

SEN Information Report

Crook Primary School

September 2021

To be reviewed September 2022

1. Context

This information reflects the statutory duties of all educational settings to report on policy and provision for pupils with SEN set out in the **Children and Families Act 2014** and in the **Special Educational Needs and Disability Code of Practice 2015**.

Links to the legislation:

Children and Families Act 2014

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

The guidance also reflects the duties set out in the Equality Act 2010 for meeting the needs of pupils with disabilities:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality Act Advice Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

2. Duties and Responsibilities

The governing bodies of maintained schools and nurseries and the proprietors of academy schools have a legal duty to publish information on their websites with regard to policy and practice to deliver high quality SEN provision. This is called the SEN Information Report (SIR).

All schools should be committed to meeting the needs of all pupils including those with special educational needs and disability. There should be an expectation that all pupils, regardless of their specific needs will benefit from inclusive teaching which will enable them to make the best possible progress, ensure they can actively participate in the wider aspects of school life and be supported for the next phase of their education and/or preparation for adulthood.

3. Introduction

Definition

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p16)

Broad areas of need

There are four broad areas of special educational need, these are:

- **Communication and Interaction** This includes pupils with Autism Spectrum Condition and those with Speech, Language and Communication Needs.

- **Cognition and Learning** This includes pupils with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.
- **Social, Emotional and Mental Health Difficulties** This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.
- **Sensory and/or Physical Difficulties** This includes pupils with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties. School ethos & approach

School Ethos

Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that all teachers are teachers of children with SEN and it is therefore a whole school responsibility to ensure that these children's needs are addressed. Through staff working together as a team, and in partnership with pupils and their parents, we strive to ensure that the following aims are met.

- To follow the guidelines set out in the SEN Code of Practice;
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities;
- To identify children with SEN as early as possible and plan a program of support and intervention to address their needs;
- To regularly track the progress of children with SEN through school tracking systems, review meetings, lesson observations and provision maps and support plans;
- To provide good quality and regular training for staff in relevant areas of SEN;
- To evaluate the impact of staff training and provision/intervention programs;
- To develop good relationships with parents/carers to ensure pupils with SEN are supported well both at home and at school;
- To ensure that all staff working with SEN children are clear about their roles;
- To ensure that the SEN budget is used appropriately to fund high quality resources for children with Special Educational Needs.
- To work effectively with a range of other external agencies;
- To make good links with other mainstream primary schools, secondary schools, and special schools.
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Consultation in production of School Information Report

This School Information Report has been created in consultation with parents/carers as well as the children at our school. You may wish to view this report alongside the SEND Policy, Safeguarding Policy, Accessibility Plan and Information on Supporting Pupils with Medical Conditions.

Review arrangements of School Information Report

This School Information Report has been presented to the Governing Body and reviewed by them to ensure that it contains all necessary information. It will be reviewed by the Governing Body and school staff annually.

Key Contacts

- Antonella Lupton – Headteacher
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- Laura Cleminson – SENDCO
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01388 762400
- Susan Kitching - SEN link Governor

4. SEN Provision

Within our school we have identified a range of needs. We have identified the following primary needs as of September 2021:

Special Need Type	Number of Children
Speech, Language, Communication Need	45
Moderate Learning Difficulty	30
Social, Emotional, Mental Health	34
Specific Learning Difficulty	1
Physical Disability	1
Severe Learning Difficulty	3
Hearing Impairment	1
Multi Sensory Impairment	3

Twice annually we contribute these numbers to the Census.

Our approach to teaching children with SEN

Inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the Early Years Foundation Stage Curriculum and National Curriculum, but also a range of additional opportunities to enrich the experiences of pupils. Our curriculum also includes the social aspects that are essential for life-long learning, personal growth and development of independence.

In order to ensure that we are truly inclusive here at Crook Primary School, and that all children are appropriately supported to be able to access this curriculum, regardless of the level of need we adhere to the following principles:

- We provide extracurricular programmes and evaluate their effectiveness in meeting children's special educational needs.
- We review learning outcomes to monitor individual progress on a regular basis.
- We identify staff training needs in the allocation of the in-service training budget. This training includes training to meet the broad range of special educational needs.
- We allocate an appropriate proportion of resources in order to meet identified special needs with practical resources, support from outside agencies and small group work.
- We invite parents to contribute to support plans three times a year.
- We work collaboratively with other agencies and professionals.
- We ensure that each child is taught at an appropriate pace, at the appropriate level and with the appropriate support.
- We strive to encourage children from Nursery onwards to be independent and resilient learners and equip them with strategies to overcome their difficulties. We want children to be involved in their learning and want them to be involved in their provision.
- We believe and foster the attitude of 'Believe and Achieve' – every child at Crook Primary School can achieve.
- We believe in developing the whole child – not just academically, but also the child's self-esteem and wellbeing.

How we adapt the curriculum and learning environment for children with SEN

Specific provision for children with SEN includes but is not limited to:

- Differentiated work and resources
- High levels of teacher and TA support
- Additional teacher employed to support pupils with highest need
- Nurture provision at lunchtimes to provide a quieter environment
- Employing a private speech and language therapist to work with identified children weekly
- Staff training on developing fine motor skills, sensory smart classrooms and techniques to promote speech and language development
- Social skills groups
- Emotional resilience groups
- Appropriate toileting and accessibility facilities
- Personalised Evacuation Plans for children who may require one
- Use of Assistive Technology to support access to the curriculum
- Purchasing of resources to support access to the curriculum
- Access arrangements for National Tests
- Speech and Language Therapist employed by the school

How we identify, assess and review children with SEN

In order to assess whether a child needs special educational provision, or whether their needs can be met through Quality First Teaching Practices we consider the following:

- On entry to Nursery and Reception staff complete a baseline assessment using the Development Matters framework. On entry to Reception pupils will also be assessed using the statutory baseline assessment
- Records from previous schools will be used when children transfer from another primary school and maths and literacy will be assessed within a half-term. On entry to the school each child's attainment will be assessed. This will help to inform the teacher of child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning.
- Teachers, support staff and all other staff spend a lot of time getting to know the children in their class. This helps us to identify any needs that a child may have.
- Parents and guardians are key to helping to establish whether a child has a need that may need to be supported and we work closely and collaboratively with them.
- The teacher and SENDCO then use this information to assess and identify the need as well as what provision can be made. This is also done in conjunction with parents and the child. This will be done with the use of SEN Toolkit and Planning Tools.
- If a child can be supported through Quality First Teaching Practices, advice and strategies are shared with staff to enable this. This will be done with the use of SEN Toolkit and Planning Tools.
- If it is felt that a child requires special educational provision to meet their needs then children are added to the SEN register or monitoring register and supported with a Support Plan or a short note which outlines their needs and provision to meet that needs. This will be done with the use of SEN Toolkit and Planning Tools.
- Advice from outside agencies for training, advice or assessment may be sought.
- Parents are invited to collaborate with school as frequently as they like and to raise any concerns as and when they occur. In addition, termly meetings are offered in order to review plans and plan future provision.
- When reviewing plans, the impact of provision provided is assessed so that it can be changed to suit the emerging needs of the child.

SEN support and the graduated approach

Where a pupil is identified as having a special educational need school will follow a graduated approach which takes the form of cycles of "Assess, Plan, Do, Review"

- Assess a child's special educational needs – use assessment information, classroom observations, discussion with parents and screening tools in order to assess.

- Plan the provision to meet your child's aspirations and agreed outcomes – use the Planning Tools alongside specialist advice as well as input from parents/carers, staff and the child to plan the provision.
- Do put the provision in place to meet those outcomes – ensure that provision is in place in order to help the child achieve outcomes related to their area of need.
- Review the support and progress – in collaboration with the child, teacher, parent and SENCO discuss the progress towards the outcomes and the effectiveness of provision in order to inform future outcomes and provision. This is generally done in meetings but can be done on a more informal basis if parents/carers prefer.

Where the graduated approach has been followed, recommendations from professionals have been acted on and we have used relevant and purposeful action to meet the needs of the child we might discuss with parents and the child the need to submit a request for an Education, Health and Care Assessment would be appropriate. (Ref CoP P142). Children with EHCPs are currently supported through weekly interventions from agencies such as the Speech and Language Support Service, through termly input from Assistive Technologies specialist teachers, through weekly work with a Speech and Language Therapist and through small group work with TAs.

Identification and Assessment of pupils with SEN

We believe that early identification helps to provide the best support for pupils. For this reason, we have robust systems in place to ensure that children receive timely intervention and support. These include:

- In house screening tools
- Use of a school monitoring list and short notes to support children initially
- Use of SEN register and support plans to support children with identified needs
- Ensuring that the 'assess, plan, do review' cycle is at the heart of our provision.
- Annual reviews for children with EHCPs
- Referrals to outside agencies for assessment and advice
- Regular learning walks to ensure the best provision
- Applications for top-up funding and EHCPs
- Performance managements meetings
- Half termly monitoring of progress and attainment
- Termly meetings with class teachers where children whose attainment and progress has slowed are discussed and strategies put in place

- Open access for parents to address concerns
- Termly parents' meetings with class teacher during which concerns and support plans are reviewed.
- Termly parents' meetings with SENCO during which concerns and support plans are reviewed.
- Termly meetings with children who receive support.
- Scrutiny of teaching plans and work in books to ensure that all needs are met, work is appropriated differentiated and appropriate support given
- Use of differentiated curriculum where appropriate. Children's progress and attainment then assessed against this curriculum.

What does our support for pupils with SEN look like?

All pupils with an identified Special Educational Need or Disability require a personalised approach in order to properly support them. For each child this personalised approach will be identified on their support plan, which is reviewed termly. Some of the ways in which we support pupils are as follows:

- Small group work with teacher.
- One to one teaching time with teacher.
- Additional teacher time.
- Small group work with TA.
- One to one recap time with TA.
- Group interventions for social skills, number, reading strategies, fine motor skills, etc.
- Peer reading
- Adaptations to the environment
- Use of resources such as headphones or fidget toys
- Personal Evacuation Plans and personal risk assessments
- Adaptations to the behaviour policy
- Personalised behaviour systems
- Ensuring that visits outside of school are adapted and accessible
- Termly staff meeting in order to ensure that all teaching staff are aware of and sensitive the needs of ALL of our pupils
- Home-school books to ensure excellent communication between parents and staff
- Adaptations to parts of the school day such as playtime, lunchtime and assembly time.
- An ethos that is shared by all staff that ALL children will be supported and nurtured throughout the school day.
- A curriculum that gives importance, time and resources to ALL aspects of learning and development and which does not prioritise the learning of maths and English above all else.

How do we ensure that all children with SEN engage in all activities?

We want to give our children opportunities to experience a broad and balanced curriculum which includes visits outside of school and opportunities to enhance

learning and development within school. Before anything is planned it is always a priority of staff to ensure that ALL children can be fully included in all activities. Mrs Cleminson works closely with staff to ensure that teaching and learning is adapted to meet the needs of pupils. Communication with parents and children is key to this and feedback is considered to ensure that the best experiences are had by all.

It is extremely important that the curriculum is accessible to all of our children. Adaptations are made and personalised curriculums are followed where appropriate. This means that every child experiences success and achievement which is key to their enjoyment of school, learning and emotional development.

How we evaluate the effectiveness of SEN provision

We must continue to adapt our provision to meet the needs of our pupils. Consequently, we continuously evaluate the effectiveness of that provision by:

- Having robust policies and practice in place so that all staff know what is expected
- Regular lesson observations and learning walks to ensure the best provision is in place
- Regular book scrutiny to ensure that children are receiving appropriate provision
- Termly (or sooner if necessary) reviews of support plans with teachers, SENCO, parents and children
- Performance management and data progress meetings for staff

5. Support for Emotional and Social Development

The Social and Emotional Development of our children is especially important to us here at Crook Primary School. Within the current COVID-19 pandemic we are highly tuned to the social and emotional development of all of our children at Crook Primary School. We want to support children's social and emotional development and this forms a key part of our school ethos. We believe in fostering nurturing relationships with every child in our school and staff ensure that this nurturing environment is a key principle in their classroom. Some of the ways in which we ensure that the social and emotional development of our children is central to our school ethos are as follows:

- All staff prioritise spending time 'getting to know' pupils so that subtle changes can be noticed and supported.

- We have a robust recording system to log any causes for concern so that all members of staff around the school are aware of the situation.
- We have a dedicated PSA who seeks to support the social and emotional development of vulnerable children.
- We have a teaching assistant who works as a learning mentor and who has regular opportunities to support our children.
- We develop the social and emotional skills of all children so that they can support their peers and find self-help techniques.
- We have a dedicated 'quiet area' at lunchtime staffed by a TA and teacher where children can retreat or be proactive in accessing.
- We have a number of interventions to support the social and emotional development of children such as lego therapy, time to talk, nurture principles, relax kids, friendship counselling.

6. Looked After Children with SEN

At Crook Primary School the Designated Teacher for Looked after Children is Louise Robinson. Miss Robinson and Mrs Cleminson work collaboratively and closely to ensure that all staff are aware of the implications for those children who are looked after and have SEN. Inadequate support or delay in meetings the needs of Looked After Children with SEN can have an impact on their wellbeing and the success of their placement. We actively work with all multi agencies and carers in order to support a LAC child with SEN ensuring appropriate information is shared with all parties in a confidential manner.

Looked after children with SEN are supported with Sen Support Plans which are shared with appropriate parties and reviewed in line with timescales. Looked After Children are also supported with a PEP. This reflects the nature of their need as well as the support in place. Funding may be used to secure additional Educational Psychology time, additional support from services such as speech and language or the emotional wellbeing team for example. Where an EHCP assessment is needed this will be done in a timely manner.

7. SEN Transition

Beginning school, transferring school or moving onto another phase of school can be a particularly anxious time for children with SEN and parents. Additionally, as each year group moves up, special arrangements are made due to of the anxiety this often creates for pupils with SEN. In order to reduce the anxieties and ensure consistency of support we have the following arrangements in place for transition between classes/phases/schools:

- Personalised transition plans

- Dedicated time for end of year meetings between staff to transfer and gather information about the new pupils entering their class.
- Dedicated transition days
- Additional transition visits for children with SEN to spend time in their new surroundings and with new teacher
- Transition booklets
- Meetings with parents and carers
- An enhanced transition between Crook Nursery School and Crook Primary School
- Visits to other nursery/early years settings by early years staff and Deputy Head for Early Years which includes meeting with SENCO and staff at these setting.
- New parent afternoons at which the SENCO is present.
- Liaison with transition workers for secondary schools.
- Completion of pupil passports
- Sharing of information with new schools
- Staff from new schools invited to EHCP review meetings
- Use of Microsoft Teams for virtual transition.

8. SEN Specialist Expertise

SENCO and Staff Expertise

Mrs Cleminson is our SENDCO. She is currently undertaking the NASENCO. She can be contacted on 01388 762400 or sen@crookprimaryschool.org.uk

Key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Class teachers and TAs are responsible for:

Class and subject teacher responsibilities under the 0-25 SEND Code of Practice (2015) can be categorised under the three headings below. Class and subject teachers will work closely with and be supported by the SENCO. Under the previous framework, the SENCO had direct responsibility for supporting children/young people with special educational needs/disabilities. However, under the new 0-25 SEND Code of Practice (2015), their role is more strategic and supportive.

Teachers have responsibilities:

- Directly to children/young people at risk of or with special educational needs/disabilities (eg identification, assessment, intervention, monitoring and review);
- Working with families;
- Working with other professionals.

From the SEN Code of Practice (2015)

To ensure that staff can meet these responsibilities staff are asked to contribute in termly SEN staff meetings and complete an annual questionnaire. Additionally, staff have discussions with the SENCO and the SLT at termly data meetings and annually at Performance Management meetings. The SENCO also works closely with all staff on a daily basis. This helps us to understand and meet any training or support needs. Training and support is then arranged and has included:

- Individual courses for members of staff
- Whole school twilights for all staff
- Training for groups of staff such as Tas, early years staff and lunchtime supervisors
- Training for NQTs and new members of staff

We recognise that new members of staff, students and newly qualified teachers may need additional or bespoke training or support and this is identified and offered through discussion with these members of staff.

External Specialists and Other Bodies

It may be appropriate to consult with a range of people and services who may help to provide support and services for children with SEN and their families, including:

- Cognition and Learning Team
- Speech Language and Support Programme
- Autism and Social Communication Team
- Speech and Language Therapy
- Assistive Technology Service
- Occupational Therapy
- Early Years Support Team
- Emotional Wellbeing and Effective Learning Team
- Movement Difficulties Service
- Educational Psychology

- School Nursing
- Private Speech and Language Therapy
- CAMHS
- Emotional Wellbeing Nurse
- Paediatricians and specialist nurses
- Barnados
- SENDIASS
- Parents Support Groups such as 'Daisychain' and 'Rollercoaster'

These external specialists and other bodies may:

- Act in an advisory capacity
- Provide training to staff
- Provide assessment,
- Help to create appropriate support and provision for children
- Complete therapeutic work with the child
- Complete other work with the child
- Provide equipment for the child or school
- Provide support to parents and carers

School and outside agencies will always work together in partnership and consultation with parents and children.

More information on support and services available with County Durham can be found on County Durham Local Offer

How specialist expertise is secured

Each year school is allocated a budget to support children with SEN. As of 31 August 2021 the high needs budget for 21/22 amounts to £125,747. Expenditure of the school budget is maintained through Governor termly finance meetings. Challenge is also provided through Governor team meetings where data for children with SEN is monitored. This funding is used to provide training, secure assessments from traded services, buy resources to support children with SEN, provide support for children through staff and employ a private speech and language therapist as well as, more recently, a private Occupational Therapist. This is not exhaustive and the funding is used to meet the needs of individual pupils.

9. Consulting with SEN Pupils, Parents and Carers

Consultation with Children and Young People with SEN

Teachers and all support staff work very closely with children in order to identify their need and subsequently the support and provision that each individual child requires. All support and provision is planned with the children and detailed on support plans. We base all of our provision on the individual needs of the child and always consider their thoughts and feelings. We hope that this helps to foster a climate of independence and empowerment for our children. Pupils are actively involved in their progress and in setting future outcomes and shaping future provision. Each

year we ask pupils for feedback on what they think has worked best for them that year in terms of their SEN provision, and what they would like to be different for the next coming year.

Consultations with parents and carers of children with SEN

It is essential that trusting relationships are established between children, parents/carers and staff. This is especially important when it comes to supporting children with SEN. We are committed to working with parents and carers and to do so in the following ways:

- Termly parents' carers/meetings with both class teacher and SENCO (this year these will be taking place by telephone consultation)
- An open-door policy where parents and carers are welcome to come into school to discuss the support for their child or any concerns they may have. Due to the ever-changing covid situation we are encouraging meetings via Teams or Google meet where possible and we are happy to communicate via telephone or email.
- Termly opportunities to contribute and review SEN support plans
- Annual opportunities to contribute and review EHCP plans
- Ongoing discussions between parents/carers and teachers/TAs/SENCO

Working closely with parents/carers and children is an integral part of school practice as well as being identified within the SEND Code of Practice as a key principle of SEN provision. In order to ensure that the views of parents/carers and children directly forms our provision we:

- Use parent and pupil questionnaires to gather views on SEN provision so that our provision can be continuously developed
- We ask for parental feedback continuously and provide in house feedback forms as well as the opportunity to email suggestions and feedback to the SENCO sen@crookprimaryschool.org.uk
- Ensure that parents and pupils are involved in setting outcomes for support plans
- Work closely with parent governors and SEN governor to ensure that policies and practice are reviewed, evaluated and adapted.

10. Compliments, Complaints and Feedback

We always wish to improve the quality of the experience and education provided for children with SEN and value the feedback we receive from parents and carers about their child's experience. This allows us to review our practice, adapt it and improve it. We invite parents give feedback by:

- Contacting the SENCO - 01388 762400 sen@crookprimaryschool.org.uk
- Completing questionnaires sent out by SENCO and by SLT
- Welcoming telephone calls or emails

- Having termly meetings with SENCO. These will be held by phone or Teams due to the covid situation.

Arrangements for managing complaints are detailed in our Complaints Policy. If you do wish to discuss a complaint:

- In the first instance you could speak to your child's class teacher or phase leader
- You can make an appointment with the SENCO or Headteacher
- If matters are unresolved, further information and advice can be sought from SENDIASS
Lee House
Lee Terrace
Easington Village
Peterlee
Co Durham
SR8 3AB
Tel: 0191 5873541 or 03000 267007
- A formal complaint can be made by following the procedure within the Complaints Policy

Sometimes parents may have a complaint or concern over matters such as an assessment from an outside agency or related to an assessment for an EHCP. Where this is the case the SENCO is happy to assist parents. Such complaints will however be managed directly by the outside agency or Durham Statutory Casework Team for issues with EHCPs.

11. Key Policies

Throughout this document various policies have been referenced. These policies can be found in the policies section of the school website.

- SEND Policy
- Equality, Diversity and Cohesion Policy
- Equality Statement and Action Plan
- Accessibility Plan
- Anti-Bullying Policy
- Behaviour Policy
- Medical Needs Policy
- Administering Medication Policy
- Children with health needs who cannot attend school Policy
- Complaints Policy