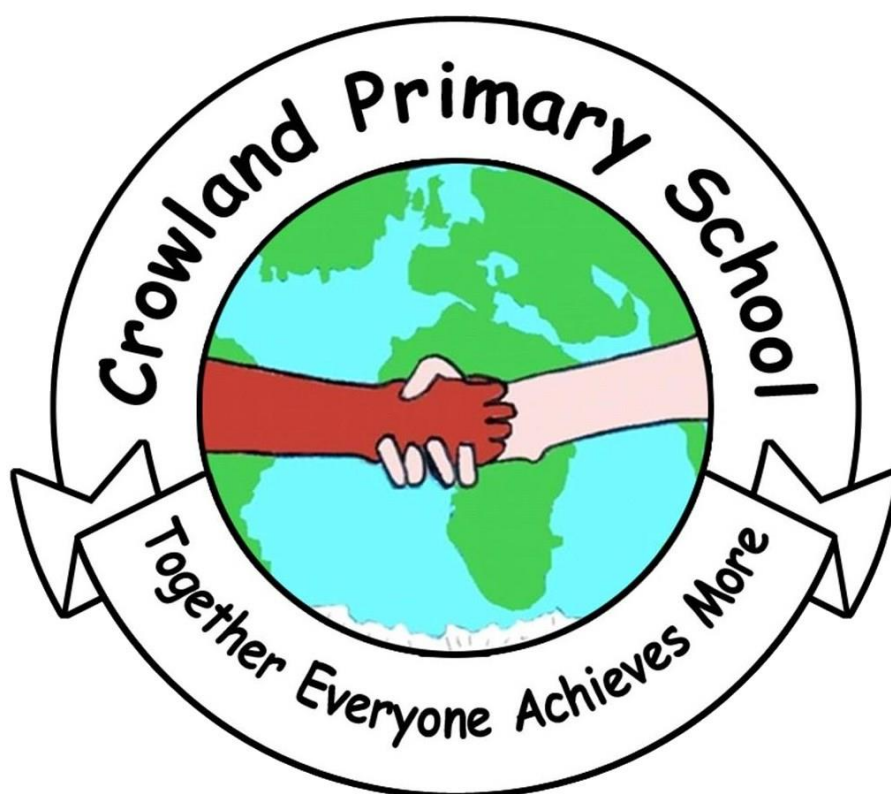


CROWLAND PRIMARY SCHOOL



SEND Information report 2024 to 2025



Crowland Primary School

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.

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. (eg: autism spectrum condition, developmental language delay)
- Cognition and Learning. (eg: specific learning difficulties such as dyslexia, global delay, or moderate or severe learning difficulties)
- Social, Emotional and Mental Health difficulties. (eg: ADHD, anxiety or attachment disorder)
- 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.

A provision map listing all the different type of interventions used and the children accessing them is completed termly by the Inclusion Manager.

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

Class teachers plan lessons according to the specific needs of all the children in their class. Specific strategies may be used to support individual learners, for example: partner work, pre-teaching, scaffolds, individual timetables. All class teachers are responsible for planning, monitoring, and providing support for *all* pupils in their class. Teaching Assistants are deployed to support children according to their need.

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, weighted blankets and sensory toys.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Interventions

In addition to adaptations to the curriculum and learning environment, we provide specific interventions to meet the needs of pupils with SEND as stated on their EHCPs and/or support plans.

We provide the following interventions:

- Nessy (an online reading, writing and spelling program)
- ELSA (emotional literacy support program)
- Pupil counselling with our school child psychologist
- One-to-one time with our learning mentor
- Trailblazers
- Sensory circuits
- Lego therapy
- Social skills
- Life skills
- Attention Bucket
- Time to Talk
- Talk Boost (KS1)

Access Arrangements

Children in Y6 sit SATs (standard attainment tests) in the summer term. Pupils with SEND are supported with these by being allowed access arrangements. There are a wide 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 can be 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), Simone Argent (TA), Louiza Tsioupra-Davis (school counsellor) and Becky Mortimer Bale (SENCO).

We are a 'Trailblazers school'. Trailblazers is a partnership of Mental Health Support Teams (MHSTs: a workforce which began in early 2019). Trailblazers work within Haringey schools to raise the profile of mental health, promoting and delivering early intervention and prevention. Trailblazers provide group sessions, one-to-one 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
- Children 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

Examples of facilities and equipment we provide are:

A ramp to the main entrance, a lift to the first floor, voice recorders, 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. Children with SEND are involved in a transition programme run by a trained teaching assistant, which begins in the Autumn term. For children with an EHCP, the SENCO invites the Inclusion manager from the relevant secondary school to attend the final annual review. 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/localoffer)

The Parent Partnership Service – Markfield Together for Inclusion gives free information, advice and guidance about services for children, young people and families. Email: enquiries@markfield.org.uk

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.

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.