



Be Ready, Be Respectful, Be Safe – To believe, achieve, succeed together’.

This is firmly rooted in Christian values. We look to Jesus as our guiding light. He inspires us to live out our Christian values and strive for excellence in all we do; celebrating life in all its fullness. Jesus said 'I have come that you may have life in all its fullness' (John 10:10). He calls us to a full life in mind, body, heart and spirit.

Special Educational Needs and Disability Information Report – January 2024

At Crougton All Saints C of E Primary School, we aim to:

- Create a happy, supportive and safe environment for children.
- Set high expectations to enable children to become motivated, enthusiastic, independent learners.
- Encourage children to value their own and others' successes.
- Encourage children to form strong bonds and friendships, enabling them to work as a team with a range of peers.
- Inspire curiosity and challenge children in their thinking, encouraging them to have a 'can-do' attitude and to strive for continuous improvement.
- Treat children and others fairly, and with dignity and respect, to maintain an inclusive school culture.
- Foster self-discipline and independence, teaching children to make good choices and take responsibility for their actions.
- Promote opportunities to adopt a healthy and active lifestyle, enabling children to take this knowledge into their future.
- For children to show kindness, care and concern, and exercise goodwill toward others

We are an inclusive mainstream Local Authority Church of England Primary School that fully complies with the requirements outlined in the Special Educational Needs Code of Practice. We trust this information report below, together with our SEND policy, provides you with details of our inclusive approach at Crougton All Saints C of E Primary School. This report is updated annually.

The Kinds of Special Educational Needs that are Provided for

Our staff receive training and all of our teachers hold Qualified Teaching Status. A designated member of the teaching staff has the responsibility of co-ordinating SEN provision (SENCo). The SENCo, Miss Hannah Curtis, can be contacted via the school office on 01869 810 727 or using the email: senco@croughtonschool.co.uk

Teachers are supported in planning for learners who may have difficulties with:

- Communication and interaction needs; this includes speech, language and communication difficulties including autistic spectrum conditions
- Cognition and Learning needs; this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia
- Social, Emotional and Mental Health needs; this includes children who struggle with anxiety or Attention Deficit Hyperactivity Disorder (ADHD).
- Sensory and/or Physical Needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning.

We aim to ensure that all staff working with pupils who have SEN possess a working knowledge of their difficulty as well as access to specialist advice and training if necessary to help them support pupils they teach to access the mainstream curriculum.

We make reasonable adjustments to our practices in order to comply with the Equality Act (2010).

How do we identify and give extra help to children and young people with SEND?

All schools and academies are required to identify and address the special educational needs of the pupils that they support.

They must:

- use their best endeavours to make sure that a child with SEND gets the support they need - this means doing everything they can to meet the child or young person's special educational needs
- ensure that children and young people with special educational needs or disabilities engage in the activities of the school alongside pupils who do not have special educational needs or disabilities.

SEN support in school has 4 stages:

Assess - Identifying a child as needing SEND support after carrying out clear analysis of the pupil's needs. This may look like observations and assessments within the class setting, parental and teacher discussions, discussions with the SENCo or identifying a need to seek support from outside professionals, for example.

Plan, Do, Review - Having identified the need, we match provision to the needs of our children. Our SENCo monitors the impact of additional support through regular meetings and tracking of pupil progress and shares this information with the Governors regularly. Our SENCo and class teachers track children's progress on a termly basis. We track the progress of all our learners and as professionals, we regularly discuss any concerns we have as well as celebrate achievement. If a child moves on, we will share this information with their new setting or school.

If a child has a medical need that is not a special educational need the school will also implement a health care plan.

How do we communicate with the parents and carers of children with SEND?

We will always contact parents if we have a concern that a child may have a special educational need. We work closely with children with SEND and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this by:

- Parents Evening appointments twice a year.
- Additional Pupil Profile review meetings three times a year.
- Using email or home/school communication books where appropriate.

At Croughton All Saints C of E Primary School we also have a rota system in place meaning that class teachers are available for short discussions at least twice a week at the beginning of the day, and are responsible for dismissing their classes most afternoons too. Each class also has an independent email address. We believe in developing strong home/school links and have a culture that celebrates differences and diversity.

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Our Arrangements for consulting young people with SEN and involving them in their education

Our SENCo and class teachers, through regular progress reviews, seek to identify children making less than expected progress given their age and individual circumstances, or who are not engaging in their learning. Parents are invited to share any concerns with staff. We aim to identify reasons why a child may be struggling with their learning.

With teacher and parental discussion (and pupil discussion if it is felt appropriate for their age) additional intervention will be provided if it is felt that a child may have special educational needs. These needs may be identified using a range of in house assessments and observations, or outside professionals may also be involved. This is always with parental consent.

Children with an Education Health Care Plan (EHCP) will be invited to attend their Annual Review if appropriate.

Pupils with Disabilities

We will strive to support any pupils with disabilities, whether this is a physical disability or an unseen disability, such as a hearing impairment. Reasonable adjustments and provision are tailored to each unique child within our budget. Our Accessibility policy is on our school website.

Arrangements for Assessing and Reviewing Children's Progress Towards Outcomes

Individual SEN Pupil Profiles are shared with parents, detailing the support provided for the term. Children's attainment and progress will also be shared with parents.

As appropriate, school may seek the support of external agencies including; CAMHS, Educational Psychologists, behaviour support, Speech and Language, Occupational Therapists and Communication and Interaction Support. This support is only sought after agreement with parents.

The Approach to Teaching Pupils with SEN

The SENCo leads on inclusive practice. She meets with staff regularly and reviews the progress of children on the SEN register to identify any additional support needed. Additional support or interventions are reviewed each term in order to monitor their impact and to adjust them as needed.

At Croughton All Saints C of E Primary School we recognise that the quality of teaching within the classroom at a universal level is the greatest influence over children's progress and we therefore invest in training to ensure our classrooms are an inclusive place to be.

We adopt a graduated approach to meeting the needs of all pupils through quality first teaching and our staff make reasonable adjustments to help include all children, not just those with SEN. For example, all staff are encouraged to use communication friendly strategies, such as visual timetables and now and next boards. Our classrooms are sensory friendly environments.

At Croughton All Saints C of E Primary School we provide a broad, balanced and challenging curriculum to meet the needs of all learners. Reasonable adjustments are made to accommodate all learning methods in order to include all learners. Staff adapt tasks, resources and support to enable access to the curriculum, however, the high expectations and aspirations for all pupils remain high. In addition, we liaise with external agencies such as speech therapists and Educational Psychologists to deliver individual programmes of support in school, as recommended by the multiple professionals with whom we work.

We use targeted intervention programmes including Toe-by-Toe, Colourful Semantics, Lego Therapy and Power of Two to support learning and understanding, and are also able to provide Drawing and Talking, Speech and Language Support and Social Stories. Continued support ensure the school continues to develop its inclusive ethos and training needs are identified dynamically throughout the year.

How do we know if SEN provision is effective?

We review the needs of the learners within the school and endeavour to put in place provisions in order to be able to cater for these needs. Our budget is carefully aligned to individual needs and our School Development Plan. Some of the funding the school receives may go towards funding training so that in-house provision is based on quality first teaching and support.

The progress of all children is tracked throughout the school during assessments throughout the year. This progress is then discussed as part of Pupil Progress meetings between teachers and the Headteacher and/or SENCo. SEN provision is also included in the school's annual monitoring cycle and includes monitoring the quality of Pupil Profiles, observations of intervention groups and learning walks specific to SEN. When we run intervention programmes for groups of children we assess how successful they have been and use that information to decide on how best to run them in the future.

Assessments can be run by qualified members of staff using standardised assessments including a Lucid Rapid Assessment. It may also be relevant to use assessments such as a Strengths and Difficulties questionnaire.

In addition, for children with SEN we regularly review progress towards agreed outcomes assessing whether the support that has been in place has made a difference and what we need to do next. The SENCo and the Governor for SEN meet three times a year. As well as summarising the needs and numbers of children at SEN support level the meeting evaluates the success of the education that is provided for pupils with SEN.

Inclusion of SEN Pupils Within School Life and Activities Outside of the Classroom

The SEN policy promotes involvement of all our learners in all aspects of 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 discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs. Steps are taken to prevent children with SEN being treated less favourably than other children and some examples of these are:

- Global Citizenship - celebrating and recognising differences
- Promotion of SEN awareness weeks e.g. National ASD awareness week
- Celebration and recognition of all achievements in class and assemblies
- Effective adaptations in the classroom
- Inclusive sporting opportunities
- Practical and hands on learning opportunities
- Personal Development opportunities
- Focus on an ethical, diverse and values driven curriculum

As needed, additional staff may accompany school trips so that learners with SEN can attend, in accordance with the Equalities Act 2010. Risk assessments are completed to ensure all reasonable adjustments are provided which will enable individual needs to be catered for on a trip. Social stories will be created as appropriate and parents will be aware of the content of trips in order to help to prepare and support their child. Registers are taken for all school activities and we actively monitor the engagement of learners across the school.

What do we do to Support the Emotional and Social Development and Wellbeing of Children with SEN?

At Croughton All Saints C of E Primary School the children play an important role in decision making on issues that affect the children themselves. We value the

opinions and suggestions the children make and have our School Council as an avenue for this. A new council is formed each academic year and is made up of representatives from each year group from Y2-6. The council holds fundraising events for projects at school and local and national charities. They take part in leading assemblies, where they share information with the whole school. School councillors develop skills such as confidence, communication and negotiation, whilst representing the views of their peers, raising awareness and making a difference to their school environment.

We listen to the views of children with SEN through the pupil comment section on the Pupil Profile that is filled in with the child or independently before a review meeting.

At Croughton All Saints C of E Primary School our ambition is to 'Believe, Achieve, Succeed Together' and our School Christian Values are integral in achieving our vision. The six school values are:

- Charity
- Respect
- Love
- Forgiveness
- Justice
- Courage

We believe that these values help us to focus on both academic, but equally as important, the holistic development of our pupils. Including all pupils in activities to develop these strands within the curriculum endeavours to develop positive mental health and wellbeing. Our school Mental Health and Well-being Policy can be found here: <https://www.croughtonallsaints.northants.sch.uk/policies/>

As a school, we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. We believe that all governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is and should know what the school policy is on bullying, and follow it when bullying is reported. All pupils and parents should be aware of what the school policy is on bullying, and what they should do if bullying arises.

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. All members of our community will be listened to and taken seriously. Everyone has the right to enjoy and achieve in an atmosphere that is free from fear. We ensure that all incidents of bullying are recorded and appropriate use is made of the information, where appropriate sharing it with relevant organizations, providing support and education for both the victim and the bully in order to affect future behaviour.

We help to prevent bullying of pupils with SEN by providing awareness and training to all school staff on the understanding of our anti-bullying policy, procedures and responsibilities. We regularly review school policies and ensure that all our pupils are protected from discrimination and bullying on the grounds of disability. Our PSHE curriculum supports this learning, and during the year Anti-bullying and E-Safety lessons are taught, as relevant to the children's age and to support the emotional and social wellbeing of all our pupils. Our Anti-Bullying Policy can be found here: <https://www.croughtonallsaints.northants.sch.uk/policies/>

We wish for all children to develop an understanding of their emotions and to build a bank of tools to support self-regulation. All children are explicitly taught about 'Zones of Regulation' and have mindfulness activities timetabled into their school day. Each class has a collection of physical resources to aid self-regulation. In 2024 the school invested in the 'Commando Joe's' scheme of work, which focusses on further developing our coverage of 'character education'.

Involvement from Other Professionals in Supporting SEN Pupils and Their Families

When a child has specific needs, further to their educational needs, we may ask for the support and advice of outside professionals. Parents are invited to attend meetings with the professionals, where relevant.

We have established relationships with and work collaboratively with external partners to improve the outcomes for all pupils. These include:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- School Nurse
- Communication and Interaction Support
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist Teaching and Advisory Services

Further information about the West Northamptonshire Local Offer can be found here: <https://www.westnorthants.gov.uk/local-offer>

We always discuss the involvement of specialist SEND services with parents/carers first. We also work with other services and organisations that are involved with a family, with the family's permission.

Admissions for Pupils with SEN

We encourage all new children to visit the school before starting. For children with SEN, where possible, we have planned transition meetings with the previous school to ensure that we are well prepared to meet the additional needs of the child starting at our school. Where possible and applicable, we would plan staged transition visits with key members of staff to see the child in their current setting as well as visiting and spending time in our school.

Children with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHCP, unless it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or the attendance of the child would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

We begin to prepare young people for transition into Year 7 by inviting a representative from the chosen secondary school to the Pupil Profile review meetings during the Summer Term of the Year 6 year. A transition programme for children with SEN who are moving to secondary school is carefully planned to ensure that they are appropriately prepared, independent and confident for their transition into Year 7.

Arrangements for Supporting Pupils Starting in Reception or Nursery

Induction is important to us and we invest time in welcoming our youngest learners in a way that encourages them to feel a part of our setting. Each year we have an

induction programme for all children new to our nursery or reception provision in September. As part of this process we include:

- Home/nursery visits for children
- Consultation with parents about children's needs and interests
- Induction meetings held for new children and/or parents
- Information sharing between professionals and parents.

We have developed links with our feeder pre-school(s) and spend time meeting our new children in these settings before they start school in September.

For children with complex needs, a transition review with parents and agencies involved can be arranged to ensure a smooth transition. A transition plan is then agreed together.

When pupils transition between schools

If a child enters our school at the start or midway through an academic year from another school, then a transfer meeting will take place over the phone or in person. Files will be transferred between schools to ensure information is shared. If required, a meeting will be arranged with the parents/carers, SENCo and/or class teacher to discuss the needs of the child and the provision required. If needed, the child may have a period of transition to ensure they settle well. The SENCo makes contact with the external agencies involved (if applicable) to ensure support continues in our setting.

Arrangements for Handling Complaints from Parents of Children with SEN

In the first instance if a parent has a concern, they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage, then the SENCo or Headteacher may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue.

Where a resolution between the parent and school cannot be reached then the parent should contact the school's Governing Body.

Contact Details of Support Services for Parents of Pupils with SEN

The local offer for SEN and Disability (SEND) brings together information about education, health and care services for children and young people from 0 to 25 with SEND. Further information about the Local Authority's Local Offer can be found at: <https://www.westnorthants.gov.uk/local-offer>.

Northamptonshire IASS provides information, advice and support on matters relating to children and young people with special educational needs and disabilities. The service is offered to parents and carers of children and young people aged between 0 and 25 years old.

IASS provides free, confidential, impartial advice and helps parents play an active and informed role in their child's education.

A link to IASS (Information Advice and Support Service) can be found here:

<https://www.westnorthants.gov.uk/directory/local-offer/fa729721-c114-49c5-a914-365ead589d5c>

Our school SENCo is Miss Hannah Curtis, who can be contacted via the school office on 01869 810 727 or using the email: senco@croughtonschool.co.uk

Our school Designated Safeguarding Leads are Mrs Sarah Smith (Headteacher), Mrs Kaye Green (School Business Manager) and Mrs Joanne Connor (Senior Teacher).

Our Governors with responsibility for SEND is Claire Barrett.