



SEN Information Report

Date reviewed: June 2024

Date of next review: June 2025

Amendments:

- Date change
- Updates to SEN register numbers, CPD schedule and further developments
 - Provision/Intervention resources updated
 - Link to complaints policy updated
 - Stakeholder comments – staff, parents, children
 - Information about transition between year groups
- Additional sections added: Information about SEN support for looked after children and previously looked after children; What to do if you think your child may have SEN; Admission process for children with SEN or a disability; Support for looked-after and previously looked-after children with SEN; Support for parents and families; Useful glossary of terms

June 2024

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:	SEND Local Offer North Lincolnshire Special Educational Needs & Disability (northlincs.gov.uk)

Whole School Approach:

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.

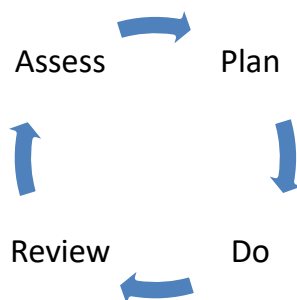
All our extra-curricular activities and school visits are available to all our pupils, including our before and after school clubs.

All pupils are encouraged to go on our school trips, including our year 6 residential trip.

All pupils are encouraged to take part in sports days, school performances, workshops and other school events.

All pupils are included in activities and reasonable adjustments are made for everyone to take part.

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.

Through quality first teaching, screening and toolkits used in school we identify early the specific agency support and level of support needed to support children. We are supported by outside of agencies such as Speech and Language (SALT), Occupational Therapy (OT), Behaviour Support Team (BST), the Autism Spectrum Education Team (ASET) and the School Nursing Team. Alongside parents we work closely with these agencies to ascertain the learning needs and put in place appropriate provision.

Class teacher

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.

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.

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

What to do if you think your child may have SEN

If you think your child may have SEN, the first person you should tell is their class teacher either face to face, by email or telephone. The class teacher will pass your message to the SENCO who will be in touch to discuss your concerns. You can also contact the SENCO directly in the same way.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together, we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what has been discussed and add this to your child's record. A copy can be made available to you on request. If it is decided that your child needs SEN support, we will further contact you to discuss an SEN support plan for your child who will be added to the school's SEND register.

My child's needs are well supported. School have been flexible to meet need. I feel my child is well looked after and happy at school. My child is fully included in all aspects of life. The staff have been great.

Parent

SEN Needs

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.

This year, the introduction of STAR assessment has helped improve our knowledge of children's abilities in reading and maths. This supports our understanding of a child's needs in order to provide the necessary support and create targets that are specific to the child and their next steps in learning.

SENCO

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), Launchpad for literacy 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'm incredibly grateful for the Speech and Language Support my child has been receiving at School. A teaching assistant attends all the SALT sessions and is attentive in ensuring the right activities are used and on track. I think my child's impressive progress is testament to the support they have received in school.

Parent

In my speech and language sessions I practise how to say sounds. I like the sessions and I do them in an afternoon. I can say some sounds and words better now.

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, visuals and task planners*
- *Screening to target specific learning difficulties*
- *Access to specific interventions such as PAT (phonological awareness training), precision teaching, Fast track phonics and mastering number*
- *Enhanced adult support in the classroom*
- *Personalised learning plans to suit individual needs*
- *Access to advice from the RLT SENCO network and the North Lincolnshire SEND team*

- Access to advice from CAMHS and Educational Psychology and referral for further assessment

Since receiving training in read, write, inc. phonics I have been able to deliver fast track sessions. These are either 1-1 or 1-2 sized groups. Throughout the sessions I have watched the children succeed and grow in confidence. Children who attend additional fast track lessons have blossomed and become much more assertive. Children are more confident in reading and spelling. Children taking part do this enthusiastically and leave the session with a smile on their face.

Teaching Assistant

The mastering number group is really good because you learn lots and the teachers really want us to succeed and get good jobs. We have been doing different calculations and it helps me get better at maths.

LKS2 Pupil

My phonics sessions and reading books have helped me get better at writing. I have realised that if I read well then I can write well! My writing has got better this year.

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 and North Lincolnshire SEND team*
- *Access to advice from CAMHS, School nursing team, The Behaviour Support Team, With me In Mind and Educational Psychology and referral to further assessment*

This year school has worked really closely with With Me In Mind. WMIM are an NHS mental health service. They provide support and early intervention for children with mild mental health problems. Their work and support is now becoming embedded in our school. They have supported us with our wellbeing ambassadors and this year we have introduced our wellbeing lunchtimes clubs. These are always well attended and make it easier for our children who sometimes struggle on the playground. Having a room where they can come and play in a quiet environment is working well. WMIM are also closing the gap when school have supported a child but a child needs something more than school can offer. They can offer parent workshops, the children one to one support and also offer support to our inclusion mentor. They have also conducted assemblies and class room lessons on topics such as transition, SAT worries and keeping mentally healthy. As this agency has been so successful, over the next academic year, the support they offer will also be introduced to the rest of KS2.

Inclusion Mentor

ELSA time helped me cope with my worries better. I worry less now and know what to do if I have a worry. I like having a weekly check-in. Check-ins are helpful because I get to appreciate my week and think about good things. I can talk through how to solve any problems or worries I have.

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*
- *Access to ASET and Occupational Therapy toolkits and sensory profiling*
- *Adjustments to the classroom environment including additional resources and equipment*
- *Referral to and programmes of support from external teams such as ASET, Occupational Therapy, Vision support and Hearing support which are delivered at home and school*
- *Enhanced adult support*

For information on how the school supports children with disabilities, please reference the Accessibility Plan.

We encourage and ensure that all disabled children have opportunity to participate in the curriculum. Any aspects of the school environment that require adaptations are considered to enable disabled children to take better advantage of the education, benefits, facilities and services that are provided by the school. Where auxiliary aids and services are required, the SENCO and Inclusion Team will liaise with external professional services.

(Reference: SEND (Special Educational Needs and Disabilities) Policy)

As part of my role and following discussion with the class teacher and SENCO, I am able to use the speech and language and occupational therapy toolkits to support children with communication and physical needs within school.

Teaching Assistant

As of June 2024, we have 38 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 Toolkits.
- 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

My child is well supported and happy in school. If I have any concerns or questions, I know that I can discuss them with the class teacher or the SENCO. I attend meetings and reviews to find out how my child is getting on.

Parent

Admission process for children with SEN or a disability

We welcome children with all types of SEND who have applied for a place via our normal admission process. If a child has complex needs, a disability or SEN, we consider admissions on a case-by-case basis to review the stage of involvement with external services and in line with the Code of Practice for Special Educational Needs.

For more information on this, please contact our SENCO.

The process of admission for children with an Education and Health Care Plan is in accordance with the Code of Practice on Special Educational Needs. Where our school is named as part of the child's plan, we have a duty to admit the child; this will reduce the number of places available. With all school admissions, we liaise with North Lincolnshire Council Admission Team and we would not disadvantage any child with SEN or a disability as part of this process. Where any year group is over-subscribed, the local authority make any decisions using an independent panel.

Support for looked-after and previously looked-after children with SEN

The SENCO is also the designated teacher for looked-after children and understands how circumstances for these children and SEN may interact.

Children who are looked-after or previously looked-after will be supported in much the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any other SEN support plans or EHC plans are consistent and support each other.

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 sometimes 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

During meetings we will:

- Set clear outcomes for your child's progress
- Review progress towards these outcomes
- Discuss the support we put in place to help your child make progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We also seek your views on the child’s needs and aspirations, as the person who knows your child best so that we can best support them. We will also seek your views on the impact of SEN support on your child inside and outside of school. Please also let us know if anything changes in this respect so we can keep out provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff and you will be given a copy on request.

If appropriate, your child will also be involved in decisions about their education. This will depend on age and competence. We discuss child’s views by discussing them and representing them in the meeting. Sometimes, children will attend meetings.

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 and has 4 years of SENCO experience within school. The SENCO is supported by an EYFS teacher who has 3 years of SEND experience in school and who is starting the (SENCO) National Professional Qualification (NPQ) in academic year 24/25.

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).

The Academy has access to expertise and advice through professional networks including the Rose Learning Trust SEND network and the North Lincolnshire Local authority network.

All our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of the pupils with SEN.

We have a team of teaching assistants (TAs) and one higher-level teaching assistant (HLTA) who are trained to deliver SEN provision and interventions.

Please find below a summary of continuous professional development both internal and external for school staff which supports provision for SEND:

	Staff meetings	SENCO	Inclusion Mentor	Specific Teachers	Specific Support Staff
Autumn term	STAR Assessment training RWI training Staff Meeting – Muscular Dystrophy Provision mapping	SMART Target Training (NL SEND team) WMIM Big Emotions		Let’s think in English	Fresh Start Phonics Fast Track Phonics WMIM Big Emotions Mastering number (all)

					RWI High quality interactions (all)
Spring term	NHS Talking Therapies SEN Code of Practice/ Inclusive classroom/ SMART Targets (SEND) – teachers Maths manipulatives – teachers With me in Mind - teachers	EYFS Behaviour		Let's think in English EYFS Behaviour	Provision mapping – impact statements (all) Precision teaching refresher (all)
Summer term	Reading - spotting children at risk of falling behind in reading – teachers STAR assessment Theraplay informed practice	SEND professionals conference		Let's think in English Occupational therapy toolkit Speech and language therapy toolkit	Occupational therapy toolkit Speech and language therapy toolkit RWI Fast track phonics

The SMART target training highlighted the importance of SMART targets on the SEN plans. They ensure that children move forward in their targets and clearly demonstrates when a child has achieved them.

Class teacher

This year we have continued our focus on the use of high quality and ambitious vocabulary to support all of our learners. Our lessons contain 'star words' which are referred to and built upon and children are encouraged to use these within their talk and explanations. We believe that the more vocabulary our children have, the more they have to connect to, which means that they have more opportunity to develop new vocabulary.

Class teacher

In Fresh Start phonics, we practise spelling, reading and writing in a small group. We read stories and practise reading and writing words. We review phonics sounds to make sure we remember them. It helps me get better at reading, writing and spelling.

LKS2 pupil

Staff deployment

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

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.

We liaise with external agencies to get recommendations of what will best help your child access their learning.

The school will fund up to £6,000 of any necessary costs to support your child in school but if funding is needed beyond this, we will seek it from our local authority.

School Partnerships and Transitions

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 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 13 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.

I have had some extra transition days at the secondary. This has helped me get used to the school and some of the staff. I met children from other schools. I am looking forward to secondary now because I know what it is like.

Y6 Pupil

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

In addition to this, the SEND pupils were invited to spend at least 2 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. 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 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 Class Teacher

The transition process has really helped my child. Extra transition visits and meetings with the staff have really helped with knowing what to expect and how they will be supported at secondary. My child can't wait to start secondary now.

Parent

To support children with transition from year group to year group we:

- Show children their new environment and allow them to spend time in it at different points during the school day.
- Allow children to spend time with their new teacher and support staff before the summer holidays if this is possible.
- Transition booklets are completed before the end of the Summer term.
- Key information is shared with staff so they can plan effectively

The time scale and level of support during transition is personal to the child and their individual needs.

Complaints

We always aim to work with parents to solve the problem. Different ways we can support you with your questions or queries about SEND include talking to members of the school team accessible on the school gate each day, seeing the class teacher at their classroom doors or by contacting the SENCO.

If you feel that any issues have not been resolved and you need to make a complaint about SEN provision in our school, this should be made to the SENCO and head teacher in the first instance.

You will then be referred to our school’s complaints procedure which is clearly detailed in our Complaints Policy available under the Policies Tab of our school website:

[Crowle Primary Academy: Policies \(crowleprimaryschool.com\)](http://crowleprimaryschool.com)

This year we have 0 number of complaints.

Challenges this year

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">• Designated time for SENCO to complete SEN responsibilities• SENCO supported by Rose Learning Trust and Local Authority SENCO networks• SENCO to be supported by EYFS teacher and HLTA• SENCO works closely with learning mentor to ensure appropriate social, emotional and mental health support• Early Help reviews to ensure the plans are effective in supporting children’s/ family needs• Continue to upskill teaching assistants to support the needs within school

Further development

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

- Further embedding the understanding of emotional regulation and helpful strategies within the curriculum.
- Continue to adapt provision mapping of interventions to improve outcomes for children measuring impact against funding.
- CPD focus on supporting children who have challenges acquiring literacy skills and adaptive teaching across subjects

- Develop emotional regulation teaching to support trauma/ neurodiversity informed practice
- Continue to build systems for consistent approaches to supervision of staff following incidents of challenging behaviour
- Continue to embed SMART targets for children through monitoring and support that are understood by the learners.
- Further embed Bosanquet framework within the classroom using language and visual with the children to develop independence to task

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
- Looked after children Policy

These can be found in the policies section of the school website.

[Crowle Primary Academy: Policies](#)

Legislative Acts taken into account when compiling this report include:

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

Support for parents and families

If you have any questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, take a look at the North Lincolnshire Local Offer [SEND Local Offer | North Lincolnshire](#).

Information about our local SENDIASS team can be found here. [SENDIASS](#). They are our local special educational needs and disabilities information advice and support service.

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)
[SEND Family Support](#)
[NSPCC](#)
[Family Action](#)
[Special Needs Jungle](#)

Useful Glossary of Terms

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

EYFS – Early Years Foundation Stage (nursery and reception)

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

PEP - Personal Education Plan

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SEN – special educational needs

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SENCO – the special educational needs co-ordinator

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEND Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

SEN support – special educational provision which meets the needs of pupils with SEN

SEN Support Plan – special educational needs support plan

Transition – when a pupil moves between years, phases, schools or institutions or life stages

Date presented to governors: 25th June 2024