



## School contribution to North Lincolnshire Local Authority's Local Offer for children with Special Education Needs and Disabilities

Crowle Primary Academy is proud to be part of the Rose Learning Trust, a trust founded on the shared belief that the best interests of its pupils should be at the heart of schools within the trust, where each and every child is valued for who they are, irrespective of background or circumstance, aspiring to succeed.

### Our Vision

Believe and you can achieve

### Our Vision Statement

When you walk into our school you feel the nurturing and happy atmosphere. You see that we care for our environment, it is safe and stimulating.

Step into a classroom to find teachers delivering inspirational lessons to independent learners who are confident in their own abilities and inquisitive to learn more.

Each child understands the learning journey they are on and the steps they need to take to get them there. They recognise that there will be some pits along the way but are resilient enough to keep going in order to reach their potential.

You find a building filled with a learning family who believe in themselves and know that when they do this they can achieve.

A school that places families, the community and their wellbeing at the heart of what we do. You see that when the children are ready to leave us at the end of their primary school journey, they are prepared for the next stage of their education and for life in the modern world.

### Our Core Values:

Respect – Resilience – Responsibility  
Unconditional positive regard

### Brief description of the school

Crowle Primary Academy, a **3-11 mainstream academy**, has proudly been a part of the **Rose Learning Trust** since **2018**. We currently have approximately **230 children** enrolled, and we are dedicated to fostering a nurturing and inclusive environment for every child.

Our school is situated in the town of **Crowle**, North Lincolnshire. We take pride in our excellent reputation and actively engage in networking to share best practises with other institutions. As a member of the Rose Learning Trust, we have gained valuable resources that enhance our commitment to delivering a **high-quality education** for all our pupils.

At Crowle Primary Academy, we firmly believe in developing **resilience** and promoting intrinsic rewards through effort. This philosophy is built on the foundation of strong relationships and an **unconditional positive regard** for all our stakeholders. Our experienced and dedicated staff work tirelessly to create a welcoming environment that fosters a deep sense of community, with strong ties to the local area.

We are committed to maintaining high standards and an inclusive ethos, ensuring that we meet the diverse needs of each and every one of our children.

### **What we offer at Crowle Primary Academy**

- Part and full time nursery places within our Early Years Foundation Stage
- Large and varied outdoor spaces in each key stage including a forest area so children can explore boundaries within a safe and emotionally secure environment
- Access to a broad and balanced, language rich curriculum for all children with adaptations to meet support a range of specific needs
- Targeted support for children with identified levels of needs through high quality first teaching, learning scaffolds and intervention
- Strong collaboration with external agencies following advice to support and meet children's needs
- Enrichment opportunities for our children to have a wide range of experiences including trips and visits
- A qualified and experienced SENCO
- Access to pastoral and wellbeing support from the Inclusion Mentor who is ELSA and thrive trained
- Dedicated calming spaces for wellbeing time
- Extra-curricular activities and residential experiences with reasonably practicable adaptations to meet needs of all children wherever possible
- Breakfast club and after school childcare provided by an external company on site
- Use of STAR assessments and other screening tools to identify individual needs and track progress

### **Our whole-school inclusive approach towards the Special Needs Policy and Practice**

At Crowle Primary Academy, we are committed to ensuring that every child receives high-quality first teaching that is appropriately scaffolded to meet their individual needs. We believe that every pupil, regardless of their starting point, should have access to a learning experience that challenges them and promotes their growth.

In addition, opportunities are provided for all pupils to engage with challenging content, ensuring that every child is pushed to reach their full potential. Where necessary, we tailor our approaches to support individual needs, ensuring that all pupils can thrive in their learning environment. Targeted Interventions are designed to address specific gaps in learning, which may take place in small groups or on an individual basis. This targeted support is crucial in helping pupils progress effectively.

We make every effort to ensure that any child identified as having a special educational need has full and equal access to the National Curriculum and is included in all aspects of school life.

As outlined in the SEN Code of Practise, ALL teachers are teachers of children with additional needs. At our school, we strive to create an inclusive environment where every child can thrive. Our key objectives include:

- Identifying children who need support: We are proactive in recognising the needs of our pupils early on.
- Ensuring children receive appropriate support: Our dedicated staff works tirelessly to provide the necessary resources and assistance so that every child can access the curriculum effectively.
- Assisting children to reach their full potential: We believe in the capabilities of each pupil and aim to nurture their growth and development.
- Ensuring inclusion in all activities: We are committed to providing every opportunity for our children to participate fully in school life.
- Working in partnership: Collaboration with children, parents, and external agencies is vital to meet the individual needs of our pupils.

### **Professional development**

The SENCO attends a termly local authority network meeting to meet with other SENCOs and professionals to keep updated with local and national information, training and services. The SENCO works collaboratively with a partner school within the local authority to develop areas of SEND. The SENCO attends half-termly meetings with other

SENCOs in Rose Learning Trust to network, update on regional and national updates and work closely with colleagues to share good practice.

At school level, weekly updates include elements of SEND and behaviour and inclusion. Regular meetings are held to ensure provision meets with the needs of children. School staff receive training related to their current skills and needs. This may involve specialists delivering training, visits to other schools or external training courses. All staff access ongoing training about the SEND code of practice, SMART targets and SEND Support Plans.

Training accessed using local services includes:

- Behaviour Outreach Support Service
- Educational Psychologist
- ASET Team,
- CAMHS/ WMIM
- NHS
- Speech and Language
- National College
- North Lincolnshire SEN department

Professional development is delivered through staff meetings and organised events for whole staff or identified staff. Support staff receive regular workshops. Our school staff are trained to deliver SEN provision. The team have accessed training to use STAR Assessments and specific interventions to support with individual levels of need.

#### **Examples of Specific training:**

SEND Code of Practice

Theraplay informed practice

Staff awareness: Muscular dystrophy

Staff awareness: Diabetes

With Me in Mind (WMIM) Big emotions

Fresh Start Phonics

Fast Track Phonics

Mastering number

EYFS Behaviour

SMART Target Training (NL SEND team)

Maths manipulatives

Reading - spotting children at risk of falling behind in reading

Occupational therapy toolkit

Speech and language therapy toolkit

#### **Specialist services**

Using the North Lincolnshire graduated approach, specialist practitioners from the Local Authority and agencies will work with the school to support the identification, intervention, engagement and support of children and young people who have additional needs. We access external support services to meet the needs of children with SEN and to support their families. These include:

- Educational Psychologist (for assessments of children with cognition and learning difficulties or to assess a child who may need specialist support with an Education Health Care assessment)
- School nursing service (for medical need referrals for a child)
- ASET (to support with observations, advice about provision and suggesting appropriate outcomes for children who display or are on the ASD spectrum)
- Behaviour Support Team
- Education Welfare Officers (to monitor and review attendance)
- Speech & Language Team (who will offer Specialist and Targeted support for children who have difficulties with communication, speech and language)
- Occupational Therapy (for children who have difficulties with fine or gross motor skills, and sensory difficulties)

- CAMHS / With Me in Mind (for children with mental health)
- Physiotherapy (for children who require specialist support for physical difficulties)
- SEND Team (to oversee the Assess, Plan, Do, Review process and involved in EHC applications and reviews)
- Early Help (who work with a holistically with the whole family and bring in external agencies to support as necessary)
- SENDIAS (Special Educational Needs and Disability Information, Advice and Support)

### **Team Approach**

The Team around the School will bring together key agencies in one place, at one time who can offer advice, guidance, information, signposting and support to schools' around how they can best meet the needs of their most vulnerable pupils. This may be to:

- Gain timely, specialist advice or support with problem solving/interventions/provision mapping and spending of notional funding to support children and young people.
- Advise on strategies to support students within the classroom
- Advise on supporting families and students in their home communities
- Advise on when to make referrals for specialist services, and how to do this
- As an audit tool for individual pupils or for school practice, so that staff can check that they are providing appropriate and purposeful support. It may identify gaps in provision or new ideas for working with individual pupils

### **Teacher responsibilities**

- Deliver high quality teaching
- Identify children at the earliest opportunity
- Make the SENCO aware of any concerns
- Plan, prepare and provide resources and scaffolds needed to any child/children with SEN
- Plan specific interventions
- Be aware of any medical needs
- Implement actions identified by the SENCO
- Record and review progress against SMART targets
- Ensure support staff informed to be able to support those children with a special educational need

### **SENCO Responsibilities**

- Support class teachers to plan and resource for children with a special educational need
- Liaise with and advise teaching staff and support staff on SEN matters
- Monitor provision of everyday practice
- Daily implementation of the school SEN policy
- Co-ordinate the provision for children with special educational needs
- Oversee the records of all children with special educational needs
- Contribute to staff training
- Observe lessons and monitor planning and access to the curriculum
- Liaise with parents and external agencies
- Coordinate and lead annual reviews

### **Resources**

We use a variety of resources to support children with their learning and to access the curriculum. This includes

- Sensory objects/ sensory boxes
- Sit and move cushions
- Pencil grips
- Electronic devices
- Timers
- Chewellery
- Tactile Sensory equipment for physical education and sensory needs

Where resources are used, they will be part of each individual child's SEN Support Plan or Education, Health and Care Plan.

### **Preparing children for school**

We have effective and robust transition arrangements for children moving between different phases of their education journey. We:

- Visit the homes of children new to our EYFS to meet them in a familiar environment
- Encourage parents to visit the school with their child
- Visit PVI settings where children start their education journey to know their starting points
- Work closely with outside agencies to be fully informed about services the family are accessing
- Offer opportunities for the family to visit the school prior to their start date, In Early Years this includes a 'Stay and Play session'
- Meet and greet on the playground for a positive start to the first day of school, introducing the family to the adults who will be working with their child.
- Offer gradual transition where professionals feel this is appropriate based on needs
- Send home photograph booklets of the new learning environment and key adults and countdown calendars to help children process changes
- Work closely with secondary schools to ensure that individual transition needs are met providing different opportunities such as additional visits, pastoral links and support, parent and child meetings and completion of transition booklets in class

### **Guidance and Developing Excellent Plan**

We use EEF Guidance Report, Special Educational Needs in Mainstream Schools, with other research and reading to inform decisions. Priorities in our plan focus on the needs of the children, using the recommendations from the EEF to inform actions. Our Developing Excellence Plan 2023-26 prioritises four areas:-

1. Excellent teaching for every child
2. Excellent curriculum for every child
3. Excellent standards of behaviour, attitudes, attendance and safeguarding
4. Excellent targeted support for every child that needs it

SEN support plans, pupil progress meetings, assessments and observations inform the type of support provided. Throughout each academic year the progress, understanding and development for each child is monitored to inform next steps.

### **Supporting North Lincolnshire's Local Offer**

More information can be found at the link on our school website of the services and agencies provided and detailed in North Lincolnshire Council's Local Offer.

[SEND Local Offer | North Lincolnshire Special Educational Needs & Disability \(northlincs.gov.uk\)](https://www.northlincs.gov.uk)