Special Educational Needs (SEN) Information Report

Crudgington Primary School

Crudgington Primary
A LEARNING COMMUNITY TRUST ACADEMY

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy on the school website:

Special educational needs and disabilities (SEND) - Crudgington Primary

If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

At Crudgington Primary School, we strive to create a sense of community and belonging for all our children. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation. Pupils with SEND are given access to our full curriculum through specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual. The school curriculum is regularly reviewed by our Senior Leadership Team (SLT) to ensure that it promotes the inclusion of all pupils. This includes learning out the classroom. Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. This policy should, therefore, be read alongside our Policy for Equal Opportunities. Children who make slower progress will be given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the parents/carers and children in working in partnership with our school.

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment

	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?



Mrs Gharu
Head Teacher
SENCO
Designated Safeguarding Lead



Miss Sarah Parry
SENCO Assistant
Teaching Assistant/ Cover Supervisor
TalkBoost Practitioner
Contrastive Pairs Practitioner



Mrs Flynn-Gamble
Mindfulness Practitioner
Literacy Pathway Practitioner
TalkBoost Practitioner
Teaching Assistant



Mrs Morris
ELSA Practitioner
Teaching Assistant

SEND Link Governor
Rhianon Leach

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Gharu and SENCO Assistant is Miss Parry

Mrs Gharu is working towards achieving the National Professional Qualification in Special Educational Needs Co-ordination.

They are allocated one afternoon a week to manage SEN provision and are contactable through the SEND email address: send.crudgington@lct.education

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO's to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of 4 TAs, including 1 higher-level teaching assistant (HLTAs) who are trained to deliver SEN provision.

We have 3 teaching assistants who are trained to deliver interventions such as mindfulness, TalkBoost, ELSA and Contrastive Pairs.

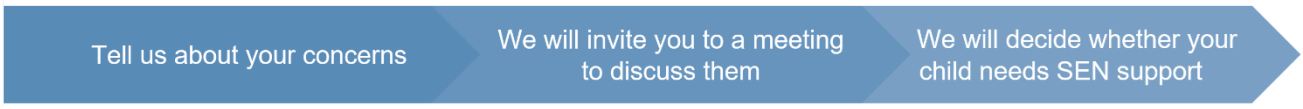
In the last academic year, TAs have been trained in TalkBoost and Literacy Pathway.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists (EP)
- Occupational therapists
- GPs or paediatricians
- School nurses
- Learning Support Advisory Team (LSAT)
- Education welfare officers (EWO)
- Social services and other local authority (LA)-provided support services

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher. You can contact them through Class Dojo or speak to them at the door during drop off or collection to arrange an appointment to discuss this further. Alternatively, you can contact Mrs Perrin who will book you an appointment with your child's class teacher.

They will pass the message on to one of our SENCO team, Mrs Gharu or Miss Parry, who will be in touch to discuss your concerns.

You can also contact the SENCO directly using the SEND email address: send.crudgington.lct.education

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil an intervention to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician. The school will follow recommendations provided by experts and healthcare professionals.

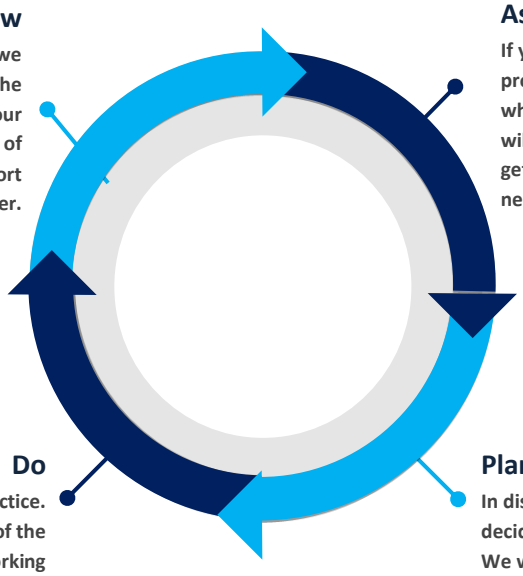
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you and the class teacher to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and interventions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress each year.

Your child's class teacher will meet you at least twice a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you so that we can build a better picture of how the SEND support we are providing is impacting your child.

If your child's needs change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher either through Class Dojo or book a meeting with them via Mrs Perrin.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff
- Complete a pupil voice conversation with the SENCO

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child. We also have an accessibility plan in place that can be accessed https://crudgington.lct.education/wp-content/uploads/2025/03/Accessibility-Plan.-2024-2025.pdf

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when required
- Teaching assistants will support pupils in small groups when required

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Calm Corners
	Speech and language difficulties	Talk Boost Contrasting Pairs
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays Doodle Learning
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Calm Corners
	Adverse childhood experiences and/or mental health issues	Mindfulness ELSA School Counsellor
Sensory and/or physical	Hearing impairment	
	Visual impairment	

	Multi-sensory impairment	
	Physical impairment	

These interventions are part of our contribution to Telford and Wrekin's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks or at the end of every half term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

Additional school resources will be funded through the SEND allowance that is provided with EHCP funding if your child has an EHCP. If your child is receiving school support for SEND this will be funded through school budget in the first instance as the interventions are in house. The Governing Body allocates funding annually to purchase additional services to support our SEND team such as Educational Psychology and Learning Support Advisory Team. Our staff also work closely with Health and Social Services, when there is a specific need, and we actively engage with voluntary organisations such as IASS (The Information, Advice and Support Services which supports parents of children with Special Needs) and the NSPCC.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast and wraparound clubs as well as after-school clubs from football, cricket, Art and Lego clubs.

All pupils are encouraged to go on our school trips, including our residential trips to Ironbridge (Year 2) and Arthog (Years 5 & 6)

All pupils are encouraged to take part in sports day, sports festivals and curriculum-based workshops throughout the year.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Crudgington Primary ensures that the admissions process is fair for pupils with Special Educational Needs (SEN) or a disability through several key provisions within its admissions policy:

1. **Priority for Pupils with an Education, Health and Care Plan (EHCP)** – Any child with an EHCP that specifically names Crudgington Primary will be allocated a place at the school, providing there are sufficient places in the year group. This ensures that children with identified educational needs receive the support they require in a setting suited to them.
2. **Consideration of Exceptional Health Needs** – If a child has exceptional health reasons requiring admission to the school, supported by written medical evidence, they will be given priority. This ensures that children with specific medical needs that impact their education are considered fairly.
3. **Appeals Process** – If a child with SEN or a disability is not offered a place, parents/carers have the right to appeal through the Telford & Wrekin Council's Admissions Team. This process ensures that families can challenge decisions if they believe their child's needs have not been appropriately considered.
4. **Fair and Transparent Oversubscription Criteria** – The school applies clear and consistent criteria for admissions, including prioritisation for looked-after children, siblings, and children in receipt of Early Years Pupil Premium or Pupil Premium. This helps ensure that all applications, including those of children with SEN or disabilities, are assessed equitably.

Overall, these measures support an inclusive and accessible admissions process that considers the needs of pupils with SEN or disabilities while maintaining fairness for all applicants.

13. How does the school support pupils with disabilities?

At Crudgington we support pupils with disabilities through our curriculum and extra-curriculum offer and clear access to the physical environment. We have taken the following steps to ensure all pupils in our school are treated equally:

- Ensured there is disability access to the school through ramp access, disabled toilet and changing facilities and disabled parking bays close to all school entrances.
- We offer a differentiated curriculum for all pupils where our resources are tailored to the needs of the pupils who require support to access the curriculum.
- Our school accessibility plan can be found here and states we will:
  - Actively seek to provide equal opportunities for all to succeed by removing any barriers to access and participation in the learning
  - Work closely with the Sensory Inclusion Service, Occupational Therapy Team and any other external agencies
  - Provide an increasing number of after school clubs that are accessible to all.

14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of many after school clubs that promote teamwork/building friendships such as Lego Club, Mindfulness and Art Club.
- We provide extra pastoral support for listening to the views of pupils with SEN through our ELSA trained member of staff and our school counsellor.
- We run Mindfulness, ELSA and Circle of Friends for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by our behaviour strategy 'SHINES'.

15. What support will be available for my child as they transition between classes or settings?

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule transition days with the incoming teacher towards the end of the summer term
- Create a transition passport with the children that contains information about staff and classroom

Between schools

When your child is moving on from our school, we will share information such as ILP's and interventions that have been carried out with the new setting. We will meet with the SENCO from the new school and pass on information and strategies that have supported learning at Crudgington.

Between phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Attending additional transition days

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Gharu, the designated teacher for LAC, will work to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher in the first instance. Please book an appointment with your child's class teacher to discuss your concerns. If you are not satisfied with the outcome this will then be passed to the SENCO and/or Head Teacher where an appointment will be made to discuss it further. Please see the Trust's complaints policy LCT_Complaints_PolicyProcedure_V1.pdf

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Disagreement Resolution Service contact details:
Tel: 01952 457176
Email: info@iass.org..uk
Website: www.telfordsendiass.org.uk

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Telford and Wrekin's local offer. Telford and Wrekin publishes information about the local offer on their website:

https://www.telfordsend.org.uk/site/index.php

Our local special educational needs and disabilities information, advice and support (SENDIASS) services are:

Telford: https://www.telfordsendiass.org.uk/

Shropshire: https://www.shropshiresendiass.com/

Local charities that offer information and support to families of children with SEN are:

Parents Opening Doors (PODS) Parent Carer Forum: 01952 271532 or 07775342092 or email **info@podstelford.org**.

National charities that offer information and support to families of children with SEN are:

- IPSEA
- SEND family support
- NSPCC

- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages