

“A happy school
where we become
experts in lots of
things”.
(JB Y2)

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT FEB 2023

(A PARENT/CARER FRIENDLY VERSION)
ANSWERS TO QUESTIONS YOU MAY HAVE ABOUT REGARDING OUR SEND PROVISION



Learning Knows No Bounds

WHO ARE THE SPECIALIST TEAMS AT CROYLAND PRIMARY SCHOOL?

Intervention Support



Mrs K Jeffs
Mrs A Lawson
(Speech and Language)
Mrs J Fyffe (English As an additional
Language)
Mrs E Palmer (Read Write Inc)
Mrs L Beard (Shine)

Behaviour Support



Mrs N Flack

Pastoral Support



Mrs C Baillie
Mrs R Crawford

WHAT IS CROYLAND IS EXPECTED TO PROVIDE FOR PUPILS WITH SEND?

Inclusion for
ALL
(including
vulnerable
learners)

Provision of
appropriate
materials to
suit interest
and ability

Provision to
narrow the gaps
between
vulnerable
learners and
others

Accurate
systems for the
assessment of
needs

EAL provision

Carefully
planned
interventions to
support the
area of need

Full access to
the school
curriculum

A SEND Expert

A lead for
medical needs

Differentiation
at stage 1

An understanding
of the distinction
between SEND and
underachievement

Assessment to
address the
root cause of
the difficulty

Individual
measures of
progress to
indicate
success

Personalised
learning
opportunities

Maximum
opportunity to
attain

In admitting pupils with SEND needs we would expect to have informative discussions with both the pupil's family and the Local Authority to ascertain the suitability of our provision. We would initially meet needs through the school's devolved SEN budget. Thereafter, we are aware of and employ the process of applying for High Needs Funding

WHAT KIND OF SPECIAL EDUCATIONAL NEEDS CAN WE PROVIDE FOR AT CROYLAND PRIMARY SCHOOL?

(INCLUDING MEDICAL NEEDS)

Dyslexia

Dyscalculia

Dyspraxia

Physical
Difficulties

Apert
Syndrome

Autistic
Spectrum
Disorders

Di George's
Syndrome

Visual
Impairment

Hearing
Impairment

Down's
Syndrome

ADHD/ODD

Attachment
Disorder

Learning
Difficulties

Speech,
Language and
Communication
Difficulties

Sensory
Processing
Difficulties

Epilepsy

Social and
Emotional
difficulties

Diabetes

As an inclusive school we do not seek to closely define the SEND needs for which we will make provision. However, historically we have had success in providing for a wide range of needs included above.



IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SEN

Analysis of data/Pupil Achievement Discussions (PAD)

Discussion between Class Teacher/SENCO/Intervention Teacher/Parent or Carer

Stage 1

Inclusive quality first teaching

Differentiation

Class based assessment and monitoring

Provision Map

Individual Assessment

Identification of learning gaps

Small group/focussed support in class

Tracking progress over time

Individual Provision Plan (IPP)

Regular reviews of IPP's

Stage 2

Referral for additional intervention (Cause For Concern)

Provision Map

Assessment for intervention

Involvement of an outside agency

Small group support via intervention.
Specified end

Intervention logs to assess and monitor progress

Assess/plan/do /review cycle

Significant, severe and sustained need

Request for High needs Funding

Stage 3

Further consultation with parents or carers/SENCO etc

Observation by SENCO/Specialist Teacher/Intervention Teacher

Individual 1:1 support (taught by specialist/intervention teacher or 1:1)

Consideration for EHCP

Highly personalised interventions

Assessment For All

Annual Reviews for EHCP

**HOW WILL THE CROYLAND PRIMARY SCHOOL
TEAM MAKE SURE YOUR CHILD MAKES
PROGRESS?**



HOW WILL WE ASSESS YOUR CHILD?

REVIEWING PROGRESS OF CHILDREN WHO NEED ADDITIONAL SEND SUPPORT

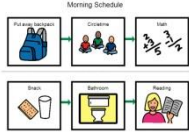
- 1. Pupil Achievement Discussions**
- 2. School's tracking system (iTrack)**
- 3. Termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil).**
- 4. Termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.**
- 5. Termly consultations with Intervention Teachers about progress made and a review of the impact of the intervention on the pupils.**

REVIEWING PROGRESS OF CHILDREN WHO HAVE AN EHCP

- 1. All of points 1-4 and in addition:-**
- 2. AFA –(Assessment For All) Progress Tracking (where relevant)**
- 3. Termly reports sent to parents highlighting progress using AFA**
- 4. Annual review of Education Health and Care Plans as prescribed in the SEND Code of Practice (September 2014)**

WHAT SPECIALIST EQUIPMENT AND FACILITIES

CAN YOU OFFER MY CHILD?



Visual
systems
And
schedule
s

Sensory
Circuits

Sensory
resources

Reading
Intervention

Blue
Room
(Soft
play)

Green
Room
(relax)

The
Hub

Individual
workstations

1:1
support

Colourful
Semantics

Bi-lingual
resources

Meet
and
Greet

Dyslexia
toolkit

Daily
access
to SALT
support

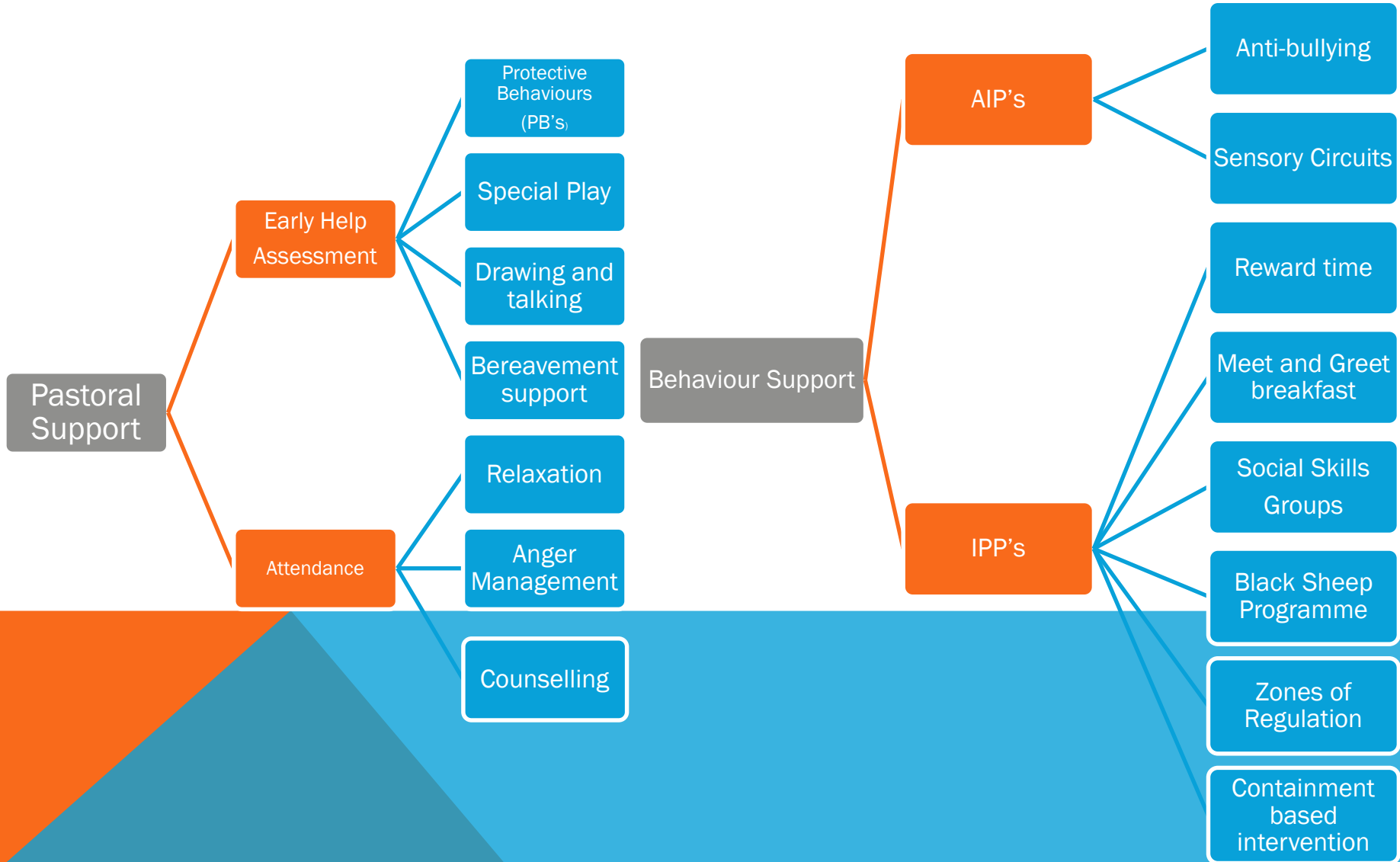
Sensory
Boxes

1 Page
Profiles

Communication
boards

Blanks
Levels

HOW WILL WE IMPROVE YOUR CHILD'S SOCIAL AND EMOTIONAL DEVELOPMENT?



WHO DO I CONTACT IF I HAVE CONCERNS ABOUT MY CHILD?

Assistant
Head of
Inclusion
(SENCO)

Mrs Karen Jeffs
01933 224169
kjeffs@croylandprimary.org.uk

Ethnic
Minority
Achievement
Co-ordinator

Mrs Jenny Fyffe
01933 224169

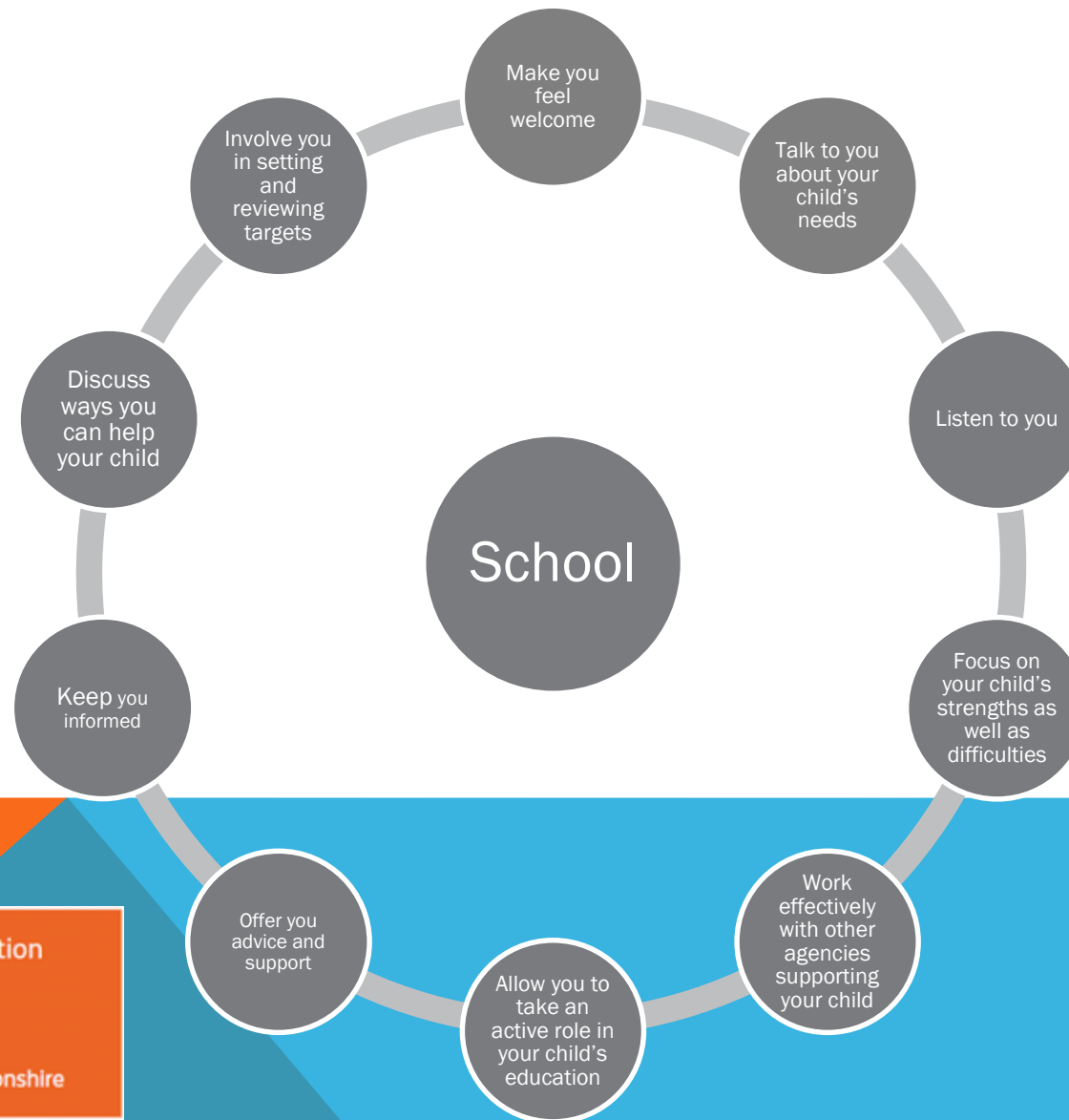
Designated
teacher for
Looked After
Children

Mrs Lisa Carroll
01933 224169

Designated
teacher for
children with
medical
needs

Mrs Francesca Jardine
01933 224169

HOW WILL THE SCHOOL WORK WITH ME TO HELP MEET MY CHILD'S NEEDS?

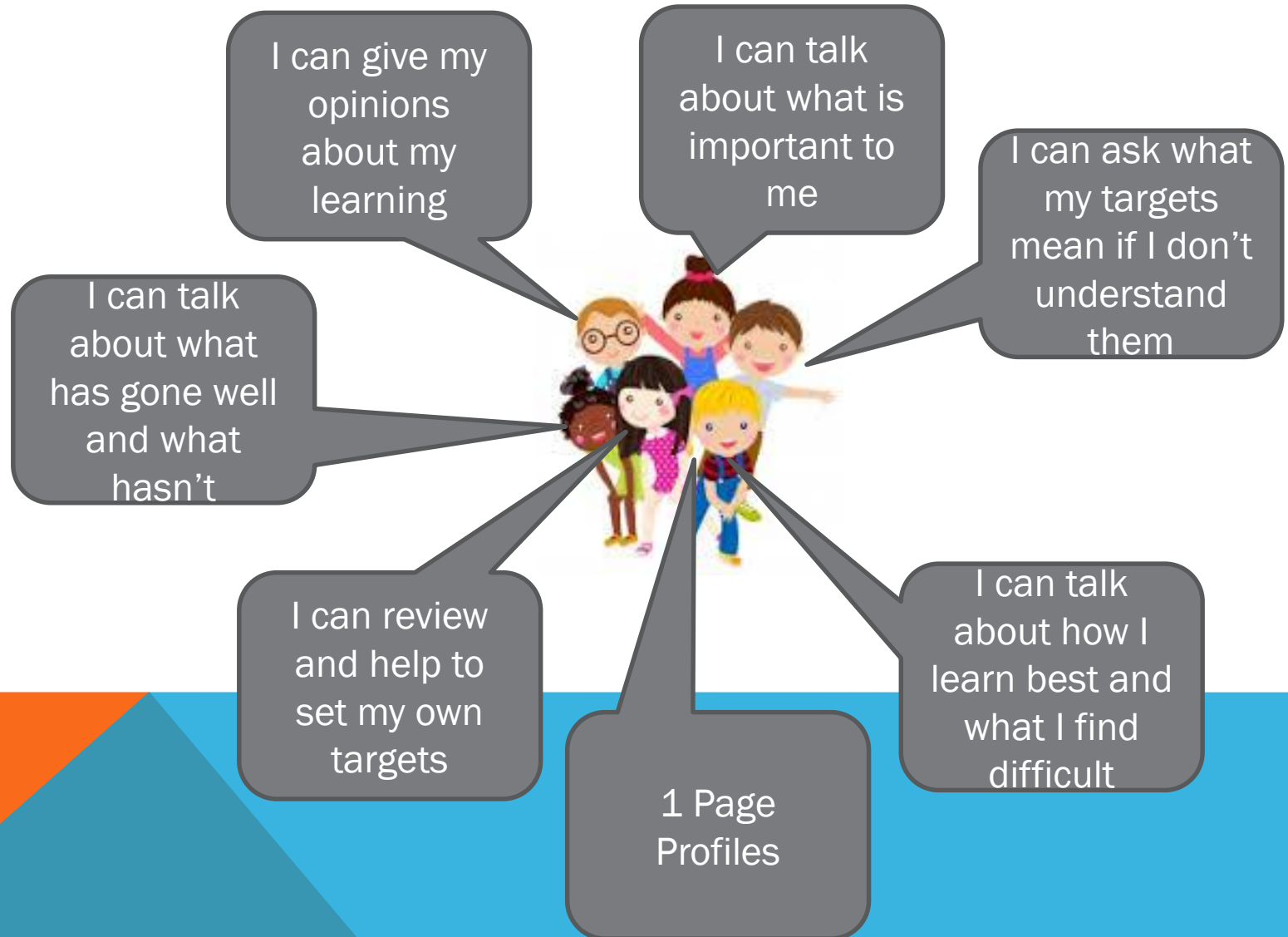


Information
Advice
Support
Service

for SEND in Northamptonshire



HOW IS MY CHILD INCLUDED IN SUPPORTING THEIR OWN NEEDS?



WHAT IF I AM NOT HAPPY ABOUT THE SUPPORT AVAILABLE FOR MY CHILD?



Complaints Procedure

Governor

(Mrs Valerie Anslow)

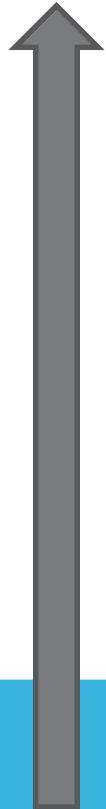
Headteacher

(Miss Lucy Deakin)

Assistant Head SENCO

(Mrs Karen Jeffs)

Class teacher



WHO CAN ELSE CAN I CONTACT TO SUPPORT MY CHILD WITH SEN?

Educational Inclusion Partnerships :
Contact number : 0300 126 1000
<https://www.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/pages/attendance-and-behaviour-support-for-parents.aspx>

Virtual School for Looked After Children :
Contact number : 0300 126 1000
www.northnorthants.gov.uk/virtual-school

Educational Psychology Service : Contact
Number : 01604630082
www.northnorthants.gov.uk/educational-psychology-service

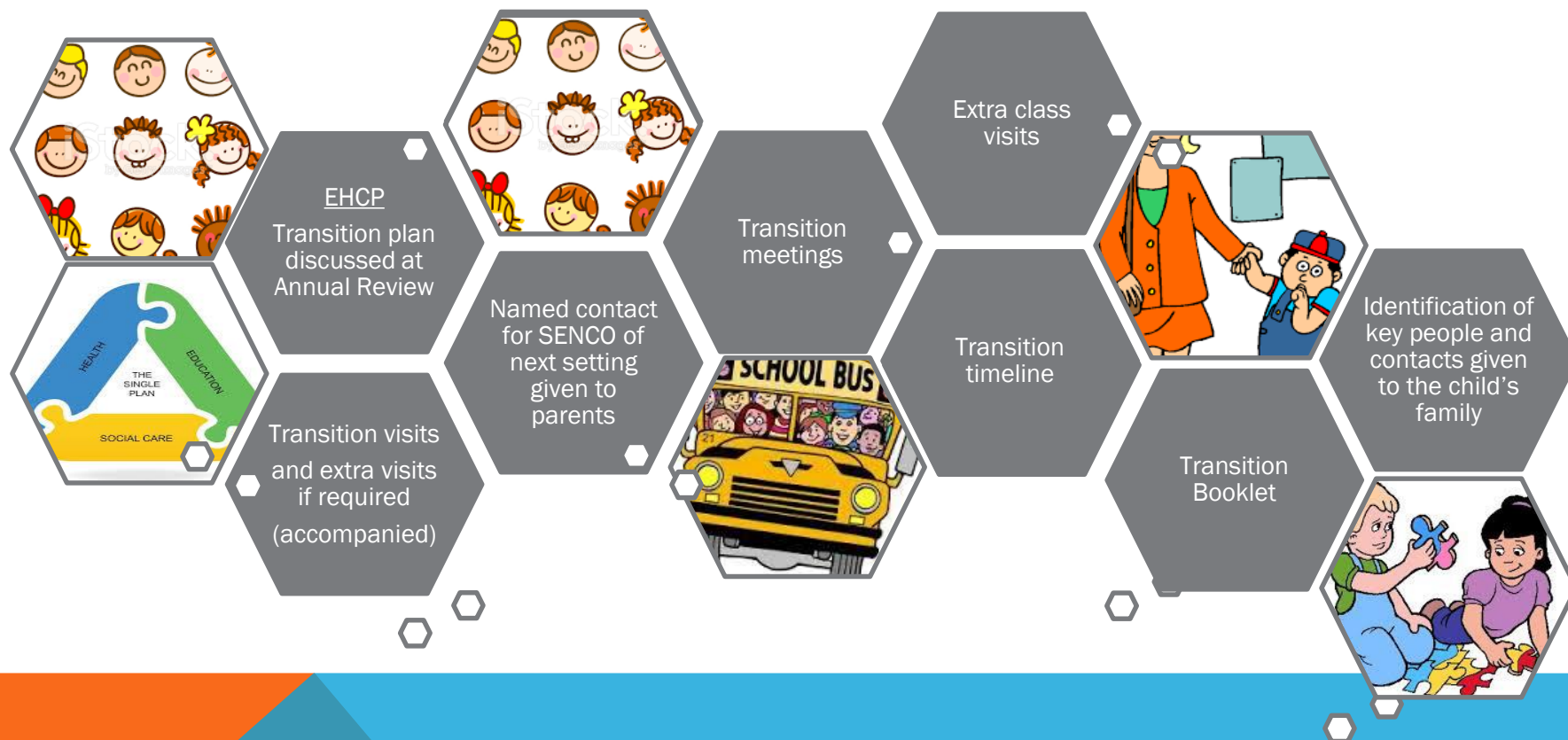
Information Advice and Support Service
(IASS) : Contact Number : 01604 636111
www.iassnorthants.co.uk

Local offer

www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/Pages/default.aspx

Primary Behaviour Outreach Support
(Kings Meadow Team or Maplefields
Team) : Contact numbers Kings Meadow
01604 773730. Maplefields 01536
409040
[Maplefields Training & Development -
SEMH Outreach for North Northants
\(maplefields-td.org.uk\)](http://Maplefields Training & Development - SEMH Outreach for North Northants (maplefields-td.org.uk))

HOW WILL THE SCHOOL SUPPORT MY CHILD WHEN THEY ARE READY TO MOVE ON?



WHAT IS THE LOCAL OFFER?

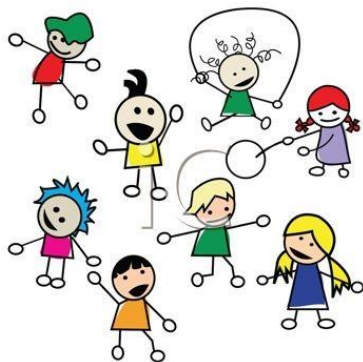


A one stop shop of all the services available for children and young people with special educational needs and disabilities.



Click Here

[Croyland Primary School - Local Offer \(northamptonshire.gov.uk\)](http://northamptonshire.gov.uk)



SEND INFORMATION REPORT FOR PARENTS/CARERS

PLEASE VISIT OUR WEBSITE FOR A FULL VERSION OF
THE SEND INFORMATION REPORT WHICH IS
INCORPORATED INTO OUR INCLUSION POLICY