

# SEN Information Report

## Crook Primary School

May 2024

To be reviewed September 2025

## **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** (referred to as **CoP** throughout this report).

Links to the legislation:

Children and Families Act 2014

<https://www.legislation.gov.uk/ukpga/2014/6/section/69>

SEND Code of Practice 2015

[SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/SEND_Code_of_Practice_January_2015.pdf) (publishing.service.gov.uk)

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)

## **1. 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.

## **2. 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-** Children and young people with these needs have difficulty in communicating and/or interacting with others. This includes pupils with Autism Spectrum Condition and those with Speech, Language and Communication Needs.
- **Cognition and Learning-** Cognition and learning needs are defined as 'support for learning difficulties when children and young people learn at a different pace than their peers,' even with adapted support (CoP, 2015, p97). 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-** 'Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided' (CoP, 2015, P98) . This includes pupils with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

### 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 SEND 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.

### 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

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- Kathryn Bunce – SENDCO  
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- Susan Kitching - SEN link Governor

### **3. SEN Provision**

Within our school we have identified a range of needs. We have identified the following primary needs as of May 2024:

<b>Special Need Type</b>	<b>Number of Children</b>
Communication & Interaction	29
Social, Emotional, Mental Health	13
Cognition and Learning	38
Physical and Sensory	0

Twice annually we contribute these numbers to the Census.

Currently (academic year 23/24) 21% of the children in School are listed on the SEN register.

Our current percentage of children with ‘high needs’ within school is **6%**.

We currently have **3** children with Education, Health and Care Plans in school.

### 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 to 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.
- We ensure diversity is celebrated, and teach character traits to ensure all children treat each other equally.

### How we identify, assess and review children 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.

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. This will help to inform the teacher of the 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 carers 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, children are added to the SEN register, supported with a Support Plan, or added to the monitoring register which outlines their needs and provision to meet these needs. In EYFS, this may take the form of a short note shared with parents. All of 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.
- Funding applications are made to support pupils.
- Parents/carers 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 with the SENDCO 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".

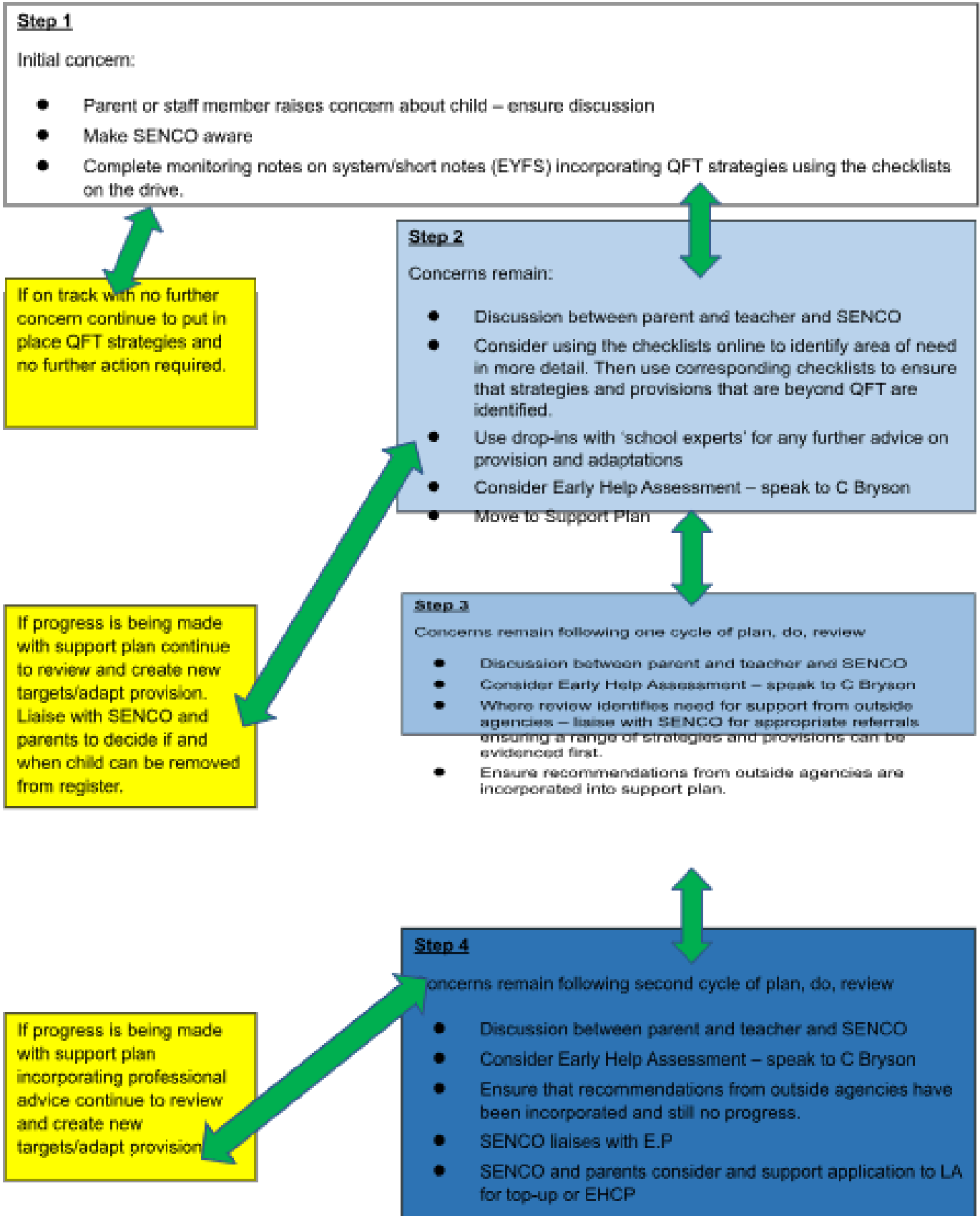
- Assess - use assessment information, classroom observations, discussion with parents and screening tools in order to assess a child's special educational needs.
- Plan- use the Planning Tools, specialist advice and input from parents/carers, staff and the child to plan the provision to meet the child's aspirations and agreed outcomes.

- Do – ensure that provision is in place in order to help the child achieve outcomes related to their area of need.
- Review– in collaboration, the child, teacher, parents/carers 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 Plan (EHCP) (Ref CoP, 2015, P142).

## Steps to be taken to support children with SEND

Children may move up and down the flowchart. Where concerns raised are high it may be appropriate to move straight to step 3.





### How we support pupils with SEN, and adapt our curriculum and learning environment

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.
- Additional support for pupils with the highest need.
- Small group work with TA.
- One to one recap time with TA.
- Group interventions for social skills, emotional resilience, number, reading strategies, fine motor skills, etc.
- Differentiated work and resources.
- Peer reading.
- Adaptations to the environment.
- Use of resources and adapted facilities/assistive technology, such as headphones, computerised testing, fidget toys.
- Access arrangements for National Tests.
- 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.
- Appropriate toileting and accessibility facilities.
- Staff training on SEN, early identification, planning inclusive lessons and creating an inclusive environment, support strategies and more.
- Regular staff meetings in order to ensure that all teaching staff are aware of and sensitive to 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.
- Work with other staff within school such as the Emotional Wellbeing Lead, attendance manager and Health and Medical Needs leader to ensure that all needs are met.

### 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. Miss Bunce 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 work looks to ensure that children are receiving appropriate provision.
- Termly (or sooner if necessary) reviews of support plans with teachers, SENDCO, parents and children.
- Performance management and data progress meetings for staff.

## **4. Support for Emotional and Social Development**

The Social and Emotional Development of our children is especially important to us here at Crook Primary School. We are highly attuned to the wellbeing and holistic emotional development of all of our children at Crook Primary School. Miss Bryson is our Emotional Wellbeing lead and offers support to children who need it. We believe in fostering nurturing relationships with every child in our school and staff ensure that this supportive 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 Emotional Wellbeing lead who seeks to support the social and emotional development of vulnerable children, and who offers soft starts to support with transitions into school.
- We develop the social and emotional skills through explicit teaching, so that they can support themselves and their peers.

- 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.

### **5. Children Looked After with SEN**

At Crook Primary School the Designated Teacher for Children Looked After is Louise Sheffield. Mrs Sheffield and Miss Bunce work closely and collaboratively 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 meeting the needs of Children Looked After with SEN can have an impact on their wellbeing and the success of their placement. We actively work with all agencies and carers in order to support a child looked after with SEN, ensuring appropriate information is shared with all parties in a confidential manner.

Children Looked After with SEN are supported with SEN Support Plans which are shared with appropriate parties and reviewed in line with timescales. Children Looked After 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, depending on need. Where an EHCP assessment is needed, this will be done in a timely manner.

### **6. 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 SENDCO and staff at these setting
- New parent afternoons at which the SENDCO 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.

## 7. SEN Specialist Expertise

### SENCO and Staff Expertise

**Miss Bunce** is our SENDCO. She can be contacted on 01388 762400 or [sen@crookprimaryschool.org.uk](mailto: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 pupil looked after 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 SENDCO and the SLT at termly data meetings and annually at Performance Management meetings. The SENDCO 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 early career teachers (ECTs) and new members of staff.

We recognise that new members of staff, students and ECTs 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 <http://www.durham.gov.uk/localoffer>

### How specialist expertise is secured

Each year school is allocated a budget to support children with SEN. In 23/24 the SEN notional budget is £201,495. 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 and to provide support for children through additional staff. This is not exhaustive and the funding is used to meet the needs of individual pupils.

## **8. 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 SENDCO
- Opportunities for parents/carers to come into school to discuss the support for their child or any concerns they may have
- 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/SENDCO.

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
- Ask for parental feedback continuously and provide in house feedback forms as well as the opportunity to email suggestions and feedback to the SENDCO [sen@crookprimaryschool.org.uk](mailto: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.

### **9. 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](mailto:sen@crookprimaryschool.org.uk)
- Completing questionnaires sent out by SENCO and by SLT
- Welcoming telephone calls or emails
- Having termly meetings with SENCO; these can be either by telephone or in person.

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 SENDCO or Headteacher
- If matters are unresolved, further information and advice can be sought from SENDIASS <http://www.durhamsendiass.info/>  
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 SENDCO 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.

### **10. Key Policies**

Throughout this document various policies have been referenced. These policies can be found at <https://www.crookprimary.org.uk>

- 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