

# **Crown Wood Primary School**

## **SEN Information Report 2024-2025**

**September 2024**

This report describes Crown Wood Primary School's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

### **Approval and review:**

This report is the responsibility of: Mrs Caroline Winchcombe, SENCO

This report was approved by the Local Governing Body on: December 2024

## **SEN Information Report 2024 – 2025**

### **The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, specific learning difficulties (dyslexia, dyspraxia)
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### **Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We use a range of assessments to identify pupils with SEN, these include behaviour logs (SIMS), standardised scores for reading (and reading comprehension) and spellings. Maths tests are used termly to support teacher assessment in identifying pupils with SEN. These assessments are used in the 'plan, do, review and assess' cycle.

### **Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Provision beyond quality first teaching will be recorded on an individual learning plan and targets set, these will be SMART (specific, measurable, achievable, realistic and time bound). These are recorded on Edukey and accessible to parents online.

Targets are reviewed at least termly with parents in a formal meeting. Reviews are recorded and accessible to parents via the Edukey system.

Pupils with an Education, Health and Care plan share their views at their annual review and work with staff to share their aspirations. This is recorded as part of a PowerPoint, scrap book or in other ways depending on the child. Some pupils attend reviews to share their work verbally.

Coffee mornings are also arranged and the SENCO invites agencies to engage parents and offer additional support beyond the school.

### **Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO and inclusion team to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs (all have access to Edukey and related files about each pupil), the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. Schools using the Edukey system will have all SEN information held on this system transferred electronically.

Pupils who require additional support at transition points will be provided with the following (if needed):

- Transition booklet
- One Page profile
- Additional visits (formal or informal e.g. sending messages from teacher to new teacher)
- Questionnaires
- Meet the teacher

Class/small group or cohort support to manage Year 6 transition (sometimes supported by other agencies e.g. Autism Support Service or our Early mental Health Practitioners)

### **Our approach to teaching pupils with SEN**

Teachers are 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 pupils who have SEN. This will be differentiated for individual pupils. We will also provide the following interventions:

- Group support (within the class)
- Nurture Group support (small group or full nurture)
- Social and emotional support (1:1)
- Frequent reading
- Pre-teaching
- Occupational Therapy support
- Speech and Language support
- Handwriting interventions
- Fine Motor Skills
- Play therapy
- Counselling
- Pets as Therapy

- The Cubbie
- Touch typing
- Forest school
- IDL
- Sensory circuits
- Reading Eggs

### **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Scaffolding our curriculum to ensure all pupils are able to access it, for example, by dynamic grouping, 1:1/ small group work, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **Additional support for learning**

We have teaching assistants in each Year group some of whom who are trained to deliver interventions such as communication groups, OT interventions and those listed in section 5.6.

Teaching assistants will support pupils on a 1:1 basis when they have an Education, Health and Care Plan (EHCP) which states this is a requirement to meet outcomes on their plan or their needs require 1:1 support (this would be part of building evidence for a statutory assessment or to support a pupil whose behavior is unsafe without this support). Others with EHC plans needs can be met through targeted provision carefully planned by the class teacher and SENCO.

Teaching assistants will support pupils in small groups when directed by the class teacher, to support in class or outside of the classroom on specific interventions.

We work with the following agencies to provide support for pupils with SEN:

- Autistic Spectrum Service (ASS)
- Educational Psychology
- NHS e.g. CAMHs, SALT, OT, Physiotherapy, school nursing service
- Support for Learning (SFL)
- Youth Offending Service (YOS)
- Counselling
- Pediatricians
- Child development Center (CDC)
- Early help services
- Children's social care

### **Expertise and training of staff**

Our SENCO has 12 years' experience in this role and has worked in the school since 2005. They are non-teaching and manage SEN provision across the school. Our Headteacher has also completed the SENCO qualification.

We have a team of teaching assistants, including three higher level teaching assistants (HLTAs). We have a Mental Health First Aider. The SENCO and another Teaching assistants who have also completed the Nurture Group Training (Accredited).

In the last academic year, staff have been trained in:

- Executive functioning
- Pegs to paper
- Sensory processing
- Provision planning and mapping
- Meeting the needs of SEN pupils in Maths

- Meeting the needs of SEN pupils in Reading
- Meeting the needs of SEN pupils in Writing

We use specialist staff for Nurture and Mental Health support.

### **Securing equipment and facilities**

Additional equipment can be purchased to support pupils in class (this remains the property of the school) or within the school setting. These are purchased based on recommendation from other professionals or if the SENCO has agreed it as a strategy to support an individual's needs.

### **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions after 6-8 weeks
- Monitoring by the class teachers and the SENCO
- Formative assessment (standardized scores)
- Holding annual reviews for pupils with EHC plans
- Reviewing strategies with professionals e.g. Ed Psych, SALT and ASS
- Boxall profile
- IDL
- SDQs

### **Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after- school clubs.

All pupils are encouraged to go on our residential trip in Year 6 to Rhos y Gwaliau in Wales.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

Pupils are not excluded from taking part in these activities because of their SEN or disability. School staff will liaise with parents and risk assessments of individuals will be completed to identify safety measures for particularly high need pupils. Where risks are too high the Head Teacher will make this decision and parents will be informed.

In some circumstances we are able to access funding via Short Breaks for pupils with SEN to be supported at clubs on a 1:1 basis.

### **Support for improving emotional and social development**

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

- Pupils with SEN are encouraged to be part of the school council (Year 1 to Year 6)
- Pupils who require targeted support for emotional development will have a Boxall Profile completed and this will be an ongoing tool to guide support and assess the impact of support.
- Pupils who are of the highest need may be offered counselling in support of signposted to counselling services externally.
- We promote emotional and social development through Jigsaw.
- Children are encouraged to resolve conflicts together and with the use of Peer Mediation at lunchtimes.
- Nurture staff provide lunch club for pupils who need it.
- Forest school meet and greet for identified pupils a Monday morning.
- Nurture Breakfast for identified pupils.

### **Working with other agencies**

Pupils who do not respond to interventions in school will have a referral to outside agencies for additional support. Outside agencies will come into school to observe pupils, work with them on a 1:1 and consult

with parents and staff. The SENCO or class teacher will (when planned) let parents know who in advance of observations and consultations.

### **Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

### **The local authority local offer**

Our contribution to the local offer is on the Crown Wood School Website. Our local authority's local offer is published here:

<https://bracknellforest.fsd.org.uk/kb5/bracknell/directory/service.page?id=0lcpfeC8N3k&localofferchannel=0>

For further information about the local offer, see Part One section 4.