral form.](#) **0300 365 1020**  
email [SENDIASS@cambridgeshire.gov.uk](mailto:SENDIASS@cambridgeshire.gov.uk)

Review Date: This Information report will be reviewed in September 2026