



SEND Information Report

Crudgington Primary School September 2022

School Name	Crudgington Primary School
Headteacher	Mr Adam Ames
SENDCo	Mrs Joanne Preston
Governor with responsibility with SEND	Mrs Julie Francis
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Telephone (admin)	01952 386910
Telephone (SENDCo)	As above
Age range	4-11
Funding	Academy
<p>We've tried to answer all the questions parents have asked us about the provision we have for children with special educational needs. We hope that this is clear and easy for you to understand. If you would prefer to talk to one of our friendly, highly skilled and experienced staff, please just phone the school and we will be happy to talk to you.</p>	
What is SEND?	<p>Special Educational Needs & Disability (SEND) can be an identified need because: -</p> <ul style="list-style-type: none"> - of a long-term health issue - a physical or sensory need - speech and language difficulties - social or emotional difficulties - behavioural difficulties - a learning need. <p>SEND impacts the ability of to freely access schooling.</p>

How does our school know if children need extra help?	<p>At Crudgington Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:</p> <ul style="list-style-type: none"> - Liaison with previous school or pre-school setting - Child performing below 'age expected' levels or equivalent (e.g. percentile rankings) - Concerns raised by a parent or carer - Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting learning - Liaison with external agencies e.g. for a physical/ sensory issue, speech and language - Advice from a Learning Support Advisory Teacher (LSAT) - Use of tools for standardised assessment such as: Language Link, Sandwell Numeracy, DEST (Dyslexia Early Screening Test) <p>Children with an Education Health and Care Plan (EHCP) already have many of their needs clearly identified. Their placement at our school is a decision that is made in conjunction with the Local Education Authority.</p>
What should I do if I think my child has special educational needs?	Talk to us – contact your child's class teacher about your concerns initially.
	<p>If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDCo (Special Educational Needs Coordinator), Miss Latham. Appointments can be arranged in person, by phone or by email.</p>
How accessible is the school environment?	<p>There is flat level entrance to the main entrance and a ramp access to class 1 for mobility difficulties. Classes are accessible from the main door and are all on one level, with a ramp.</p> <p>School is open from 8am for breakfast club, with wrap around care available until 6pm. Both of these are accessible from the Class 1 ramp. Disabled parking available at the front of the school.</p> <p>All lighting has recently been updated, which has improved visibility in the classroom.</p>
Where can I find more information about services available to my child in Telford and Wrekin?	<p>Telford and Wrekin SEND Local Offer outlines all the services and advice available for families with Special Educational Needs.</p> <p>https://www.telfordsend.org.uk/site/index.php</p>
How is the decision made about how much support my child will receive?	<p>The school will talk to you about your child's needs and how we can support your child within school. With parental permission, we may seek advice on specific ways to support your child from our LSAT (Learning Support Advisory Teacher) and this will be incorporated into support plans which are then shared with parents during the school year.</p> <p>The school will also follow recommendations made by experts and health professionals.</p>

<p>What should I do if I have any concerns?</p>	<p>In the first instance talk to the class teacher, SENDCo and /or Headteacher.</p> <p>If you are still not happy with the care your child is receiving, you may access the complaints policy on our school website.</p>
<p>How do we make sure all children reach their potential?</p>	<p>All children, irrespective of their needs, have access to an enriching, broad and balanced curriculum, which is well differentiated and takes account different learning styles and children's interests.</p> <p>Children are well supported in the classroom by teaching assistants and a HLTA who run specific targeted interventions to support learning. The quality of teaching and learning for all children is well monitored, along with the provision for children with SEND.</p> <p>We have a rigorous pupil tracking system, which ensures all children, are monitored along with professional dialogues about every child in school which enables any difficulties to be identified early and suitable provision put in place.</p> <p>As a school we track and analyse the children's' progress in learning against national expectations (which still exist) and age-related expectations on a half-termly basis. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's' progress from entry at Year R through to Year 6, using a variety of different methods. Please ask the school if you require any further details.</p> <p>Pupil Progress Meetings are held each term between each class teacher and the Head teacher or Assistant Head Teacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed.</p>

	<p>The Headteacher and SENDCo report regularly to the Governing Body. We have a governor who is responsible for SEN, who meets regularly with the SENDCo and attends briefing sessions They also report back to the Governing Body.</p> <p>Within the school, we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND. Our school environment is designed to support children with individual needs, including visual timetables, personalised learning and personal workstation as required.</p> <p>We have a detailed programme of reviews with parents and professionals including two parents' consultation evenings; end of year report, termly reviews for all children on the SEN register and comprehensive annual reviews for pupils with an EHCP.</p> <p>Parents' views are very important to us, and equally are the children's view. We have an active school council and parents are given an annual questionnaire to complete.</p> <p>You are welcome to make an appointment to meet with either the class teacher or SENDCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home. Your child may have an Individual Education Plan that will have individual/group targets. This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home. All parents are offered a termly opportunity to participate in a learning conversation. When the child's IEP is reviewed, comments are made against each target to show what progress the child has made. If your child has complex SEND they may be part of an IPA, or have an EHCP. In such instances a formal meeting will take place to discuss your child's progress termly and a full review will take place annually.</p>
How do we help a child with physical needs ?	The school is on one level, with an internal ramp. Ramped access is available to the main entrance and Class 1 with access to a disabled toilet. There are tables and chairs of variable height available. Any specific physical aids are purchased as necessary depending on child need.
How do we help a child with speech and language needs ?	As a school, we have staff members who are Elkan trained, who are able to support children with language and vocabulary development. A TA has recently been trained to deliver Talk Boost interventions in EYFS/KS1. We have a good working relationship with SALT practitioners, who offer specific training on techniques used to support children. Across the school, speaking and listening is given a high profile, where children are actively encouraged and support to speak in front of their peers. We are also able to liaise with speech therapists to support learning needs if required.
How do we help a child with sensory impairment ?	Classrooms and corridors are carpeted throughout the school, whilst toilet areas have vinyl style flooring. We are also able to liaise directly with local sensory inclusion services if required to provide additional advice and support

who has social and emotional difficulties?	<p>We have access to a specialist counselling service, whereby a counsellor comes into school weekly to support with, for example bereavement or parental separation. We also have an ELSA trained member of staff, who supports two children a week, with any emotional support needed.</p> <p>All staff have undergone ASD training to support children with ASD tendencies.</p> <p>As a school, we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school including: Primary Behaviour Service Health services including: GPs, school nurse, BeeU (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers; educational psychologists and specialist advisory teachers.</p>
How do we help a child with mental wellbeing?	We have an open-door policy with parents to discuss emotional needs of their children and how our staff can support these needs.

How do we help a child who needs support with English or Maths ?	Targeted intervention support is available for children in English and Maths to ensure that they reach their full potential. This could include working alongside a teaching assistant, with a HLTA or small focussed group learning with the class teacher. We have also purchased a NESSY Literacy programme, to support children with suspected dyslexia.
How do we support a child who has medical needs?	<p>Our school has a policy regarding the administration and managing of medicines which is available on our website.</p> <p>Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office daily. Medicines are stored in accordance with their instructions, with a specific fridge for medicines only.</p> <p>On a day-to-day basis, the administrative staff generally oversee the administration of any medicines. Another member of staff will always witness any administration. As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations. The vast majority of staff hold first aid qualifications, which are updated regularly</p> <p>As a school, we have an emergency inhaler for asthmatics, whilst all children's inhalers are stored in their own classrooms.</p> <p>We have a team of first aiders throughout the school, including teachers, support staff and lunchtime staff.</p>
How do we support a child with complex and multiple needs?	Specialist support would be sought from relevant professionals and the school will follow advice given.
How do we help a child who has English as an Additional Language (EAL)?	Children receive a full induction programme when they arrive at school and specific advice and support from external professionals may be sought.

Which specialist services do we access beyond the school?	As a school, we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Primary Behaviour Service, Health services including: GPs, school nurse, BeeU (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers; educational psychologists and specialist advisory teachers.
How will we include children in activities outside the classroom including school trips?	<p>All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.</p> <p>Prior to any off site activity, a risk assessment is carried out to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.</p> <p>Our school offers full wraparound facilities and offers a variety of after school clubs. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining</p>
	hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis

<p>How do we prepare and support a child for joining school and transferring to secondary school?</p>	<p>We encourage all new children to visit the school prior to starting, including some 'taster days' if appropriate. We can create 'social stories' with/for the children if transition is likely to prove challenging.</p> <p>If your child has complex needs, then an IPA, Statement or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools.</p> <p>We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition.</p> <p>Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class <u>Reception children</u>:</p> <p>A transition form is sent to all pre-schools and other schools prior to children transferring to Crudgington. The EYFS Manager will visit the setting. Children with existing EHCPs apply for primary places at the end of October to enable consultation to take place with preferred schools. Full details of the Reception admission arrangements for children with SEND is available on the Telford Local Offer https://www.telfordsend.org.uk/info/1/home/79/school_admissions</p> <p>For children starting in Reception, the Headteacher holds a meeting for parents in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other.</p> <p><u>Year 7 transition</u></p> <p>The SENDCo will liaise with the SENDCo at the new high school to ensure a smooth transition of learning. We would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.</p>
<p>How do we allocate resources to support children?</p>	<p>Support is allocated where it is needed. This could include 1:1 support, small group focussed learning, intervention and class-based support. Our school ensures that children with personalised support plans are regularly reviewed and provision is matched to their individual needs.</p>
<p>How do we ensure all staff are well trained?</p>	<p>Our SENDCo is in training for the National Award for Special Educational Needs Coordination (NASEN) which is a master's level qualification.</p> <p>We strive to ensure that we have a variety of skills and expertise amongst our teaching and non-teaching staff to enable us to support children in the best possible way. We also staff who are Elkan and Talk Boost trained to support language and vocabulary understanding and all staff have completed Autism Awareness level 1, with some staff having completed level 2.</p>

	<p>Training has taken place in phonics, reading, maths, including using numicon to support early maths. Questioning skills to promote the probing of understanding and dyslexia training to support children with dyslexia or similar tendencies.</p> <p>We have a programme of CPD, where staff are able to access both external agencies and in school support.</p>
How do we raise awareness of special educational needs for parents and the wider community?	<p>Achievements of all children, including those with SEND are celebrated in assemblies. The SENDco has forged links with other settings and has fostered an 'open door' policy, where parents feel comfortable coming to discuss their children's SEN needs. The school website has an abundance of information and links for parents, on the SEN page.</p>

Thank you for taking the time to find out about our local offer at Crudgington Primary School— please do not hesitate to contact us for any further details.