



Croyland Primary School

SEND Information Report

July 2025

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Introduction

At Croyland Primary School, we are dedicated to promoting inclusion and equality for all pupils. We believe that every child has the potential for success, and our responsibility is to provide the necessary support and foster self-confidence to help them achieve their goals. We deliver high-quality teaching within supportive environments that enable our pupils to flourish.

We acknowledge and value individual differences and strive to create an inclusive community. We collaborate with staff, pupils, parents and carers, governors, our local community, and the Local Authority to ensure that everyone's perspectives are acknowledged and respected.

Our SENDCO (Special Educational Needs and Disabilities Co-ordinator)

The named SENDCO:	Mrs Denise Horton
Accreditation:	NASENDCO award July 2022
Contact details:	01933 224169 dhorton@croylandprimary.org.uk
SEND Governor	Tracy Elliott

The Croyland Offer:

Each child is unique. We are committed to providing tailored support that enables children to achieve their personal goals and foster their individual development. We offer continuous professional development opportunities to ensure our staff maintain high levels of training and expertise. Additionally, we collaborate with a range of multi-agency partners to guarantee that every child receives the highest quality 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 the assessment of pupils with SEND needs:

The identification of Special Educational Needs and Disabilities (SEND) is conducted through a collaborative partnership between school staff and parents/carers. These

adults have the most direct contact with the children and develop strong, supportive relationships to better understand their needs.

When teachers notice that a pupil is experiencing difficulties, such as behavioural changes, slowed progress, or lack of progress, an initial discussion will be held between staff and parents/carers. Professional advice and input will be sought from the SEND Coordinator (SENDCO). A tailored intervention, resources, or adaptations will then be implemented and closely monitored over a specified period.

Throughout this monitoring phase, staff will observe and record the child's progress to determine if improvements are being made. If, after this period, progress remains limited, an electronically completed 'Initial Concern' form will be submitted to the SENDCO and pastoral lead. The SENDCO will then conduct further assessments, review the child's work, and hold discussions with familiar adults involved with the child within school.

Based on these observations, appropriate actions will be taken, which may include adding the child to the school's SEN register and developing an Individual Pupil Progress Plan (IPP). This plan could be short-term with specific objectives or part of a longer-term approach.

Communication with parents/carers at this stage may involve discussions about further professional support options, such as inviting the school Educational Psychologist for observations, referring to Speech and Language Therapy (SALT), or considering referral pathways for Autism Spectrum Disorder (ASC) or Attention Deficit Hyperactivity Disorder (ADHD).

Parents and carers are encouraged to share any concerns directly with their child's class teacher or to contact the school SENDCO at any time.

For children with an Education, Health and Care Plan (EHCP), annual reviews will be conducted to discuss progress and plan next steps accordingly.

Consultation and involvement of parents and young people:

Regular communication with parents is vital for fostering positive relationships and understanding the needs of all stakeholders.

For pupils with an Individual Pupil Progress Plan (IPP), these are reviewed on a termly basis. These meetings include input from parents/carers, the pupil, the SEND Coordinator, class teachers, external agencies, and any other school staff directly involved with the child, particularly when additional support has been provided.

Formal reviews are also conducted for pupils who have received interventions from external providers, such as Speech and Language Therapy.

Parent-Teacher Interviews are scheduled during the Autumn and Spring terms for all pupils, and a comprehensive written report is provided to parents during the Summer term. We welcome and actively seek feedback and suggestions.

The voice of the pupil is a key focus during these meetings. Pupil questionnaires are distributed throughout the school year to gather their perspectives and insights. Our school maintains an open-door policy, allowing pupils to approach any member of the Senior Leadership Team to share their thoughts, ideas, and concerns.

Pupils with an Education, Health and Care Plan (EHCP) are given opportunities to discuss their strengths, challenges, and review their targets either during their review meetings or beforehand with an adult of their choosing.

Assessing and reviewing progress:

Monitoring progress is an ongoing responsibility to ensure our provision effectively supports each child's development. Termly reviews are conducted with subject leaders and class teachers during PAD meetings to facilitate professional discussions that evaluate pupil progress and identify necessary interventions. Termly assessments are used as a formal method of assessment the outcomes of these contribute to the PAD discussions.

For children significantly below their age group (by approximately two years), we utilise the 'Assessment for All' tracking tool to monitor incremental progress. We uphold high expectations and ensure provision is ambitious for all pupils.

Transition arrangements:

Transitions can be a challenging and complex period for all pupils, particularly for those with SEND. When a pupil moves to a new year group within our school, we facilitate effective communication between the current and new teachers. This includes sharing work, updating medical records at the start of the new term, and disseminating relevant information to staff.

Individual Pupil Profiles (IPPs) are updated at the end of the academic year and shared with the new teacher. They detail the learning journey of the child: end of term points, interventions currently in place and the most effective adaptations

During the summer term, a 'move-up' day is organised, allowing pupils to spend time with their new teachers in their upcoming learning environment. Additionally, pupils on the SEND register, along with any children who find transition challenging, are provided with a detailed transition story, incorporating photographs and descriptions of what changes to expect and what will remain consistent.

For new pupils joining our Reception or Willow Class, staff conduct home visits to meet the child and deliver their school bag. Throughout the summer term, children are also invited to participate in play sessions within their new classrooms. During the initial weeks of the new term, class sizes are smaller due to a part-time timetable to support smooth integration.

For pupils with SEND transferring from our school to another institution, we liaise with the new school's SENDCO to share comprehensive information about the pupil. We also engage with the pupil by exploring their new school's website and encourage them to ask questions and express any concerns.

Prior to a child's start at our school, we meet with parents to discuss pertinent details, including medical needs, allergies, interests, dislikes, and any necessary adjustments such as modification for sensitivities to materials or sounds.

For children with Education, Health and Care Plans (EHCPs), a review meeting is scheduled during the summer term of Year 5 to prepare for their transition to secondary education.

Approaches to teaching, adapting curriculum and environment:

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. Regular, accurate, and reliable review meetings enable staff to maintain a secure understanding of their class' 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 support them in becoming independent learners. Additionally, resources are available to assist pupils with physical difficulties, including pencil grips, coloured overlays, cushions, adapted writing instruments, tinted rulers, overlays, and writing slopes.

Training and securing expertise of staff:

All staff members receive training in a broad spectrum of skills and strategies to effectively support pupils' needs. This includes training in various SEND areas such as dyslexia, dyspraxia, wellbeing and emotional literacy to support pupils 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. The team includes specialist staff, such as Mrs. Lawson, our Speech and Language Therapist; Mrs. Crawford, our Pastoral Lead; Miss Flack and Miss Washington, our Behaviour Specialist.

Using this training, teachers and teaching assistants deliver targeted interventions—either in small groups or on a one-to-one basis—tailored to individual pupils' needs. These interventions are regularly reviewed, and adjustments are made as appropriate to ensure optimal support.

Equipment and facilities to support children and young people with SEND:

Our school complies with the Disability Act to ensure accessibility for all pupils. Our school is supported by a Local Authority teacher for deaf pupils. We offer daily sensory circuits and have an 'Emotional Well-being Hub' as a dedicated support space. Additionally, we have two sensory rooms and ramps throughout the school to facilitate access to all areas. Our lunchtime Well-being Club provides a supportive environment for pupils who find the playground over whelming. We are equipped with specialist equipment such as standing desks, writing slopes, and ear defenders, to meet individual needs. All classrooms are dyslexia-friendly. We do offer alternative exercise

books for our dyslexic learners. We have Communication Imprint to ensure messages are accessible to all.

Evaluation of effectiveness of provision:

Our SEND provision is reviewed to assess its effectiveness as our knowledge of of SEND cohort increases. Professional development (CPD) is a priority at Croyland Primary School. This year, we have continued to participate in the Hunsbury SEND cluster group, which has provided valuable CPD opportunities for staff and facilitated the development of professional relationships with other schools. This has also offered parent workshops to help parents understand their child's needs and/ or parenting support

Engaging pupils with SEND in all activities:

No pupil is excluded from any school activity, and necessary adjustments are made to support inclusive participation. When one-on-one interventions are required, these are delivered outside of the main teaching area and are kept to a minimum to ensure pupils' time in class, with their peers, is kept to a maximum

At Croyland Primary School, we are committed to fulfilling our obligations under the Equality Act 2010. In accordance with the Public Sector Equality Duty, our Equality Objectives and Policy are available 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 fully aware of their responsibilities to themselves and others.

We have established systems to support the social, emotional, and mental health needs of our pupils. Our staff are dedicated to supporting individuals, groups, and parents or carers when needed. In collaboration with families, referrals to Early Help may be made to ensure pupils receive the most appropriate support.

Our school has a dedicated pastoral team accessible to pupils, parents, and staff. Requests for support can be submitted via an initial concern form. Upon receipt, the SENDCO and pastoral team will determine the most suitable intervention, which may include approaches such as Drawing and Talking, Time-in, or Lego Therapy for pupils with more complex needs. Additionally, referrals may be made to the Outreach team for further support with social, emotional, or mental health challenges.

Involvement of other bodies:

We collaborate with external agencies such as the Educational Psychology Service (EPS), Occupational Therapy (OT), Physiotherapy, Speech and Language Therapy (SaLT), Outreach, Child and Adolescent Mental Health Services (CAMHS), and the Hearing Impairment Team to ensure the best possible support for our pupils.

Arrangements for handling complaints:

We maintain an open-door policy and encourage parents, carers, and young people to communicate directly with class teachers, the SENDCo, or the Head Teacher regarding any concerns about provision. Should further discussion be necessary, we will refer you to appropriate professionals who can offer additional support and assistance. Our Complaints Policy and Procedure are available upon request or can be accessed on our website at [Complaints Procedure](#) (Croyland Primary School website).

Arrangements for looked after pupils with SEND:

Looked-after pupils will have a personal education plan. Multi-agency meetings are conducted in collaboration with a representative from the virtual school. SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets are established to ensure comprehensive and high-quality support for each child. Home-school diaries may be used to facilitate regular communication between families and the school. All identified SEND needs are addressed in accordance with the outlined provisions. Our designated Lead for Looked-After Children (LAC) is Mrs. Lisa Carroll.