



## Croyland Primary School SEND information report

July 2025

At Croyland Primary School we are committed to the inclusion and equality of all pupils. We firmly believe that all children have the potential to be successful and our role is to ensure they are equipped and have the self-believe for their success. We provide Quality First teaching and stimulating environments for our children to strive and thrive.

We recognise that everyone is an individual and celebrate differences. We work with our staff, children, parents/carers, governors, our community and the Local Authority to make sure everyone is heard.

### SEND Co-ordinator

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NASENDCO award July 2022

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### Types of SEND provided for

We recognise that no two children are the same. We ensure children receive appropriate support to enable them to reach for personal goals and individual development. We develop CPD opportunities to ensure our staff are highly trained. We work alongside multiagencies to make sure all children have the best support possible.

Our school provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyscalculia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, processing difficulties
- Specific and multiple learning difficulties

### Identifying and assessing if pupils have SEND needs.

Identifying if a child has SEND needs is done so through a collaborative relationship between school staff and parents/carers. These adults spend most time with the children so develop strong, caring relationships. If teachers identify a pupil is having difficulties, a change in their behaviour or progress is regressing, or no progress is being made, an initial conversation needs to take place between staff and parents/carers.

Advice and professional conversations would happen with the SENDCO. An intervention, resources or adaptation/s would be put in place and monitored over a given period. During the agreed period careful monitoring would take place to assess if progress is being made. If after the period, progress has not been made an initial cause for concern form would be completed electronically and sent to the SENDCO and pastoral lead. Upon receipt of this form, the SENDCO completes observations of the child, looks at the child's work and has professional conversations with any familiar adults to the child in school. Actions at this point vary depending on what has been observed and noticed. It is likely that as progress has not been made and concerns continue that the child would be placed on the school SEN register and an Individual Pupil Progress plan (IPP) would be initiated. This could be a short term plan with a very specific reasoning or it could be a longer process.

Dialogues with parents could include considering referring for other professional support to be involved at this point such as inviting the school Educational Psychologist in for observations, referring to SALT or adding the children to the ASC/ADHD pathway.

Please see the flow diagram at the end of this document for a visual representation of this process.

As a parent/carer if you have concerns you can always share these with your child's class teacher as your first point of contact or contact the school SENDCO directly at any time.

Any child with an EHCP will also be invited into school for their annual review where plans will be discussed and next steps considered.

## Consultation and involvement of parents and young people

Regular communication with parents is essential in ensuring positive relationships and in helping to understand the needs of all stakeholders.

For pupils who have an Individual Pupil Progress Plan (IPP), these are reviewed on a termly basis. These meetings gather the views of parents/carers, the pupil, SENDCO and class teacher, as well as external agencies and any other school staff who work directly with the child, where additional support has been provided.

Other formal reviews are held for those pupils who have had other interventions with an external service that has delivered provision eg Speech and Language Therapy. Parent - Teacher Interviews are held in the autumn and spring terms, for all pupils and all pupils have a full written report to take home during the summer term. We welcome and actively seek feedback and suggestions.

Pupil voice is a priority for these meetings. Pupil questionnaires are used throughout the school year to gain their thoughts and views. Our school has an open door policy where children know they can visit any member of SLT to share their thoughts, ideas and worries. Pupils with an EHCP have time to share their strengths, difficulties and to review their targets either during the review meeting or prior to the meeting with an adult of their choosing.

## Assessing and reviewing progress

Tracking progress is an ongoing task to ensure our provision is right for each of our children. Termly reviews happen with subject leaders and class teachers through PAD meetings; these involve professional conversations that evaluate progress and consider interventions. Termly assessments are used as a formal method of assessment whilst consistent observations, marking of work and working with children all form part of assessment. For children working significantly below their age group (2 years) the children are assessed using 'Assessment for All' which is a tracking document to monitor small steps of progress. We have the same high expectations and strive for all our pupils.

## Transition arrangements

Transitions can be a daunting and confusing time for all children but especially for children with SEND. Where a pupil is moving year group but staying at our school we ensure there is a professional dialogue between the current teacher and the new teacher, work is shared, medical folders are updated at the beginning of the new term and shared with relevant staff, IPP's are updated at the end of the academic year and shared with the new teacher which shows the end of year points and interventions currently in place, academic achievements are shared between staff as well as social and behaviour concerns. Throughout the summer term, we have a 'move up' day for the children to spend time with their new staff in their new learning environment. All pupils on the SEND register plus any child who finds change challenging has a detailed transition story that includes photos and descriptions of what changes will happen and what will stay the same.

For new children joining our school in Reception or our Willow class, staff will have a home visit to meet the child and deliver their school bag. Children are invited to play sessions in their new classrooms throughout the summer term. For the first few weeks of autumn term the class sizes are smaller due to a part time timetable.

For children with SEND transitioning from our school, we contact the new school SENDCO and share everything we have and know about the pupil. We spend time with the pupil looking at their new school website and encourage them to ask questions and share any worries. Any documents or professional reports we have are passed onto their next school.

We meet with parents prior to children starting our school to share information about their child such as any medical needs, allergies, particular interests, particular dislikes and any adjustments needed such as sensitivity to materials or noises.

For children with EHCP's, a review is always held in the summer term of Year 5 in preparation for transition to secondary school.

## Approaches to teaching, adapting curriculum and environment

'Quality First teaching' is the utmost priority for all pupils. We see our curriculum as an overarching aim to grow pupils in to life. We have a mastery curriculum which focuses on building on prior knowledge as a journey. With accurate, reliable, regular review meetings staff have a secure understanding of their class's knowledge and how to adapt, plan and teach to ensure

progress is being monitored. Adaptations happen in the delivery of the curriculum to ensure pupils 'keep up, not catch up'.

Where appropriate, teaching assistants and learning support assistants are used within the classroom to aid and remove barriers to learning through effective questioning, modelling and facilitating, but at the same time encouraging and promoting independence. Pupils may be given checklists, visual aids and computer programs to help them become independent learners. Resources are provided for pupils to assist them to overcome any physical difficulties that they may have; pencil grips, coloured overlays, cushions to sit on, adapted pens and pencils, tinted rulers and overlays & writing slopes.

### Training and securing expertise of staff

Members of staff are trained in a wide range of skills and strategies to deal with the needs of pupils.

Staff are trained in many SEND areas including: dyslexia, dyspraxia, wellbeing and emotional literacy to support those with emotional needs, autism, Phonics and Early Reading, Lego therapy, Sensory Awareness and Sensory Circuits, Provision Teaching, Attachment Awareness, and a range of speech and language programmes. We do have some specialist staff within the team such as Mrs Lawson our Speech and Language specialist, Mrs Crawford our pastoral lead and Miss Flack our behaviour specialist.

Using this training, teachers and TA's then provide either small group or one to one interventions based on the pupils' needs. The provision is regularly reviewed and changes made when appropriate.

### Equipment and facilities to support children and young people with SEND.

Our school is accessible in line with the disability act. The school is supported by the Local Authority teacher of the deaf, we offer daily sensory circuits, we have our 'hub' as an emotional well-being space, we have two sensory rooms, ramps to ensure all areas of our school are accessible and we have a well-being club accessible for lunchtimes. We also have specialist equipment to make sure needs are being met such as standing desks, writing slopes, ear defenders. Specialist equipment is stored in compliance with manufacturer guidance or through professional dialogue between professionals such as hearing aids. Medical equipment is stored in agreement with parents and staff using medical protocols. We do offer alternative exercise books for our dyslexic learners. We have Communication Imprint to ensure messages are accessible to all.

A copy of the school's accessibility plan can be found in the Policy Library on the school website; [Policy Library - Croyland Primary School](#)

### Evaluation of effectiveness of provision

Provision is regularly evaluated to measure effectiveness and impact, through regular assessments and moderation.

CPD is prioritised at Croyland Primary School. This year we have continued to be part of the Hunsbury SEND cluster group which has allowed CPD opportunities for staff and develop professional working relationships with other schools. This has also offered parent workshops to

help parents understand their child's needs and/ or parenting support. All staff have access to the online 'National College' CPD videos. Staff can choose any training that they would like to access, as well as being tasked with statutory requirements.

### Engaging pupils with SEND in all activities.

No child is excluded from any activity in school and where adjustments need to be made, they are. Where a pupil requires 1:1 intervention, those that are delivered outside of the main teaching area are kept to a minimum to ensure pupils' time in class with their peers is kept to a maximum. All pupils regardless of physical send needs access Key Stage 2 swimming. Risk assessments and adjustments are planned the term before and agreed with the child and parents/carers. Adjustments are made to PE delivery and set up of equipment to ensure all children can access the full PE curriculum.

At Croyland Primary school, we welcome our duties under the Equality Act 2010. Under the Public Sector Equality Duty, our Equality Objectives and Policy can be found on our school website.

### Improvement of social, emotional and mental health development

At Croyland Primary School, we hope that our PHSE teaching provides our children with the knowledge, skills and understanding to be thoughtful and reflective citizens who are very aware of their responsibilities to self and others.

There are a number of systems in place to ensure the social, emotional and mental health needs of pupils are met. Staff are fully committed to support individuals, groups and parents/carers where necessary. In collaboration with families, referrals to Early Help may be made in order to secure the best provision for pupils. We have our own pastoral team in school. Parents and staff can request support from the pastoral team using an initial concern form. Once this has been received, the SENDCO and pastoral team who will decide what the best intervention to be used if any. We use Lego Therapy to support pupils with more complex needs. Referrals are also made to the Outreach team for support for children with SEMH difficulties.

Anti-bullying- All allegations of bullying are taken very seriously and will not be tolerated. If an adult, child or parent suspects are form of bullying an 'alleged bullying' form is completed. Parents and pupils will be supported to complete these if and when necessary. Following this a full investigation would happen with a member of the behaviour team followed by the safeguarding lead if needed. Further information can be found through the Promotion of Positive Behaviour Policy [Policy Library - Croyland Primary School](#)

### Involvement of other bodies

We are supported by external agencies such as the educational psychology service (EPS), occupational therapy (OT), physiotherapy support, Speech and language therapy (SaLT), Outreach, Child adolescent and Mental Health services (CAMHs), and the Hearing impairment team.

### Arrangements for handling complaints

We have an open door policy and hope that parents, carers and young people talk to class teachers, the SENDCo or the Headteacher regarding concerns about provision. If further discussion is needed then we will signpost you to other professionals to support and help address concerns.

Our Complaints Policy and Procedure is available upon request or from our website at [www.croylandprimary.co.uk](http://www.croylandprimary.co.uk)

### Arrangements for looked after pupils with SEND

Looked after pupils will have a personal education plan. Multi agency meetings are held with a member of the virtual school. SMART targets are set to ensure holistic high quality provision for the child. Home school diaries may be used where necessary to provide regular communication between home and school. Any SEND needs are catered for as set out above. Our designated teacher for LAC is Mrs Carroll.

### Further Information

For further information about what the Local Authority offers for children with SEN and additional needs the Local Offer page include more information- [North Northants Local Offer](#)

## SEN Flow Chart



