



## SEN Information Report

Date reviewed: June 2023

Date of next review: June 2024

### Amendments:

- Date change
- SEN register numbers
- CPD section
- Provision/Intervention resources updated
  - Outside agencies updated
  - Further developments
- Stakeholder comments – staff, parents, children

## June 2023

SENCO	Erica Fawcett
SEN Governor:	Charlotte Leach
Inclusion Mentor:	Jane Howden
Mental Health Champion:	Jane Howden
Contact:	01724 710312 admin@crowleprimaryacademy.co.uk
Dedicated SEN time:	1 day per week or equivalent
Local Offer Contribution:	<a href="http://www.northlincslocaloffer.com/">http://www.northlincslocaloffer.com/</a>

### Whole School Approach:

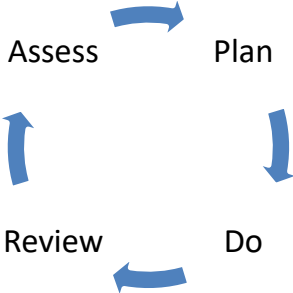
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High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision mapping approach. This approach helps us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a scaffolded and personalised approach to teaching and learning.

We strongly believe that ALL children should be given every opportunity to be fully included in all aspects of school life and therefore ensure that all of our learners have access to a broad, balanced, relevant and scaffolded curriculum which meets individuals' needs whilst allowing them to develop their social skills.

Our values-based curriculum and growth mindset approach ensures that the children in our school consider these in all aspects of their school life to create an all-inclusive environment based on mutual respect in which everybody has the opportunity to have success through effort.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. **(Reference: Learning and Teaching Policy)**

**Assess:** Formal assessments of all children are made and SEN support plans are reviewed in October, March and June by the class teachers supported by the SENCO. Other assessments may take place at other times in the year, which feed into the graduated approach cycle. Our graduated approach cycle includes a commitment to identifying special and additional needs early. Concerns raised about a child's development or need for extra support from class teachers and parents will be assessed and closely monitored. The assessments may also include discussions with previous settings, further in-school screening and analysis of pupil progress data that is used in school to monitor and track the progress and attainment of all pupils. Outside agencies may also be involved with parental consent.

We are supported by many outside agencies such as Speech and Language Therapy (SALT), Occupational Therapy (OT), the Autism Spectrum Education Team (ASET), School nursing team, Behaviour Support Team (BST) and Educational Psychology. We use toolkits provided by these agencies alongside academic assessment and screening resources to help us ascertain learning needs in collaboration with parents. From this, appropriate provision can be put in place.

**SENCO**

**Plan:** Teachers plan provision for SEND children based on assessments and recommendations from external agencies and in collaboration with children and parents. Targets and support will be clearly detailed on SEN support plans. All targets are specific and measurable to the individual child and will cover short, medium and longer term desired outcomes for the child. This process is guided and monitored by the SENCO and the senior leadership team.

In addition to accessing high quality first teaching, possible actions informed from the planning process may include:

- The use of different materials or special equipment.

- Resources to support in whole class teaching, such as use of visual instructions or spelling mats.
- Further small group or individual support.
- Extra time with an adult to carry out specific interventions focused on need, such as Precision Teaching.
- Commencement of specific programmes, such as 'Phonological Awareness Training (PAT)' or 'Write from the Start'.
- Staff development and training to support specific strategies.
- Access to support from within the local authority, such as outreach support from St. Luke's Primary School
- Meetings with outside agencies, such as Educational Psychology or the Physical Disability Team to carry out further assessment or offer programmes of support.
- Placement for the family onto 'Early help support' in which teams supporting the child and family are brought together to review actions towards improving outcomes for the child (meetings are held half termly or termly and access to this support is revised regularly by the senior leadership team and the Inclusion Mentor).

**Do:** The class teacher implements the strategies and actions detailed on the plan with the support of teaching assistants in order to work towards achievement of the desired outcomes and targets under the guidance of the SENCO. These will be delivered over a set period of time and monitored closely to ensure that impact is maximised. The SENCO monitors and evaluates the effectiveness of provision.

We use provision maps to organise and monitor the progress of individual pupils. They show us which interventions and strategies are working. Provision maps change throughout the school year, reflecting the needs of the children.

We receive training to deliver specific interventions required for our roles in school. Sometimes we deliver small group interventions e.g phonics, or give individual support to pupils e.g. following a Speech and language or Occupational Therapy programme.

Our aim is to support pupils to progress and become confident, independent learners.

**Teaching Assistant**

**Review:** All targets and the progress made towards the agreed outcomes are reviewed regularly. The time scale will depend on the individual and the length of the intervention or support programme that is being used. These are discussed with parents and the child, usually as part of an SEN review meeting with the class teacher or SENCO and this discussion then informs the next cycle of report.

My child gets amazing support at school for all needs. I have worked with SENCO through an EHC plan application process and I am really pleased that this has now been granted.

**Parent**

## SEN Needs:

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A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school (see the SEN Code of Practice introduction).

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Children may be identified as having long term and significant SEN if they are not making adequate progress despite high quality, scaffolded first teaching and all relevant and purposeful interventions and strategies being in place.

SEN is divided into 4 main categories as referred to in the SEN Code of Practice January 2015:

1. · Communication and interaction.
2. · Cognition and learning.
3. · Social, emotional and mental health difficulties.
4. · Sensory and/or physical needs.

Dyslexia screening assessments are designed to evaluate various aspects of reading and language skills, which then enables us to identify the specific difficulties and implement targeted interventions and provide specialised instruction that caters to the unique learning needs of individuals.

**Higher Level Teaching Assistant**

### Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Provision for children with communication and interaction needs includes:

- High quality first teaching scaffolded to suit individual need through adult support, additional resources and task planners
- Referral to and programmes of support from SALT (Speech and Language Therapy team) which are delivered at home and school
- ASET (Autism Spectrum Education Team) support in school to assist with individual communication needs
- Access to interventions and programmes of support led by adults trained who have accessed continuous professional development in specific programmes and/ or communication and interaction needs e.g. Sulp (social use of language programme), Nuffield Early Literacy intervention and Wellcom

Speech and Language provision in school is implemented by the Teaching Assistants. They deliver the sessions to the child on a 1:1 basis. Each child has a personalised scheme which focuses on their area of need.

Training has enabled the school to quickly pick up on Speech and Language concerns flagged by the class teacher. Early assessment allows us to make an informed decision as to whether that child needs a referral or whether it can be managed in school using the Speech and Language Tool Kit.

Teaching Assistant

I am really pleased with the support my child receives with his speech and language. My child really enjoys working with the school staff, following the programme sent out by the speech and language therapy team. I can see the progress they are making.

Parent

I have been doing speech and language with a teaching assistant. It is fun! I like the games. I am getting better at saying sounds.

LKS2 Pupil

## Cognition and learning

Support for learning difficulties may be required when children learn at a significantly slower pace than their peers, even with the right level of scaffolding.

Learning difficulties cover a wide range of needs, including:

- Moderate learning difficulties (MLD).
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

*Provision for children with cognition and learning needs includes:*

- *High quality first teaching scaffolded to suit individual need through adult support, additional resources and task planners*
- *Screening to target specific learning difficulties*
- *Access to specific interventions such as PAT (phonological awareness training) and precision teaching*
- *Enhanced adult support in the classroom*
- *Personalised learning plans to suit individual needs*
- *Access to advice from the RLT SENCO network*
- *Access to advice from CAMHS and Educational Psychology and referral for further assessment*

This year we have continued our focus on metacognition through high quality first teaching and targeted interventions to support needs of all learners. Our classrooms and teaching approaches promote independence and are designed to limit cognitive load. Retrieval activities are used to ensure key knowledge is remembered and can be built upon.

**Class Teacher**

I have been doing some learning about numbers ( 'First class at number' intervention). I am better at maths now. I wanted to get better. I can add my tens and bigger numbers now. I get my takeaways right now too – I used to get mixed up with add and take away signs.

**KS1 Pupil**

My phonics lessons help me with spelling and reading. I like to practise reading with adults in school and with my friends. My reading is getting better, I get lots of chances to practise and practice makes perfect!

**LKS2 Pupil**

### **Social, emotional and mental health difficulties**

Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need. Behaviour difficulties become special educational needs (as defined by the SEND Code of Practice 2015) called 'SEMH' when there is a detrimental impact of social, emotional or mental health needs, resulting in the child not attaining at age expected levels.

For example, a child who is having difficulty regulating their emotions at school (either due to their own internal regulation difficulties or external factors) and who is unable to implement the behaviours-for-learning required to make expected progress and attainment, may be described as having a special educational need.

Children and young people may experience a wide range of social and emotional difficulties which are noticeable in many ways. These may include; becoming withdrawn or isolated, as well as

displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have conditions such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

The academy will refer to guidance published by The Department for Education (DfE) on managing pupils' mental health and behaviour difficulties in schools. <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

*Provision for children with social, emotional and mental health needs includes:*

- *High quality first teaching scaffolded to suit individual need through adult support, additional resources and task planners*
- *Boxhall profiling and other screening tools to formalise supporting classroom and intervention strategies*
- *Access to nurture sessions led by Inclusion Mentor to support anxiety, friendships, self-esteem or anger*
- *Access to programmes to support wellbeing*
- *Enhanced adult support in the classroom*
- *Access to advice from the RLT SENCO network*
- *Access to advice from CAMHS, School nursing team, The Behaviour Support Team, With me In Mind and Educational Psychology and referral to further assessment*

My child feels a lot more confident around school following the anxiety group we attended together with the Inclusion Mentor. The sessions have helped my child speak out. I am really pleased with this and the continued support received.

Parent

Lots of things help me at school – reward time, my workstation in class, spending time with adults when I need it. I have time out and a special box with things that help me in school.

LKS2 Pupil

**Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

*Provision for children with sensory and/or physical needs includes:*

- *High quality first teaching scaffolded to suit individual need through adult support, additional resources and task planners*
- *Adjustments to the classroom environment including additional resources and equipment*
- *Referral to and programmes of support from external teams such as Occupational Therapy, Vision support and Hearing support which are delivered at home and school*
- *Enhanced adult support*

**(Reference: SEND (Special Educational Needs and Disabilities) Policy ref SEN3)**

Support from local agencies plays a key role in ensuring that our children get all of the strategies and interventions needed to thrive in the classroom environment.

**Class Teacher**

As of June 2023, we have 44 children on the SEND register.

Seven of these children have an Education Health and Care Plan (EHCP). All other children receive SEN support.

All children on the SEND register have an SEN support plan.

We currently seek advice and support from professionals in the following agencies:

- Autism Spectrum Education Team (ASET)
- Educational Psychology
- Child & Adolescent Mental Health Service (CAMHS)
- Educational Welfare Officers (EWO)
- Physical Disability Team
- Speech & Language Therapy (SALT)
- Occupational Therapy (OT)
- Physiotherapy
- School Nurse and Learning Disability Nurse
- Behaviour Support Team (BST)
- St. Luke's Outreach Support
- SEN and Disability Information and Support Service (SENDIASS)
- With me in Mind, NHS mental health support team (WMIM)

We have internal processes for monitoring quality of provision and assessment of need.

- A Graduated Approach that includes an 'Initial Concern' cycle so that children can be monitored closely to assess their needs before a decision is made about whether they have a specific barrier to learning or a special educational need.
- Access to an extensive range of assessment tools including British Picture Vocabulary Scale (BPVS), GL Assessment Dyslexia Screener, Autism Spectrum Education Team Toolkit, Speech and Language Therapy Toolkit, Occupational Therapy Toolkit and Behaviour Toolkit.
- Ongoing assessment of progress against targets and expected outcomes.
- Phase reviews and lesson observations to scrutinise levels of scaffolding and use of classroom resources.
- Task observations to scrutinise intervention level support



- Close monitoring of interventions through provision mapping for all children that receive additional support
- Informal feedback from all staff via discussions with the SENCO.
- Parental questionnaires and conversations, alongside pupil interviews.
- Pupil progress tracking using assessment data (whole-school processes) including use of pre-key stage materials and St Luke’s outreach assessment documents
- Attendance records and liaison with Education Welfare Officer (EWO) where appropriate.
- Pupil Progress meetings about children’s progress between teachers and the head teacher and SENCO.
- Analysis of data against national data sets through Fisher Family Trust data analysis tool.

Teaching staff meet regularly with the SENCO to discuss children’s needs and any concerns. From this point, targets are set and reviewed regularly with parents and other actions are taken, such as the involvement of other agencies as part of our graduated approach. This approach ensures that needs are identified are supported in a timely manner.

**Class Teacher**

School arranged for us to complete the Solihull course as a family. I found it has really helped me to help my child do well and make progress.

**Parent**

### **Consulting with children, young people and their parents**

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who’s involved	Frequency
SEN support plan reviews	Class Teacher / Parents or Carers / Child / SENCO	Termly – October, March and June
Parents consultations	Class Teacher / Parents or Carers	October, February (following annual report) and June or as required for some children
EHCP Annual Review Meetings	Class Teacher / Parents or Carers / Child / SENCo / Professionals involved with supporting the family or child / children	Annually  School also hold mid-term reviews as part of this process
Early Help Meetings	SENCO/ Inclusion Mentor/ Class Teacher / Parents or Carers / Child / Professionals involved with supporting the family or child / children	Half termly or termly - dependent on level of need

## Staff development

We are committed to developing the ongoing expertise of our staff. We have the current expertise in our school:

The designated SENCO Special Educational Needs Coordinator completed the Postgraduate Certificate in Special Educational Needs with Huddersfield University in 2021.

The Inclusion Mentor has completed Thrive, Boxhall profiling, Bereavement in the school community, Mental Health First Aider, Anxiety training and ELSA training (emotional literacy support assistant). Further training has been undertaken this year.

This year has all been about moving the ELSA training forward and using this in school. The children who I have worked with have really enjoyed the sessions. The work sheets are really colorful and fun to complete. We spend lots of time talking about our different emotions and how we can regulate these.

Anxiety groups have been really busy this year and small groups have completed this with their parents. Parents engage in the sessions and are open and honest about their worries. We always have fun completing the crafting activities together although we often end up covered in glitter.

This year has also seen the introduction of With Me In MInd in school. This is a new team of mental health workers who work with children in school. Presently they are only working with year 6 children but we hope as this is proving very successful it will be introduced to the younger children as well.

**Inclusion Mentor**

	Whole school staff	SENCO	Inclusion Mentor	Specific Teachers	Specific Support Staff
<b>Autumn term</b>	Teachers – Let’s think in English part 1 (internal)	Launch of new Early Help Assessment Forms and Guidance by Children’s MARS team  Thrive (SLT)	Launch of new Early Help Assessment Forms and Guidance by Children’s MARS team  With me in mind (WMIM)	PAT (phonological awareness training), (internal) - Y1	Thrive  Intervention overview/ Bosanquet framework refresher
<b>Spring term</b>	SEN Code of Practice refresher  Inclusivity  Teachers - Let’s think in English part 2 (internal)	SEN network meeting (EYFS)			PAT (phonological awareness training), (internal)  Precision teaching

					Thrive (part)  NHS – speech and language therapy
<b>Summer term</b>	Teachers - Let's think in English part 2 (internal)  ADHD awareness training from the behaviour team	SEND professionals conference – Natalie packer and Gary Aubin  Introduction to SIBS  Introduction to Turnabout intervention		Let's think in English part 3	PAT (phonological awareness training), (internal)  Training to individual teaching assistants on specific interventions in preparation for roles next academic year

The SENCO also accesses SENCO network meetings within the Rose Learning Trust, local authority networking meetings and peer to peer collaboration with another school in the local authority.

Ongoing support is provided by the SENCO to teaching staff as required.

This year we started the First Class at Number intervention to support early number skills. This is delivered four times per week to selected year 2 children. This has impacted on children's confidence and outcomes in maths.

**Maths Leader**

## **Staff deployment**

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Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

The class teacher has overall responsibility for providing targeted and effective provision to children requiring extra help. The extra support may include working as part of a small group or working on a 1:1 basis with an adult. This additional help could be provided by both the class teacher and a member of support staff.

Support staff deployment is reviewed regularly to ensure the correct support is in place and that the children's needs are being met. This could be support with learning, but also emotional and well-being support and support during unstructured times of the day such as breaktimes and lunchtimes.

Some children have requirements within their Education, Health and Care Plans that allocate a specific amount of time that they should be supported and these are closely monitored.

## Finance

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Our notional SEN Budget expenditure is broken down as follows:

- Support staff (additional to quality first provision)
- Additional teaching resources (intervention schemes, classroom resources)
- Continuous professional development
- Staff release time to attend meetings and additional SEND report writing / multi-agency liaison and Early Help attendance

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

## School Partnerships and Transitions

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As an academy we have close links with local secondary school and local pre-schools.

We have thorough transition plans for all children when entering or leaving our school to ensure the process is as smooth as possible. Staff will prioritise meetings with parents and key professionals and, where needed, a specific transition programme will be set up to cater for a child's individual needs to ensure they are prepared to move onto the next stage.

This includes home visits and visits to pre-school settings and links with other professionals supporting children in the pre-school phase. The stay and play sessions offered in school may also be adapted or increased to suit the needs of individual children.

This year, we supported 12 children with additional transition to secondary school. Transition programmes were set up to cater for individual needs ensuring children are prepared to move onto the next stage of their education. This includes close liaison with the SENCO at the receiving school.

The transition from primary to secondary school has been a really thorough process for all children this year. All children have attended a minimum of 2 transition days to their feeder schools (The Axholme Academy and South Axholme).

In addition to this, the SEND pupils were invited to spend up to three additional days at their feeder school to ease their move. This included familiarising themselves with the school setting, meeting staff and taking part in group activities. The Head of year 7 has also visited our school to give an overview of life at The Axholme Academy and to answer any questions the children had. Members of staff from South Axholme have also visited children attending their school. Meetings with members of the secondary pastoral staff have taken place for some children.

Targeted transition work has also taken place in school in the form of transition booklets (lead by the SENCO) in whole class and small groups and also a workshop with 'With Me in Mind' has taken place.

All feeder schools have also spent time with their current year 6 children and, where necessary, their parents to do a thorough handover of the pupils including discussion around SEN, attitudes to learning, behaviour and attainment.

**Y6 Teacher**

I have had lots of visits to the secondary school this year. This has helped me get used to everything. I am looking forward to going. I like the school dinners!

Y6 Pupil

## Complaints

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Our complaints procedure is clearly detailed in our Complaints Policy available under the Policies Tab of our school website:

<https://www.crowleprimaryschool.com/page/safeguarding-and-inclusion-policies/71290>

This year we have 0 number of complaints.

## Challenges this year

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Challenges	We intend to address this through
Increased number of children needing support in school/ referral for outside agency support	<ul style="list-style-type: none"><li>• Designated time for SENCO to complete SEN responsibilities</li><li>• SENCO supported by Rose Learning Trust and Local Authority SENCO networks</li><li>• SENCO to be supported by EYFS teacher and HLTA</li><li>• SENCO works closely with learning mentor to ensure appropriate social, emotional and mental health support</li><li>• Termly Early Help reviews to ensure the plans are effective in supporting children's/ family needs</li><li>• Continue to upskill teaching assistants to support the needs within school and the cohort within which they are based</li></ul>

## Further development

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Our strategic plans for developing and enhancing SEN provision in our school next year include:

- Explore and implement screening tools which support early identification of learning gaps specifically in literacy and maths
- Embed the use of STAR assessment across the academy with particular emphasis on SEND children
- Embed the use of SALT and OT toolkits across the academy
- Adapt provision mapping of interventions/ support and consistent recording/ feedback
- Further build the capacity of the SEND team within the academy with the introduction of SEND early development and support role
- Build systems for consistent approaches to supervision of staff following incidents of challenging behaviour
- CPD continues to develop knowledge and understanding of trauma informed practise (whole staff and individual)

**Relevant school policies underpinning this SEN Information Report include:**

- SEND Policy
- Health and Safety Policy
- Medical Needs Policy
- Equality and Diversity Policy
- Disability and Accessibility Policy
- Teaching and Learning Policy
- Assessment Policy

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

**Date presented to governors: 14<sup>th</sup> June 2023**