

GLT Model SEN Information Report

This model report was written by the Assistant Director of Education - SEND and Specialist Provision, in September 2025.

Words in red text are instructions and should be overwritten

Words in blue text have been provided as examples, and should be removed from the final version.
The examples are not exhaustive.

Crown Wood Primary School

SEN Information Report

This report describes our 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 SEND 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.

This report is the responsibility of: SENCO

This report was reviewed and updated on: 14.11.25

This report was approved by the School Governing Body on: **Pending approval from the Governing Body**

**This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the SENCO.*

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If you would like to discuss any concerns regarding your child(ren) and possible special educational needs, please speak with Mrs Caroline Winchcombe in the first instance. Please contact them on senco@crownwoodprimary.co.uk

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 (BROMCOM), Pixl Tests (termly to support teacher assessment), IDL screeners (Literacy), SDQs, Boxall Profile amongst other screeners in identifying pupils with SEN. These assessments are used in the 'assess, plan, do, review' cycle.

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&localoffercannel=0>

SEN Information Report

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1. School Context

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

Crown Wood Primary School is an inclusive primary school that works in partnership with children and their families to support needs across all four broad areas of need:

- Cognition and Learning,
- Communication and Interaction,
- Sensory and Physical,
- Social Emotional and Mental Health.

Any support follows the schools' graduated approach so that pupils, first and foremost, access high quality inclusive teaching within their classes. Where more support is required, pupils will access targeted and specialist support as detailed below. Our greatest area of need is Social Emotional and Mental Health and Speech, Language and communication needs and we therefore have a particular focus on building whole-school and whole-class approaches to support pupils with learning needs.

We have been able to designate two spaces within the school for pupils to access at appropriate times within the day to support their sensory and/or emotional regulation. The Cubbie and Tree Tops (Nurture space).

2. Whole-school approach to inclusive mainstream offer

We are committed to ensuring that all pupils have access to an inclusive mainstream offer alongside their peers, with a focus on maximising children's access to the broadest possible curriculum offer. As part of our generally available provision, all teaching staff receive professional development to build whole-class approaches that support pupils with a range of learning needs. For example, teachers plan their lessons to ensure that any lesson is sequenced in small steps to reduce cognitive load. Teachers will also build in the use of visuals into their resources to support children's understanding of key vocabulary and concepts. Teachers make resources available to the pupils to reference during the lesson to reduce any barriers pupils face due to their working memory. The 'I do, we do, you do' lesson sequence is prioritised for all children so that all children benefit from explicit modelling. All pupils on the SEN register have an Individual Learning Plan (ILP) detailing the strategies/ provisions to prioritise for particular pupils with special educational needs. All staff are required to know which pupils in their class(es) have an ILP and to actively engage in the information so that all staff know which pupils to prioritise for support.

3. Identifying pupils with SEN and assessing their needs

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEN Code of Practice, 2015)

A learning difficulty is a significantly greater difficulty in learning than the majority of others of the same age.

A disability that requires special educational provision is a disability that prevents or hinders the pupil from accessing the educational provision generally provided for others of the same age.

Not all pupils with a disability will be identified as requiring special educational provision. Appropriate reasonable adjustments will be made to ensure we remove or prevent barriers experienced by all pupils with a disability.

Parents/carers are informed when pupils are added to or removed from the SEN register. 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 aspirations of the pupil and their parents/carers. We will use this to determine the support that is needed and whether this can be provided by adapting our core offer, or whether something additional is needed.

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 (BROMCOM), Pixl Tests (termly to support teacher assessment), IDL screeners (Literacy), SDQs, Boxall Profile amongst other screeners in identifying pupils with SEN. These assessments are used in the 'assess, plan, do, review' cycle.

Consulting and involving pupils and parents

We will have an early discussion with the pupil (where appropriate) 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/ ordinarily available 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. Children are invited to discuss their progress towards targets and their comments are added to reviews where appropriate.

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, Video or in other ways depending on the child. Some pupils attend reviews to share their work verbally.

Coffee mornings/afternoons are also planned (half termly) and the SENCO invites agencies to engage parents and offer additional support beyond the school. The Mental Health Support team attend these and also offer consultations at face to face parent consultations (at least once per year).

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, 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 (all pupils)
- One Page profile
- Additional visits (formal or informal e.g. sending messages from teacher to new teacher)

- Questionnaires
- Meet the teacher
- Inset day orientation visit
- Summer Forest school offer
- Postcard/s home in the holiday

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)

4. Our approach to teaching pupils with SEN within the classroom

We support all children, including those with SEND by using high quality teaching strategies which include modeling, breaking information up into smaller 'chunks', repeating instructions, checking for understanding and allowing time to respond.

Staff also receive professional development on strategies that are particularly beneficial for children with particular needs, such as executive functioning skills.

Teachers are made aware of pupils' strengths, needs and appropriate adaptations and adjustments via their individual learning plans and One Page Profiles. Their Learning plans and One Page Profile guides teachers to know which strategies to prioritise for each pupil and/or which adaptations or adjustments are required to ensure the pupil can access the learning. ILPS and One page profiles are reviewed termly by class teachers in partnership with the pupil and their parents. Parents/carers are invited to meet to discuss/review the contents.

Additional support for learning

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

Teaching assistants will support pupils on a 1:1 basis when they have an Education, Health and Care Plan (EHCP) which clearly states this is a requirement. 1:1 support for parts of the school day may also be necessary as part of building evidence for a statutory assessment or to support a pupil whose behavior is unsafe without this level of support. Others with EHC plans needs can be met through targeted provision in class and interventions carefully planned by the class teacher, SENCO and Nurture team.

Teaching assistants will support pupils in small groups when directed by the class teacher/ SENCO, 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 Support Service (ASS)
- Educational Psychology
- NHS e.g. CAMHs, SALT, OT, Physiotherapy, school nursing service

- Support for Learning (SFL)
- Youth Justice Team (YJT)
- Counselling
- Pediatricians
- Child development Center (CDC)
- Early help services
- Children's social care
- Mental Health Support Team
- Behaviour Analyst

5. Adaptations to the curriculum for pupils with SEN

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, Scanning Pen etc.
- Differentiating our teaching, for example, giving longer processing time, pre-teaching of key vocabulary, reading instructions aloud, etc.

6. Targeted interventions

At Crown Wood Primary School, we have the following interventions:

Group support (within the class)- Pupils are identified because they have been shown, through recent assessment, to have a minor but distinct gap in their learning compared to their peers in a specific area (e.g., a mathematical concept like fractions, a phonics phase, or a reading comprehension skill). The goal is to provide immediate, focused, and short-term intervention to close this gap quickly so the pupil can return to accessing the core curriculum alongside the main group, preventing the small gap from becoming a significant barrier. Children are identified through data, observation, and based on the continuous assessment cycle:

1. Formative Assessment: The class teacher uses in-class tasks, quizzes, and observation during a specific unit of work (e.g., at the end of a lesson or a sequence of lessons) to find pupils who have not yet achieved the learning objective.
2. Summative Data Review: Quick analysis of recent termly or half-termly standardized assessments (e.g., reading or maths tests) that highlight a shared, specific learning need across a small group of pupils.

3. Targeting: The group is formed based on the shared specific learning need—for example, a group of three pupils all needing extra practice with inferential comprehension questions.

Nurture Group support -Pupils are identified for Nurture Group support because they are exhibiting **gaps in social, emotional, and behavioral development** which are preventing them from accessing learning effectively in the main classroom. These needs often stem from adverse childhood experiences, inconsistent early experiences, or undiagnosed SEMH needs.

The underlying aim is to provide a safe, structured, and nurturing environment to help pupils develop:

- **Secure attachments** and relationships.
- **Increased self-esteem** and confidence.
- **Effective self-regulation** of emotions and behavior.
- **Key social skills** for peer interaction.

Teachers and support staff use specific observation tools (e.g., Boxall Profile, Strengths and Difficulties Questionnaire - SDQ) to pinpoint specific emotional/behavioral difficulties. Evidence also includes frequent minor incidents, persistent anxiety, or withdrawal from class activities

Fine Motor Skills (Pegs to Paper)- Pupils are identified when difficulties with fine motor skills are significantly hindering their ability to access the curriculum, particularly writing tasks. These pupils need support to develop the foundational strength and coordination required for effective tool use (pencils, scissors, cutlery). The aim is to improve the speed, legibility, and endurance of handwriting, as well as independence in tasks like dressing or manipulating small objects. Identification relies on observation.

Play therapy- a targeted therapeutic intervention that uses play as the medium through which pupils can express themselves, process emotions, and address psychosocial difficulties.

Pupils are identified when they are struggling with emotional regulation, unresolved trauma, bereavement, attachment issues, or significant anxiety/stress that is manifesting as challenging or withdrawn behaviour in school. Play is the natural language of children; therefore, this approach provides a non-verbal, safe space for pupils to work through their complex feelings and experiences. The aim is to improve their emotional literacy, resilience, and overall mental health, enabling them to engage successfully in learning and relationships.

Identification is based on observed emotional and behavioural needs, often following a period of escalating concern:

1. **Teacher and Parent Concern:** The class teacher and parents express concerns about the pupil's emotional well-being, noting issues like persistent distress, aggressive outbursts, unexplained regression in development, extreme separation anxiety, or difficulties forming peer relationships.
2. **Referral:** The SENCo reviews the behavioural and emotional data (e.g., incident logs, behaviour logs, or observations) and, in consultation with parents, refers the pupil to a qualified Play Therapist.
3. **Therapist Triage:** A qualified Play Therapist then conducts an initial meeting and assessment to determine if the pupil's specific emotional needs and history make them a suitable candidate for this specific therapeutic approach.

This would be considered once school has exhausted its in school based supports e.g via the nurture team.

Counselling- Counselling is a formal therapeutic intervention providing a safe, confidential space for pupils to explore and process emotional distress, personal difficulties, and mental health concerns.

Pupils are identified when they are experiencing emotional, psychological, or behavioural distress that is impacting their well-being, relationships, and ability to engage with education. This may include issues such as anxiety, low mood, significant peer relationship issues, family changes (e.g., divorce or illness), or navigating identity challenges. The purpose is to provide professional, non-judgmental support to help the pupil gain insight, develop coping strategies, and improve their emotional resilience.

Identification involves recognising symptoms of distress and following a structured referral pathway:

1. **Observable distress:** Teachers, parents, or the pupil themselves raise concerns about noticeable changes in behaviour, mood, or attendance (e.g., withdrawal, increased irritability, unexplained physical complaints, or persistent sadness).
2. **Review of data:** The SENCo reviews the pupil's history, behavioural records, and input from key staff to rule out other barriers (e.g., academic gaps).
3. **Formal referral:** Following consultation with parents (and the pupil, where appropriate), a formal referral is made to an identified Counsellor.

4. Counsellor triage: The qualified Counsellor conducts an initial assessment to ensure the pupil's needs are appropriate for their therapeutic model and to establish consent and confidentiality protocols before beginning regular sessions.

This would be considered once school has exhausted its in school based supports e.g via the nurture team.

Canine Therapy- Canine Therapy involves interaction with a trained therapy dog and handler to achieve specific educational, behavioral, or emotional goals.

Pupils are identified for Canine Therapy because they need support with emotional regulation, anxiety management, social skills, or motivation for learning, and often respond positively to animal interaction. The dog provides a calming, non-judgmental presence that can lower stress, increase engagement, boost confidence, and improve communication skills. It is particularly effective for pupils who struggle with traditional one-to-one or group settings due to high anxiety or low self-esteem.

Identification focuses on observed emotional and behavioural needs that align with the therapeutic benefits of the intervention:

1. **Observable Need:** Teachers and the SENCo notice significant anxiety, high stress levels, social isolation, difficulties with communication, or a lack of engagement with reading/academic tasks.
2. **Suitability Check:** The SENCo, in consultation with parents, assesses the pupil's history and behaviour to ensure they are comfortable, safe, and respectful around animals. This also checks for any allergies or phobias.
3. **Targeting:** Pupils are selected whose targets can be effectively met by working alongside the therapy dog and handler, rather than through standard talk-based interventions.

The Cubbie- is a specific type of sensory or therapeutic space designed to support emotional regulation and self-soothing for pupils who become overwhelmed in the main school environment.

Pupils are identified because they struggle with sensory processing and emotional regulation, leading to frequent overwhelm, anxiety, or meltdowns in the busy classroom setting. The Cubbie provides a low-arousal, safe, and controlled environment where the pupil can proactively or reactively engage in sensory strategies (e.g., deep pressure, dim lighting, weighted items) to calm their nervous system.

The aim is to teach pupils independent self-regulation skills so they can manage their emotions and sensory needs, allowing them to successfully return to learning.

Identification is based on observed sensory and behavioural patterns, often informed by specialist advice:

1. **Teacher Observation:** Staff track when and where a pupil exhibits behaviours indicative of sensory overload or emotional distress (e.g., hiding under tables, increased fidgeting, lashing out, verbal refusal).
2. **Sensory Profile:** The teacher will use a sensory checklist /profiling tool (often linked to Occupational Therapy reports) to determine if the pupil's needs are primarily sensory-driven.
3. **Functional Analysis:** The intervention is targeted at pupils whose difficult behaviour is serving a clear function of *escape* from aversive sensory input or a need for *intense sensory input* that cannot be met in the classroom.

Touch typing- Touch typing is a skill-based intervention focused on teaching pupils to type accurately and efficiently without looking at the keyboard. Pupils are identified when their difficulties with handwriting or the physical act of writing (e.g., due to motor skills challenges or dyslexia) are a significant barrier to their academic output and attainment. Touch typing provides a compensatory strategy, allowing pupils to bypass slow, illegible, or painful handwriting. The aim is to increase the speed and quality of written work, reduce cognitive load during composing, and enable pupils to demonstrate their knowledge effectively across the curriculum.

Identification is based on evidence that handwriting is the primary obstacle to a pupil's learning:

1. **Work Scrutiny:** Evidence of slow, laborious, or severely illegible handwriting despite other interventions (like fine motor support) is the main trigger.
2. **Assessment Results:** Pupils may have a specific diagnosis such as dyslexia, developmental coordination disorder (DCD), or dysgraphia, where typing is a recommended accommodation.
3. **Output Comparison:** Data shows a significant disparity between a pupil's verbal ability/knowledge and the quality/volume of their written work, suggesting their physical writing skills are holding back their academic progress.

Additional Forest school- a therapeutic and developmental intervention delivered in an outdoor, natural setting, focusing on holistic development outside of standard curriculum teaching.

Pupils are identified when they need focused support to develop Social, Emotional, and Mental Health (SEMH) skills, resilience, self-esteem, or executive functioning. This support is vital for pupils who struggle with the highly structured nature of the classroom, displaying anxiety, low confidence, or difficulties with cooperation and problem-solving. The outdoors provides a low-pressure environment where risk-taking, independent thinking, and collaboration can be safely developed. The aim is to build intrinsic motivation and transfer these improved personal skills back to the classroom environment.

Identification is based on observed behavioural and emotional needs, rather than purely academic data:

1. Observation: Teachers and staff note persistent challenges related to risk-aversion, difficulty working collaboratively, low self-efficacy, or poor emotional regulation (e.g., struggling to manage frustration or change).
2. SEMH Screening: Evidence from screening tools or the Boxall Profile may highlight specific needs in areas like attachment, emotional literacy, or independence.
3. Targeting: Pupils are selected whose SEN targets directly relate to the development of self-management, social interaction, and resilience, indicating that the experiential, pupil-led nature of Forest School is the most effective approach to meet their individual needs.

IDL- IDL is a computer-based, multisensory program specifically designed to support the literacy and numeracy development of pupils.

Pupils are identified because they have persistent literacy (reading and spelling) and/or numeracy difficulties. IDL provides a highly structured, sequential, and multisensory approach that is particularly effective for pupils with underlying phonological awareness deficits. The aim is to accelerate progress in core literacy and numeracy skills in a non-threatening, engaging format, building confidence and closing the specific academic gaps.

Identification is based on formal assessment data and specialised screeners:

1. Standardised Assessment: Data from reading and spelling tests shows a significant gap between the pupil's chronological age and their reading/spelling age.

2. **Dyslexia Screening:** Pupils may have a formal diagnosis of dyslexia or significant indicators from a dyslexia screening tool that suggests a phonological deficit requiring a highly structured, specialist approach.
3. **Tiered Response:** They are selected after other general interventions have been tried and progress has been insufficient, confirming the need for a targeted, technology-based, multisensory program like IDL.

Sensory circuits- is a targeted, short, daily physical activity program designed to help pupils regulate their bodies and minds, preparing them for learning.

Pupils are identified when they struggle with alertness, concentration, and emotional regulation due to difficulties processing sensory information. These pupils may be constantly seeking movement (under-responsive) or easily overwhelmed by stimuli (over-responsive). Sensory Circuits provides structured activities (Alerting, Organising, and Calming) to effectively balance a pupil's sensory system before they enter the classroom. The aim is to optimise their state of arousal so they can sit, listen, and focus effectively on academic tasks.

Identification is based on observed sensory-seeking or sensory-avoiding behaviors:

1. **Teacher Observation:** Staff notice pupils who consistently display poor attention, excessive fidgeting, difficulty sitting still, low energy (sluggishness), or high anxiety/over-arousal at the start of the school day.
2. **Specialist Advice:** The need is often confirmed following recommendations from a Specialist Teacher or Occupational Therapist (OT), who identifies a functional difficulty related to sensory processing (e.g., poor proprioception or vestibular processing).
3. **Targeting:** Pupils whose behaviour interferes with their access to learning and who benefit demonstrably from structured physical movement are selected for the program.

Reading Eggs- is a structured, online program that uses interactive games and activities to teach foundational reading skills in a fun, engaging, and personalised way.

Pupils are identified because they require intensive, systematic, and engaging support to master early reading skills, phonics, and sight vocabulary. This intervention is particularly effective for pupils who benefit from a highly visual, self-paced, and motivating learning environment, which traditional phonics lessons may not fully provide. The aim is to accelerate the development of key literacy components (phonological awareness, phonics, and comprehension) to improve reading fluency and confidence.

Identification is driven by formal reading data and teacher observation of reading ability:

1. **Standardised Assessment:** Pupils whose reading age or phonic knowledge assessment score is significantly below their chronological age or expected level for their cohort are prioritised.
2. **Phonics gap:** The class teacher notes pupils who are struggling to consistently apply recently taught phonic sounds during reading tasks, indicating a need for overlearning and consolidation.
3. **Targeting:** Pupils are selected when the data confirms a specific need for the structured, step-by-step methodology offered by the program to bridge the identified gap in foundational reading skills.

Exploring Neurodiversity groups- is a supportive, psychoeducational group focused on fostering self-understanding, acceptance, and advocacy in neurodivergent pupils.

Pupils are identified because they have a diagnosis of a neurodevelopmental difference (e.g., Autism, ADHD, Dyslexia), are on a waiting list for assessment or are experiencing emotional or social challenges related to their neurodivergent identity. The group provides a shared, safe space to understand what neurodiversity means, learn about their unique profile of strengths and challenges, and develop a positive sense of self. The aim is to improve self-esteem, reduce anxiety stemming from feeling "different," and equip pupils with the language to self-advocate for their needs in the classroom.

Identification is based on formal status and observed social/emotional need:

1. **Diagnosis Status:** Pupils with a formal diagnosis or those on a CAMHS pathway.
2. **Targeting:** Selection is confirmed after consulting with the pupil and parents, ensuring the pupil is emotionally ready to engage in a group focused on identity and shared experience to meet their social and emotional targets.

Self-regulation groups- is a psychoeducational and practical intervention that teaches pupils strategies to manage their energy, emotions, and attention (often based on Zones of Regulation).

Pupils are identified because they frequently struggle with emotional and behavioural regulation, which significantly interferes with their learning and social interactions. They may have difficulties identifying their feelings, calming down when upset, sustaining focus, or responding flexibly to change. The group teaches them specific, transferable tools (e.g., breathing techniques, sensory

breaks, identifying triggers) to understand and manage their internal state. The aim is to increase their independence and resilience in managing everyday school challenges.

Identification relies on observational data of emotional and behavioural patterns:

1. **Teacher Observation:** Staff track instances of emotional outbursts, extreme frustration, persistent anxiety, or difficulties transitioning between tasks or activities.
2. **Referral/Screening:** Referrals are based on the need to proactively teach coping skills. Specific screening tools (like the SDQ or behavioural checklists) confirm that the pupil is struggling to maintain an optimal state for learning.
3. **Targeting:** Pupils are selected whose SEN targets focus on improving their ability to identify their emotional state and choose appropriate coping strategies without constant adult prompting.

Well-being and mindfulness sessions- are a therapeutic intervention focused on teaching pupils techniques for emotional awareness, relaxation, and present-moment attention.

Pupils are identified because they struggle with high levels of anxiety, worry, stress, or difficulties regulating their attention. This support is necessary to teach pupils practical, preventative strategies (such as conscious breathing and visualisation) to interrupt the stress response and improve emotional control. The aim is to enhance pupils' mental health, self-awareness, and focus, thereby increasing their ability to feel calm, manage challenging emotions, and engage effectively with their learning.

Identification is based on observing persistent emotional and attentional challenges:

1. **Teacher Observation:** Staff consistently note behaviours indicative of high anxiety (e.g., reluctance to participate, frequent physical complaints, excessive worrying) or poor sustained attention and high distractibility.
2. **Referral:** The SENCo reviews evidence from behaviour logs, and staff reports to confirm that the pupil's emotional state is a primary barrier to their progress.
3. **Targeting:** Pupils are selected whose Individual Learning Plan (ILP) targets include improving emotional literacy, reducing reactive behaviour, and increasing concentration skills—areas where mindfulness techniques offer direct benefit.

Interventions are reviewed every term to check the impact against the intended outcome. Where the intervention is not having impact as expected, changes will be made to the intervention.

7. Specialist interventions

Occupational Therapy support- Pupils are identified when difficulties related to fine motor skills, gross motor skills, sensory processing, or visual perception are significantly impacting their ability to

fully participate in school activities. This support is necessary when the barrier to learning is physical or sensory, rather than purely cognitive. The ultimate aim is to improve the pupil's independence and functional skills in areas like:

- **Handwriting and tool use** (fine motor skills).
- **Attention and regulation** (sensory processing).
- **Organising the body and movement** (gross motor skills).

Identification for OT support is a **specialist-led process** following a structured referral pathway:

1. **Referral:** Concerns are initially raised by the teacher, SENCo, or parent based on observations of functional difficulty (e.g., poor handwriting, poor posture, frequent fidgeting, difficulty cutting, over- or under-reactivity to noise/light).
2. **Screening:** we may use internal screeners or checklists to gather initial evidence of functional skills.
3. **Specialist Assessment:** If concerns persist, a formal referral is made to the **NHS Occupational Therapist via CYPIT**. The therapist conducts a comprehensive diagnostic assessment to identify the underlying cause and extent of the functional difficulties, leading to a formal recommendation and personalised intervention plan. In most cases this is led by school staff.

Speech and Language support- Speech and Language Therapy (SaLT) support is a specialist intervention designed to help pupils with Communication and Interaction needs.

Pupils are identified when they have difficulties with understanding language (receptive language), using language (expressive language), speech sound production (articulation), or social communication skills (pragmatics). These difficulties are significant barriers to learning, social relationships, and accessing the curriculum. The aim is to develop specific communication skills to help pupils express their needs, understand instructions, and participate successfully in school life.

Identification is a formal process involving observation, screening, and specialist assessment:

1. **Initial Concern:** Concerns are raised by teachers or parents, often noting a delay in speech development, an inability to follow multi-step instructions, or difficulties with sentence structure/clarity.

2. **School Screening:** The SENCo or a trained staff member will use school-based screening tools to gather specific evidence on the pupil's communication skills (e.g., assessing their vocabulary or ability to recall information).
3. **Specialist Referral:** If the screeners or observations indicate a significant need, a formal referral is made to an NHS Speech and Language Therapist (SaLT) via CYPIT.
4. **Diagnostic Assessment:** The SaLT conducts a comprehensive, standardized assessment to accurately diagnose the nature and severity of the communication difficulty, which then determines the specific targets and type of intervention required. In most cases this is then led by school staff.

8. Partnership working and pupils' access to external (incl. specialist) agencies

We are committed to working in partnership with all external agencies. Referrals will be made to specialist agencies when it is clear that additional advice from experts in other fields would be beneficial to inform the support that is in place in school. Our focus when seeking specialist advice is to build opportunities to tailor the pupils' support so that they are then able to access as much of the curriculum as possible alongside their peers. Recommendations from other professionals might, for example, inform strategies that are prioritised within an Individual Learning Plan or the focus of a specific intervention. Recommendations from other professionals enhance the offer provided within the school's graduated approach. We work with:

- Autistic Support Service (ASS)
- Educational Psychology
- NHS e.g. CAMHs, SALT, OT, Physiotherapy, school nursing service
- Support for Learning (SFL)
- Youth Offending Service (YOS)
- Counsellors
- Pediatricians
- The Child Development Center (CDC)
- Early Help services
- Children's social care
- Mental Health Support Team

8. Adaptations to the learning environment

We have a sensory space available- 'The Cubbie'. This is located in the Year 1 shared area and is timetabled for the delivery of interventions recommended by Cubbie's Occupational Therapist. It can

also be made available to pupils who require it during the day without a specific occupational therapy report to support their sensory needs/ self regulation.

Pupils have access to movement break activities in Year 1 and in the 2/3 and 4/5 corridors. There is also a mindfulness trail on the playground for external movement breaks.

9. Adapted curriculum pathways

All children in our school access an appropriately adapted and differentiated curriculum and access the full broad, balanced curriculum. Where this is no longer the case, discussion with parents and external professionals is organised.

10. Assessing and reviewing pupils' progress

All leaders are responsible for the progress of all pupils. All assessment points across the school include pupils with special educational needs and all leaders are responsible for analysing the engagement and outcomes of all pupils, including pupils with special educational needs, and making adjustments to systems and practices to positively impact all pupils, including pupils with special educational needs. Where more targeted or specialist support is required, leaders will work in partnership with the SENCO to review pupils' progress. Assessment and review is therefore built into whole-school processes.

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

- Reviewing pupils' individual progress towards their outcomes/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 assessments
- SDQs

Where pupils are accessing targeted or specialist support, their progress against identified targets will be reviewed.

For a small number of pupils who require a more bespoke pathway, the SENCO will work in partnership with teachers to assess and review progress against individualised targets.

11. Consulting and involving pupils and parents

All parents of pupils with special educational needs are encouraged to attend and participate in all activities for parents and families. In addition to the activities aimed at all parents, Crown Wood School also runs SEND coffee and catch up sessions half termly. These sessions are an opportunity to ask the school any questions. Wherever possible, the school will also invite other professionals to join the coffee mornings so that parents can gain a wider understanding of the services in the local area.

12. Supporting pupils moving between phases / transition

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 (all pupils)
- One Page profile
- Additional visits (formal or informal e.g. sending messages from teacher to new teacher)
- Questionnaires
- Meet the teacher
- Inset day orientation visit
- Summer Forst school offer
- Postcard/s home in the holiday

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)

13. Training for staff

Our SENCO has completed her NPQSENCO qualification. The school prioritises time for the SENCO to be able to work alongside other staff in the school to build expertise in the classroom.

Some staff also receive additional training in a particular specialism, such as teaching assistants who are trained in Nurture based principles. We also have staff who are Team Teach trained with a particular focus on de-escalation.

SEND-specific training has been delivered on the following areas:

- Executive functioning
- Pegs to paper
- Sensory processing
- Provision planning and mapping

- Attachment and Trauma

We commission additional support from Mabel, an online Speech and Language therapy team.

14. Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6/8weeks
- Monitoring by the SENCO
- Using provision maps
- Holding annual reviews for pupils with EHC plans

15. 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.

One of our Nurture TAs supports some external clubs in order for some of our SEN pupils to successfully attend.

16. 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.
- Nurture staff provide lunch clubs for identified pupils.

- Nurture Breakfast for identified pupils.
- Additional Forest School provision
- Daily sensory circuits
- The Cubbie

17. Pupils with disabilities

Crown Wood Primary school is committed to ensuring disabled pupils have equitable access to the curriculum and associated services through a continuous cycle of planning and adjustment, aligning with its commitment to **Aspiration** and **Achievement** for all.

We actively seek to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage in all learning environments and activities. The school plans to increase the extent to which disabled pupils can participate in the school curriculum. This involves adapting teaching methods, resources, and timetables to suit individual needs. The school has significant physical facilities, particularly following its 2014 expansion, to support access for disabled pupils:

- **Vertical Access:** The two-storey extension is served by a lift as well as two sets of stairs, ensuring pupils with mobility impairments can access the second floor classrooms and facilities.
- **Horizontal Access and Layout:** Corridors and doorways are wide, rooms are accessible, facilitating movement throughout the building.
- **Sanitary Facilities:** An accessible toilet and shower are located along the main corridor.
- **Dedicated space:** The completion of the final expansion phase added a "nurture room," which is a specific facility dedicated to providing social and emotional support to help pupils engage with education.
- **Site Maturity:** While the school opened in 1982, the number of changes to the building and grounds, culminating in the 2014 expansion, means a continuous effort to modernise and ensure accessibility across the site.

18. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO or Headteacher in the first instance. They may 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:

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

19. Contact details of support services for parents of pupils with SEN

<https://bracknellforestiass.co.uk/>

<https://parentingspecialchildren.co.uk/>

<https://www.gems4health.com/>

<https://www.steppingstonesds.co.uk/>

<https://promiseinclusion.org/>

<https://hsbf.org.uk/>

<http://www.thewayzyouth.co.uk/>

<http://www.youthlineuk.com/>

<https://www.bracknellpcf.com/>