

CROWLAND PRIMARY SCHOOL



SEND Information report 2026 to 2027

Approved by:	Governing body	Date: October 2026
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HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Welcome to our SEND Information Report, which aims to inform parents and carers about the provision available at Crowland Primary School for students with special educational needs and disabilities (SEND). The Governing Bodies of all maintained schools have a legal duty to publish an Information Report on their website about the implementation of the school's SEND policy. This report will be reviewed and updated annually.

Our vision and how we hope to achieve it:

Our school motto is 'Together Everyone Achieves More. Our motto spells TEAM and we work as such to ensure our children are ready for the next stage of their life.'

We will achieve this by:

- Instilling positive values, morals and a sense of belonging.
- Inspiring each child to become lifelong learners.
- Supporting children, to achieve the highest standards in their learning.
- Giving children an awareness of their diverse local community, the country in which they live and the wider world.
- Providing a clear, stimulating, creative environment where children feel safe, happy and valued.

At our school, we strive to create an inclusive teaching environment that offers all pupils, regardless of their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive, achieve high quality outcomes and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND feel safe, valued and are included in all aspects of school life.

Who is the SENCO at Crowland and how can she be contacted?

The SENCO is Ms Rebecca Mortimer Bale. She is full time and holds the National Award for SEN Coordination validated by Bath Spa University in 2023.

She can be contacted by phone: 0208 800 4553, or by email: frontdesk@crowland.haringey.sch.uk

What types of SEND do we provide for?

Crowland Primary school is a mainstream school which is committed to the inclusion of pupils with SEND. The kinds of special educational needs for which provision is made at the school are:

- Communication and interaction. (e.g.: autism spectrum condition, speech and language difficulties)
- Cognition and Learning. (eg: specific learning difficulties such as dyslexia, or moderate or severe learning difficulties)
- Social, Emotional and Mental Health difficulties. (e.g.: Attention deficit hyperactivity disorder (ADHD), Attention deficit disorder (ADD))
- Sensory and/or physical needs. (eg: a hearing, visual, sensory or physical impairment)

We know that it is important for *all* pupils to have their needs and abilities met and challenged. The SENCO works closely with classroom teachers, TAs, HLTAs, the mental health and wellbeing team and outside agencies, to ensure that the curriculum and pastoral needs of pupils with SEND are met.

How we identify and assess pupils with SEND

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.' (SEND CoP: 2014:15)

All of our teachers are teachers of learners with SEND. All of our staff recognise the importance of identifying SEND

early and making effective provision quickly. The identification and assessment of SEND is built into the school's approach to monitoring the progress of all pupils. We assess each pupil's skills and attainment when they first come to the school. This builds on the information from the child's previous early years setting or school where appropriate, and provides us with information we need to monitor their progress. It also ensures that we discover any areas of difficulty early on.

Where children already have their SEND diagnosed or identified, we will work closely with the family and other agencies to make sure we know as much as possible about the child before they start at the school. Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. This helps us to see any pupils whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers.

In addition to this we also:

- Monitor each child's progress at Pupil Progress Reviews, which are held three times per year. Pupil's progress is reviewed against previous progress and attainment and the pupil's progress in comparison to their peers and national data.
- Consider the child and parents'/carers' experience and views.
- Use screeners, assessments and observations to identify if a pupil has special educational needs.
- Use assessments from outside agencies, if necessary, to give a clearer picture of the child's needs.

If you are concerned about your child and think they may have special educational needs, you should speak to your child's class teacher first. If you continue to have concerns, then please contact **Rebecca Mortimer Bale, Special Educational Needs Coordinator (SENCO) and Inclusion Manager**.

What we do to support children with SEND

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as *the graduated approach*.

Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services. The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on the child's support plan. Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

Do

The pupil's class teacher retains overall responsibility for their progress. Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Pupils with an Educational Health Care Plan will also be part of the graduated approach. In addition, Annual Review meetings are held, where all professionals involved with the child are invited to attend.

Our approach to teaching pupils with SEND

At Crowland, we believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. Teachers have high aspirations for all children. High-quality teaching is our first step in responding to pupils who have SEND. In addition, we plan for an inclusive curriculum with a focus on active learning, which will be adapted for individual pupils. Teachers are responsible and accountable for the progress and development of *all* the pupils in their class. Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy.
- Planning to develop children's understanding through the use of all available resources and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage and own their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Adaptations to the curriculum and learning environment

Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching Assistants are deployed to support children according to their need.

At Crowland, we have a SEN hub for those children who are unable to access the mainstream curriculum in KS1. This is a space for 4 to 6 children, led by 2 adults and where children follow a bespoke timetable which is catered to their individual needs. All National Curriculum subjects are taught and they are delivered in a similar way to that of the Early Years', with hands on and interactive activities. In addition, children in KS2 with social and emotional challenges can access this at certain times in the day.

SEND provision

At Crowland, we have a SEND provision map, which is divided into Universal support (the support that all pupils receive), targeted support (support that children with SEND receive) and specialist support (support for children with SEND from outside agencies). This can be found at the end of this document.

Access Arrangements

Children in Y6 sit SATs (standard attainment tests) in the summer term. Pupils with SEND are supported with these by access arrangements. There are a range of arrangements that meet the needs of students in all the 4 areas of SEND (Cognition and learning, Communication and interaction, physical and Sensory and Social, Emotional and Mental Health). These arrangements include extra time, access to a reader, access to a scribe, or a combination of two or all of these.

Arrangements for supporting SEND children who are looked after (LAC)

Children who have SEND and are looked after (LAC) will have a designated teacher (DT). The designated teacher at Crowland is the SENCO. She is responsible for ensuring that the SEND code of practice is being followed for the looked after children.

Where any looked after child has an education, health and care plan (EHCP) she will monitor the pupil's personal education plan (PEP) to ensure it works in harmony with the EHC plan to set out how their needs are being met.

The Designated teacher will meet with the Virtual School, the carers and the social worker each term to review the personal education plan (PEP), set new targets and agree funding for the provision required for the child to meet the targets.

Enabling pupils with SEND to engage in extra-curricular activities

No pupil is ever excluded from taking part in an activity because of their SEN or disability. If a child with SEND wants to take part in an activity and requires extra provision to do so, the correct provision is put in place to allow this to happen, this may be a risk assessment, or it may be an additional adult on the trip to enable the pupil to go.

- All of our extra-curricular activities and school visits are available to all our pupils.
- All of our pupils are welcome to attend our breakfast and afterschool club.
- All pupils are encouraged to take part in after school clubs.
- All Y6 pupils are encouraged to attend our residential trip.
- All pupils are encouraged to take part in sports day, school plays and special workshops.

How we check that a child/young person is making progress and how we keep parents informed

At Crowland, we work hard to maintain good home/school links. We recognise that parents have a crucial role to play in the education of their child. The success of our school is dependent upon the strength of the partnerships we build with everyone in our school community.

We have parent/carers evening twice a year and we send parents and carers a report about their child's progress once a year. For children with SEND, we have review meetings each term which are held with the class teacher, parents/carers, the child (where appropriate) and the SENCO. Pupils with an EHCP will have an additional review meeting once a year to review the targets and provisions on their plan.

Pupil progress meetings are held termly to monitor children's progress. This also gives the SENCO and class teachers the opportunity to identify those children needing extra support.

How we support children's mental health and wellbeing

The well-being and health of all our children is a central concern at Crowland. They are supported with their social and emotional development and general wellbeing throughout the school day, through the curriculum and pastoral support. Staff seek to create a nurturing environment where we praise children and give them encouragement. It is the school's intention to actively look for success in every child and celebrate it. We operate a positive behaviour management policy.

The mental health and wellbeing team is: Andrew Thomas (learning mentor, ELSA), Tommy Bosali (learning mentor, ELSA) and Louiza Tsioupra-Davis (school counsellor) and Rebecca Mortimer Bale (SENCO).

We are a 'GEMHS school'. GEMHS (formally known as Trailblazers): Guided Emotional and Mental Health Support, is a partnership of Mental Health Support Teams (MHSTs: a workforce which began in early 2019). GEMHS work within Haringey schools to raise the profile of mental health, promoting and delivering early intervention and prevention. They provide group sessions, whole class sessions, and sessions for parents and families on a number of issues, such as anxiety, challenging behaviour and friendships.

The mental health and well-being team works closely with the SENCO to identify children and families in need of support.

How we secure specialist expertise

Our SENCO is full time and holds the National Award for SEND Coordination, validated by Bath Spa University.

Training is regularly provided to teaching and support staff. The headteacher and the SENCO continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs), who are trained to deliver SEND provision.

We have specialist staff for mentoring, counselling and ELSA (Emotional Literacy Support Assistants).

Specialist external services we use when we think extra help is needed

Sometimes a child will have needs that require input from a specialist outside the school. We have access to the following support:

- Speech and Language Therapy
- Educational Psychologists
- Educational Welfare Officer
- Hearing Impaired Service
- Visually Impaired Services
- Childrens' Services
- CAMHS
- School Nurse
- Language and Autism Support Team
- Occupational therapy

We inform parents if we think additional support is required and involve them in the referral process. In addition, parents can request support from these services.

How we secure equipment and facilities to support pupils with SEND

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

Examples of facilities and equipment we provide are:

A ramp to the main entrance, a lift to the first floor, toilets with changing facilities, laptops, noise cancelling ear defenders, weighted blankets and cushions, sensory toys.

How we prepare for children/young people joining our school and leaving our school

New children joining our nursery are invited to an open day with their parents. In some cases, the SENCO and the nursery teacher or EYFS lead will go to visit the child in their current nursery setting.

During the end of the summer term, all the children get the opportunity to meet their new teacher in their classrooms. Additional visits to their new class and visual transition resources are offered to children who need extra support. Class teachers meet to share information and strategies and discuss the support plans and EHCPs.

We support children in Year 6 to prepare for their secondary transition by working closely with their local secondary school. Meetings are held with the secondary school SENCO to discuss children with SEND. Children with SEND are involved in a transition programme run by a trained teaching assistant. Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

All information regarding children with SEND is passed onto the secondary schools.

Local support, outside of school for the parents of pupils with SEND

Information about local support is located here: [www.haringey.gov.uk /local offer](http://www.haringey.gov.uk/local%20offer)

The Parent Partnership Service – Markfield Together for Inclusion gives free information, advice and guidance about services for children, young people and families. This service offers a range of services to assist the parents/carers of children with SEND. These include help with resolving disagreements, information and advice, direct support, help with personal budgets and form filling, and access to social groups and other activities and local networks.

Information can be found at: <https://markfield.org.uk/>

SEND Power in Haringey | Haringey's Parent Carer Forum: aim to offer support, share information, listen to members' experiences and views, and give a collective voice to parents and carers of children with SEND in Haringey.

Information can be found at: <https://www.sendpowerinharingey.org/>

Who to contact to discuss a concern

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher or SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

SEND Provision Map



Area of Need	Universal All pupils, where appropriate	Targeted	Specialist support
Communication and Interaction	- Adapted curriculum planning, activities, delivery and outcome, e.g. simplified language, repetition, chunking instructions, processing time. - Use of Talk Partners to promote peer tutoring and learning. 'Walk Thrus' (cold calling, think pair share, show me boards) - Visual timetables. 'Now and next' boards. - Preparing for any planned changes in timetables, both verbally and visually. - Structured school and class routines. - Resources to support learning new vocabulary (e.g. word walls, word mats). - Good language models are used by all staff, including	- Individual Targets - Talk Boost Intervention - Communication boards - Flexible timetable - Visual prompt cards - Social stories - Social skills groups - Individual support plans	- Individual Speech and language therapy sessions (EHCP only) - Group Speech and Language Therapy sessions (non-EHCP)

	using clear sentences and modelling Standard English. ● Visually displaying listener expectations. ● Teacher to check in with key pupils after whole class input. ● Praise the use of questioning. ● Using visual aids to support understanding e.g. pictures/photos to reinforce understanding of rules around the school. ● Explicitly teach what learning strategies are and when to use them (a meta-cognitive approach). ● Explicitly teaching the language (with visual support) of exams and assessments as these may be worded in complex ways.		
Cognition and Learning English & Maths	● Use of Working Walls ● Chunking tasks ● Visual aids ● Visual timetables ● Timers ● Read Write Inc phonics ● Speed sound charts and mats ● Use of writing frames/prompts ● Word banks ● Use of narrative grids and story planners to support writing ● Sentence stems ● Coloured overlays/coloured exercise books ● Manipulative resources e.g. Numicon, Dienes ● Hundred squares, number lines, times table charts.	● Phonic Intervention groups ● 1:1 reading ● Maths and reading booster and intervention groups ● Use of Widget to support reading skills ● Individual workstations ● Individual support plans	● Support from the Educational Psychology service

	● Explicit teaching and modelling of how to use Maths equipment.		
Social, Emotional and Mental Health Needs	● Whole school behaviour policy with appendices re adaptations in place ● Consistent whole school / class routines ● Going for Gold system ● Dojo points ● Positive praise ● Good behaviour models/verbal prompts re expectations. ● Whole school celebration assembly - certificates and prizes. ● Circle Time/PSHE activities ● Zones of Regulation ● Safe spaces in all classes ● Y6 Transition Support Programme	● Individual support plans ● Risk Assessments ● Individual timetables ● Social Stories ● Learning mentors ● Movement/brain breaks ● Access to equipment such as fiddle toys or wobble cushions ● Targeted time in SEND Hub	● Support from the Educational Psychology service ● ELSA (Emotional Literacy Support Assistance) ● GEMHS (guided emotional and mental health support) ● School counsellor ● Referrals to CAMHS

Sensory and/or Physical Needs	● Flexible teaching arrangements ● Clutter-free classrooms with minimal displays ● Medical support ● Staff awareness and understanding. ● Mobility access: ramps, lift access. ● Providing alternative pens, pencils grips, writing slopes	● Additional handwriting practise ● Access to environments which are as free from distraction as possible ● Specific resources: e.g. Ear defenders ● Targeted time in SEND Hub	● OT referrals ● Adult support for children to access the school environment and learning ● Medical support to give medication and monitor blood sugar levels / food intake etc for pupils with diabetes ● Access to trained staff to support medical condition