



SEN Information Report

Date reviewed: June 2022

Date of next review: June 2023

Amendments:

- Date change
- Removal of RLT Executive SENCO/ added RLT SENCO network
 - Removal of actions taken during Covid-19
- Updated comments about SEN at the academy from staff and parents
 - SEN register numbers
- SENCO completed Postgraduate Certificate in Special Educational Needs
 - Courses undertaken by Inclusion Mentor
 - CPD section
 - Further developments
- Stakeholder comments – staff, parents, children

June 2022

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:	http://www.northlincslocaloffer.com/

Whole School Approach:

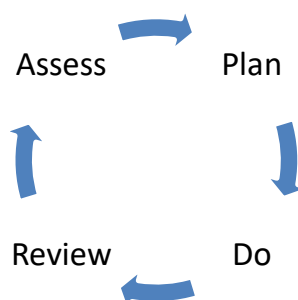
High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision mapping approach. This approach helps us to regularly review and record what we offer EVERY child or young person in our care and what we

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 and Young People in our school consider these in all aspects of their school life to create an all-inclusive environment based on mutual respect where 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 termly and SEN support plans are reviewed October, February 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), Behaviour Support Team (BST) and Educational Psychology. We use toolkits provided by these agencies and other 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 access to 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 support children. Sometimes the provision is a small group intervention e.g. phonological awareness training or it may be that we work individually with children to support their needs e.g. through a speech and language or occupational therapy programme. We receive training about interventions appropriate to our roles. Provision maps change throughout the year reflecting the needs of the children.

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.

I think my child has done fantastic this year in reading, writing and maths! I am so pleased with their achievements. They are achieving so much more than I thought was possible.

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 him or her.

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 good quality, scaffolded quality 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.

It is important that individual pupils' needs are identified and met. Using screening tools such as GL screening, YARC (reading), SWST (spelling) and phonological awareness screening, I support the SENCO to ensure targets and provision are specific and relevant to each child.

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
- Wellcom screening and intervention to support children's understanding of spoken language in EYFS and Key Stage 1
- ASET (Autism Spectrum Education Team) support in school to assist with individual communication needs
- Sulp (social use of language programme) is used to develop understanding of social interaction for children with this need in key stage 2
- 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

Being able to recognise speech difficulties early on enables us to ask for the correct support and put interventions in place. Seeing the progress a child makes, and the confidence it gives them to communicate clearly, you see just how much of a difference this support makes to their lives.

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 like doing speech and language at school with my teaching assistant. The activities are fun. They help me get better at talking and saying words.

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 or one to one 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 to support needs of all learners including SEN learners. Our classrooms promote independence and the learning environment and lessons are designed to limit cognitive load e.g. displays are minimal and relevant and learning is clear and broken down into smaller chunks. Visual timetables in all classrooms and routines help all children access the day successfully.

Class Teacher

We are really pleased with the support our child receives in school and the progress they have made in phonics, reading and writing this year.

Parent

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 or one to one adult support in the classroom*
- *Access to advice from the RLT SENCO network*
- *Access to advice from CAMHS and Educational Psychology and referral to further assessment*

Soft starts really help my child have a successful day in school. I am very happy with the nurture support they have received.

Parent

I am really proud of the progress my child has made at school this year. School have worked well with myself and other services and it has really made a difference for my child.

Parent

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*

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

Collaborating closely with different agencies through the sharing of skills, knowledge and ideas, has helped to provide a learning environment in which all children can thrive.

Class Teacher

As of June 2022, we have 39 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
- Physiotherapy
- School Nurse and Learning Disability Nurse
- Primary Behaviour Support
- St. Luke's Outreach Support
- SEN and Disability Information and Support Service (SENDIASS)

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 and Behaviour Toolkit.
- Ongoing assessment of progress against targets and expected outcomes.
- 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.

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 and Anxiety training. Further training has been undertaken this year.

CPD is so important in my role; you can never have too many tools in your box. The anxiety forum training which I completed just before Covid struck has really helped after we returned to school to our new normal. Many children's mental health suffered whilst in lockdown and setting up and completing the anxiety forum with a group of children and parents helped. Watching the children becoming more settled and confident was rewarding. We completed a range of activities and shared our worries and feelings with each other.

I have recently finished another training course called ELSA (emotional literacy support assistants). When we return in September, I will be starting this with a new group of children on a 1:1 basis which aims to close emotional gaps and help the children learn strategies to cope with worries.

Inclusion Mentor

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.

This year the following training has been completed:

	Whole school staff	SENCO	Inclusion Mentor	Specific Teachers	Specific Support Staff
Autumn term	Teachers – Engagement model (Internal by SENCO)	Postgraduate Certificate in Special Educational Needs – completed, Huddersfield University SEN Conference, North Lincolnshire authority		Let’s think in English (all year) PAT (phonological awareness training), (internal)	
Spring term	Team teach Visual Impairment, Children’s disability service	Evidence Workshop - An evidence-informed approach to supporting pupils with special educational needs in mainstream schools, Research schools network and partners in learning			PAT (phonological awareness training), (internal) Precision teaching (internal)
Summer term	Supporting dyslexia (internal) Autism Spectrum Disorder (ASD) training, ASET team.	Visits to alternative settings	ELSA training (emotional literacy support assistant)	Embedding a Strategic Approach as Senior Mental Health Lead Pathological Demand Avoidance (PDA), Jennifer Nock Agency Inclusion, Nick Whittaker	YARC reading assessment CPD (internal) Pathological Demand Avoidance (PDA), Jennifer Nock Agency

In addition to this further individual support has been provided by the SENCO to teachers as required.

The ASD and PDA training has been very useful to help me understand the children I am working with. It has helped me to provide the right strategies and targets that the children can reach and learn techniques to help them cope with stressful and anxious times.

Teaching Assistant

I have completed my Level 3 Speech and Language Support qualification, to help me to identify and support children with speech difficulties within our school. I now feel well equipped to support other staff and children to a high standard.

Teaching Assistant

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.

On Mondays, Wednesdays and Fridays, I have games with Jane (Inclusion Mentor). It makes me feel happy and calm before I go to the classroom. I look forward to these activities.

UKS2 Pupil

I have got better at maths – especially adding and taking away using columns. I get lots of support with my maths at school.

LKS2 Pupil

I am now doing subtraction and multiplication in maths and all the adding! I have done lots of maths in a small group and it helps me. Also, I have got really good at reading. Actually, I think I can read now...I want to write my own book.

UKS2 Pupil

School Partnerships and Transitions

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 6 children in their transition to secondary school. Transition programmes are set up to cater for a child's individual needs to ensure they are prepared to move onto the next stage of their education. This included close liaison with the SENCO at the receiving school.

The transition from primary to secondary school has been a really thorough process for our children this year. All children have attended at least 2 full days at their feeder schools (including The Axholme Academy, South Axholme and Fredrick Gough).

In addition to this, the SEN pupils have been offered a large amount of additional transition sessions at The Axholme Academy to ease their move. This began with an initial walk around to familiarise themselves with the buildings and to meet lots of members of staff (including members of the leadership team), which was done by the SEND leader and their current Y6 teacher. Subsequent visits have included additional SEN visits for large groups and also individual transition sessions for individual pupils who we felt would benefit from regular contact with key members of staff – these were conducted on a weekly basis.

All feeder schools have also had time with the current Y6 teacher to do a thorough handover of the pupils including discussions around attitudes to learning, behaviour and attainment.

Y6 Teacher

I have had at least seven visits to the secondary school. I met the teachers and had a walk around the school first. I got to see the playground and field. The visits helped me and made me feel more comfortable - knowing my way around and meeting the staff. All my questions about moving to year seven have been answered and now I don't have any worries.

Y6 Pupil

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

Complaints

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

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 to be supported by HLTA (higher level teaching assistant) with screening tools to identify and target areas of need• SENCO works closely with learning mentor to ensure appropriate social, emotional and mental health support• Termly Early Help reviews to ensure the plans are effective in supporting children's/ family needs• Teaching assistant CPD in use of the Bosanquet framework to develop pupil independence (whole school approach)• Continue to upskill teaching assistants to support the needs within school and the cohort within which they are based• Continue to develop High Quality First teaching to support the needs of all learners

Further development

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

- Continue to develop quality first teaching and the classroom environments to support the needs of all learners
- Continue to develop phonological awareness in EYFS and KS1 and early identification of children who need additional support
- Work with the Rose Learning Trust SEN network to audit and improve inclusivity with school
- Develop the use of the Social Use of Language programme to support autistic children in social situations; providing CPD as appropriate
- Begin to embed the Let's think in English programme to support communication and inference development in SEN and all learners
- Improve use of screening tools throughout school to target areas of need and ensure positive and relevant outcomes for SEN learners

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: 19th July 2022