

Crays Hill Primary School

The SEND Information Report

July 2025

Crays Hill Primary School

Our School Ethos



'Learning, safety and respect for all'

Crays Hill Primary School is proud to be part of the Berlesduna Academy Trust. Crays Hill Primary School is a mainstream primary school with an inclusive ethos. We provide for different kinds of SEND Including:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

Our school Head teacher is Mrs H. Dyer

Our school SENCO is Mrs C. Winch.

Mrs Winch can be contacted via the school office on 01268 521914 or email-

deputy@crayshill.essex.sch.uk

How do we identify, provide for and assess the needs of children with SEND?



In accordance with the Special Educational Needs and Disability Code of Practice (2014) we define special education provision as being additional to, or different from, that made generally for others of the same age.

All children are assessed in all areas of learning. A child causing concern to staff, or parents, are assessed using the ASSESS, PLAN, DO, REVIEW model of graduated intervention. This allows key intervention to be implemented and areas of identified child need targeted.

Crays Hill Primary School uses The Ordinarily Available and Ordinarily Available Targeted Support documents produced by Essex to ensure that all children have access to high quality learning experiences.

What arrangements do we make for consulting with parents of children with SEND?



Support from parents and carers of children with SEND is vital to a child's education and we firmly believe that home and school should work in partnership. Parents are required to maintain close communication links with school staff. School staff will help parents support their children's learning at home in whatever way is necessary e.g. by demonstrating activities to parents.

Parents are welcome to make an appointment to talk to the SENCO or Class Teacher at any convenient time about their child's progress. All parents are invited to meetings to discuss their child's progress and steps that we are taking to support their child.

Termly targets in school are set and reviewed for the child and these will be shared with parents. Parents will be invited to school to be involved in reviewing targets and discussing their child's next steps.

Parents of children who currently have an EHC Plan are invited to discuss their child's progress at an Annual Review meeting that is held at the school.

For children that are being considered for an EHCP assessment evidence on the individual child's progress will be collated by the SENCO. The evidence collated builds into a One Plan that demonstrates what is working well for the child and what further support is needed. The One Planning process involves parent and child views on progress at school and in the home.

What arrangements do we make for consulting with children and young people with SEND and involving them in their education?



The child/young person is central to the planning, review and evaluation process linked to their special educational need.

Children are encouraged (and will be supported) to contribute their views to their Annual Review and One Planning meetings. Where possible and appropriate, they are invited to attend at least part of these meetings.

We aim to provide pupils with a curriculum suited to their educational needs which is varied, rich, inspirational and enjoyable using themes to provide, where possible, real and meaningful contexts for learning. We will help pupils to identify their own goals and aspirations. Pupils will also contribute to their own One Page Profile.

There is also an 'open door' policy for all pupils and parents who wish to talk to the Headteacher, SENCO, Class Teacher or any member of staff about school provision.

What types of provision do we make for children with SEND?

How do we review progress of our children?



Please refer to the school website to view our Accessibility plan

At Crays Hill, we value the diverse backgrounds that all of our children come from. As part of our inclusive curriculum, we include teaching around special events that are taking place at different times of the year.

Children with SEND have access to the same inclusive curriculum. The curriculum that Crays Hill Primary school provides is rich, varied and differentiated to suit every learner's unique need.

We believe in delivering high quality teaching through stimulating learning environments so that all children can make progress.

Progress of children is measured termly using the school's data collection system. The data is analysed and discussed with all members of the school staff so that timely provision is put in place for children who have been highlighted as needing extra support.

Crays Hill Primary School allows for reasonable adjustments to learning to take place with regard to the Equality Act (2010). This allows children to be able to access the curriculum that is differentiated according to need. For children with disabilities access to all parts of the school has been considered and modifications, e.g. ramps, have been put in place for ease of access.

Within our school we recognise the need for additional support for children who have an EHCP. We have developed a school based enhanced provision that is able to support the needs that our learners present with effectively.

What expertise do our staff have?



All staff at Crays Hill Primary school are trained to a high level to deliver high quality teaching and learning activities to all children.

All staff are trained to assess and effectively monitor all children's progress in a range of subjects. The RWInc. and Maths lead together with the SENCO and Headteacher monitor all learning and progress. Within school there is the expertise to deliver catch up RWInc and Maths interventions.

Our Early Years Support staff are trained to deliver speech and language intervention to ensure that effective communication skills are supported to enable access to all areas of learning.

Staff within our Enhanced Provision are trained to deliver interventions, such as:

- Curiosity Box
- Dough Disco
- Musical Communication
- Intensive Interaction
- Attention Autism Bucket
- Sensory Circuit

How do we ensure that our curriculum is inclusive and accessible for children with SEND?



At Crays Hill Primary we believe in every child being able to have the opportunities to develop their own interests and opinions. We ensure that all themes that children learn about are engaging and exciting. We hold half termly reviews of all children's learning to ensure that progress is being made. Children with SEND are identified to the class teacher before the school year begins to allow the SENCO to meet and plan provision for the child. Evidence of the child's progress is kept in the class SEND file that is monitored along with data progress that the child is making. At Crays Hill Primary School we value the progress that is made by all children no matter how small this may be.

We firmly believe in delivering a stimulating curriculum that will equip our children for the skills that they will need on their journey into adulthood.

How do the Governing Body support the needs of pupils with SEND?



The Governing Body is committed to meeting the aims of the school. There is an experienced Governor with a responsibility for SEN/D. The SEND governor Supports and challenges the SENCO to ensure individual needs are met when children with SEN/D are identified, including ensuring that the SENCO signposts, recommends and refers to Health, Social Care, Local Authority and other professionals for support as necessary. This includes children with and without an EHC plan. The SENCO reports to the Governing Body three times a year.

Which professional services and agencies does the school work alongside?



The school works closely with all outside agencies.

If a child is causing concern from a staff referral, or parent discussion, the school SENCO can access specialist support for the concern raised.

As part of the Berlesduna Academy Trust we are also able to seek advice from other specialists within the Trust.

To support parent/s of a child who has an EHCP we can apply for further support with processes and expectations through the services of Engagement Facilitators.

Crays Hill Primary School works alongside specialist support such as:

- Allocated School Educational Psychologist
- School allocated SEND Inclusion Partners
- Specialist teachers for PNI/ VI and Hearing Specialist Teacher Team

How is support for developing social and emotional support at Crays Hill delivered?






Crays Hill Primary School values the emotional wellbeing of all children and adults within our school community.

We use the Essex approach, Trauma Perceptive Practice (TPP), to ensure that we understand behaviour that is being communicated to us, as well as supporting the emotional wellbeing of all.

As a school we uphold British values to live in society with respect for all to promote the fundamental British values of democracy, the rule of Law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. At Crays Hill Primary School this is embedded in our daily practice through

- Caring school community environment.
- Open door policy to communicate effectively with each other.
- Daily assemblies to ensure spiritual, moral, social and cultural understanding.

We use 'ERIC', our school mascot to promote effort, respect, independence and communication. Please see the school web site for our Behaviour Policy.

<p>How do we support children with transitions?</p> 	<p>We actively encourage all parents and children who are considering joining our school to come and visit us during the day when children are engaging in learning. We will be able to give you a tour of our school, as well as answer and discuss any queries that you have.</p> <p>If a parent or career feels that a specialist provision is suitable for their child the SENCO will support the parent/s or carers in advising of possible suitable provisions, and be available for support in the decision-making process of the parents and carers.</p>
<p>What procedure should be followed to make a complaint?</p> 	<p>The school has an “open door” policy. We are committed to taking all concerns seriously and we aim to resolve issues swiftly and in person, coming to a mutual agreement and understanding. A parent’s first port of call is to arrange for a meeting with the class teacher. If necessary, the parent would then arrange to meet/speak to the SENCO, and/ or Headteacher, who will deal appropriately with the concern.</p> <p>In the unlikely event that the matter is not concluded, the School’s Complaints Procedure can be read on the school website or a copy can be obtained from the School Office on request. Where necessary, the Complaints Procedure can be explained to a parent by any member of staff.</p>
<p>Where can I find the local offer?</p> 	<p>Further information about the services available in Essex to support children and young people with SEND can be found in the Local Authority’s Local Offer which is available online at:</p> <p style="text-align: center;">http://www.essexlocaloffer.org.uk</p>