



SEND Information Report

This report was approved by
the Headteacher and LAB SEND Governor
on 17th July 2023

It will be reviewed in Summer 2024



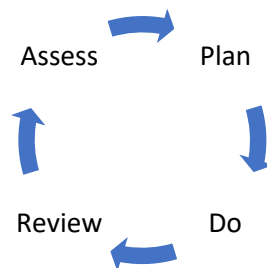
SENCO:	Lisa Culligan
Contact:	lculligan@cri.tamat.org.uk
Dedicated SEN time :	Wednesday afternoons & Thursday mornings
SEN Governor:	Bethan Shellard-Dedman (from September 2023)
SEN Policy:	2023
Local Offer Contributions:	https://www.surreylocaloffer.org.uk/

Whole School Approach

We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special educational Needs Code of Practice (2015).

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help 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 differentiated and personalised approach to teaching and learning. We discuss aspirations with all our learners.

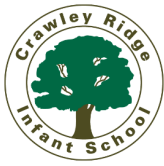
Underpinning all our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. We hold regular progress meetings and discuss the needs of all learners in the class. Where children are not making age expected progress, interventions are discussed and these will target the needs of the learner.

If there are concerns, the Inclusion Leader will carry out more specific assessments or make a referral for support from other agencies to help identify the nature of the need. Strategies, advice and guidance will be shared with teaching staff and parents.

We have a zero-tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviour. Our PSHE programme also looks to



develop emotional and social development. The school also employs 1 ELSA (Emotional Literacy Support Assistant) to work with learners to positively focus on social and emotional development. In the first instance every child has a class teacher who they can talk to in order to share any concerns. The school has an SEN policy, which can be found on our website: <https://www.crawleyridge.co.uk/policies>

SEN Profiles of Need:

Children and young people's SEN are generally thought to follow four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

Please see the Waves of Provision document for more information on how we support children in the class who may have extra needs in this area. We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

Where there are concerns about a child's engagement or progress, the teacher will meet with the SENCo and parents. Following the sharing of information, decisions are made as to the most appropriate type of support to put in place for the learner. Learners are spoken to about the planned strategies.

One Page Profiles are completed with the child so that staff have a clear overview of the whole child. We feel that it is important to have the views of the learner so that they feel involved in their own learning.

Adaptations to the curriculum and learning environment:

Staff adjust their approaches and resources in order to support a child's access to the curriculum. We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussion on what can be done to overcome these. We adopt a graduated approach to meeting the needs of the pupils and the first line of intervention begins in the classroom.



Consulting with children, young people and their parents:

Parents are encouraged to consult their class teachers in the first instance, should they have any concerns about the overall progress of their child. Where appropriate, they will liaise with the SENCo who will support staff in identifying the most appropriate type of support for the child. Children's views are also taken into account with a One Page Profile being completed or reviewed.

During our "Assess, Plan, Do and Review" cycle we will look at the actions needed to support a learner towards their outcomes and highlight what each stakeholder can do in order to make a positive contribution. Parents are encouraged to support their child's learning plan and we will make recommendations on how they can positively engage with their child's learning and all-round development.

Progress is reported to parents regularly by the class teacher either informally or during a mutually convenient meeting. The SENCo may also attend these meetings.

We welcome parent volunteers in school and they may be asked to support the development of reading or other early skills. If you would like to volunteer, please visit our school office so we can arrange a DBS check.

Staff development:

We are committed to developing the ongoing expertise of our staff. Staff in our school have been trained in ELSA, Autism Awareness Training, Dyslexia Awareness, Literacy for All reading intervention, Specific Learning Difficulties, Colourful Semantics, Behaviour that Challenges and Positive Touch.

We have put in additional training into:

- Dyslexia awareness
- ELKLAN
- Trick Box (emotional regulation programme)
- Autism awareness training for key staff led by Freemantles School Outreach Team
- Colourful Semantics
- Writing ILPs (individual learning plans) with SMART targets
- Sensory Circuits
- Ongoing support in managing challenging behaviour



Support from other agencies:

Where it is deemed that external support is necessary, we discuss any referrals with the parents in the first instance and gain full consent before proceeding with the referral.

The school has access to and works closely with Speech and Language Therapists, Specialist Teachers for Inclusive Practice (Behaviour Support and Learning Language Support), Occupational Therapists and the Educational Psychology Service. We also work with outreach workers from Freemantles School. Professionals from outside of the school are invited to attend meetings where strategies and solutions can be discussed and how they may be able to support individual pupils. In these cases, parents will be consulted and their consent sought. Appropriate strategies will be discussed with the pupil to help them feel valued and supported in their overall development.

Evaluating provision:

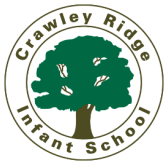
At the start of each academic year, we scrutinize the needs of the whole cohort and a provision map is created to plan and monitor support for pupils with additional needs.

The needs of individual learners within the school are identified and provisions put in place to meet those needs. Some of the funding the school receives may be used for staff training so that “in house” provision is more targeted. The inclusion Leader regularly reviews and monitors provision to ensure that we are meeting the needs of our learners who need extra support.

Provision for each child is reviewed regularly and the Inclusion Leader monitors the overall effectiveness and impact of interventions.

Staff deployment:

Considerable thought, planning and preparation goes into utilising all our staff to ensure children achieve the best outcome, gain independence and are prepared for adulthood from the earliest possible age.



School Partnerships and Transitions:

Our academic assessment for children and young people with special educational needs is moderated within our academy group of schools and neighbouring partners.

We work closely with staff at local junior schools and feeder pre-schools and hold transition meetings. During these meetings we share an overview of learners who have SEN. Good practice and successful strategies are shared so that transition to the next phase is made easier. We plan a sequence of transition activities and school staff may come in to work with learners to help them build relationships ahead of transfer. All children attend their induction day to junior school and when the need arises, extra transition days are set up for those more vulnerable pupils. Where we know there may be high levels of anxiety, we may send members of staff along for parts of the induction day. Parents are offered support and advice, where needed, when choosing their child's junior school.

As children prepare for their Reception Year and Pre-schools will share information as necessary about individuals or groups.

We have a particular duty to ensure that Looked After Children (LAC) are given the appropriate support and care to help support their progress and engagement within the learning environment. Our Designated Teacher (Benedict O'Shea) meets with social services and the virtual school to ensure the child's wider needs are being met for those pupils. A personal education plan (PEP) is produced termly to help support the child develop holistically. The designated teacher attends regular training around Looked After Children and post Looked After Children.

Further development:

Our strategic plans for developing and enhancing SEN provision in our school next year include continued training for both teaching staff and educational support staff to further develop our understanding and skills in supporting pupils with additional needs.

Complaints procedure:

Should parents have any concerns, they are encouraged, in the first instance, to speak to the class teacher or year group leader. If the matter cannot be resolved at this stage, the SENCo and/or the Headteacher may be consulted and a resolution sought.



Report: SEND Information
Approval date: 17th July 2023
Review date: Summer 2024

A copy of the School Complaints Procedure can be found on the school website. The complaints procedure will outline the formal steps the school will take when handling any complaints.

In preparing this report we have considered the viewpoints of staff, parents and children & young people.