

Crays Hill Primary School

SEND Information Report

Crays Hill Primary
School



‘Learning, safety and respect for all’

Dear parents and carers.

The aim of this information report is to explain how we implement our SEND policy at Crays Hill Primary School.

If you want to know more about our arrangements for SEND, please read our SEND policy.

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:

- 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

Last reviewed: September 2026

Next review by: September 2027

<i>What types of SEN does Crays Hill Primary school provide for?</i>	AREA OF NEED	CONDITION	
	Communication and interaction	Autism spectrum disorder (ASD)	
		Speech and language difficulties	
	Cognition and learning	Specific learning difficulties, including literacy difficulties, numeracy difficulties and developmental coordination disorder.	
		Moderate and 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	
<i>Which staff will support my child, and what training have they had?</i>	Our SENCO Our SENCO is Claire Winch. Mrs Winch is a qualified teacher with eight years' experience in this role and has worked as a primary teacher with EYFS specialism. Mrs Winch achieved the National Award in Special Educational Needs in 2017.		

	Class Teachers All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Teaching assistants (LSA's) We have a team of LSA's, including a behaviour support learning support assistant who is trained to deliver SEN provision. We are trained to deliver the following SEMH interventions: • Volcano in my Tummy • SMART Thinking • Drawing and Talking • Catch up cognition and learning interventions 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 ➤ Occupational therapists ➤ GPs or paediatricians ➤ School nurses ➤ Child and adolescent mental health services (CAMHS) ➤ Education welfare officers ➤ Social services and other local authority (LA)-provided support services
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	➤ Voluntary sector organisations ➤ My CareBridge
<i>What should I do if I think my child has SEND?</i>	Tell us about your concerns We will invite you to a meeting to discuss them We will decide whether your child needs SEN support If you think your child might have SEN, the first person you should tell is your child's teacher. Please call our school to arrange to talk with your child's class teacher. They will pass the message on to our SENCO, Claire Winch, who will be in touch to discuss your concerns. You can also contact the SENCO directly at Crays Hill Primary School on 01268 521914 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. You will also be given a copy of this. If we decide that your child needs SEN support, notify you and add your child to the school's SEND register.
<i>How will the school know if my child needs SEND support?</i>	All our class teachers are aware of SEND and are continually monitoring for any pupils who are not making the expected level of progress in their schoolwork or socially. This might include learning in the areas reading, writing or number work.

	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 extra support 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 SEN. 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/s, 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. Based on all of this information, the SENCO will decide whether your child needs SEN support. 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 their class teacher, to create a SEN One Plan for them.
<i>How do we identify, provide for and assess the needs of children with SEND?</i> 	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 County Council to ensure that all children have access to high quality learning experiences. Crays Hill Primary School also uses The Sensory Awareness Toolkit to support our learners.

<i>What arrangements do we make for consulting with parents of children with SEND?</i> 	Parents and carers are welcome to make an appointment to talk to the SENCO or Class Teacher at any convenient time about their child's progress. 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 a termly 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.
<i>What arrangements do we make for consulting with children and young people with SEND and involving them in their education?</i> 	The child/young person is central to the planning, review and evaluation process linked to their special educational need/s 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 last 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.
<i>What types of provision do we make for children with SEND?</i> <i>How do we review progress of our children?</i>	At Crays Hill Primary School, we value the diverse backgrounds that all of our children come from as part of our inclusive curriculum. 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.

 <i>Please refer to the school website to view our Accessibility plan</i>	Within our school we recognise the need for additional support for children who have an EHCP. We have developed a school-based inclusion provision that is able to support the needs that our learners present with effectively. Progress of children is measured termly using the school's Insight 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. Children that are part of our SEND Provision base will also have data recorded on the 'Cherry Garden' assessment system.
<i>How will Crays Hill Primary School adapt its teaching for my child?</i>	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. These adaptations include: • Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 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.
<i>How will the school evaluate whether the support in place is helping my child?</i>	At Crays Hill Primary School, we will evaluate the effectiveness of provision for your child by: ○ Reviewing their progress towards their goals each term ○ Professional discussions and monitoring ○ Reviewing the impact of interventions with key staff and themselves. ○ Using pupil questionnaires

	○ Monitoring by the SENCO ○ Holding an Annual Review (if they have an Education, Health and Care (EHC) plan)
<i>How will the school resources be secured for my child?</i> <i>How will Crays Hill Primary School make sure my child is included in activities alongside pupils who don't have SEN?</i>	At Crays Hill Primary School there are no barriers to pupils with SEN enjoying the same activities as other pupils in our school, including physical activities. All children have access to: • Breakfast club at Crays Hill Primary School. • All pupils are encouraged to go on our school trips, • All pupils are encouraged to take part in wider school events, including sports day/school plays/special workshops. 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.
<i>How will I be involved in decisions made about my child's education?</i>	Crays Hill Primary School provide termly One Plan reports for parents to comment on and share children's learning and targets for the coming term. Your child's class teacher, or SENCO, will meet you at a minimum of three times a year. During these meetings we will discuss: ○ Setting clear outcomes for your child's progress ○ Reviewing 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. 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 as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school. If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible. If you have concerns that arise between these meetings, please contact your child's class teacher.

<i>How do the Governing Body support the needs of pupils with SEND?</i> 	The Governing Body is committed to meeting the aims of the school. There is an experienced Governor with a responsibility for SEND. 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. Our School Governor for SEND is Mrs Judy Little.
<i>How is support for developing social and emotional support at Crays Hill Primary School delivered?</i> 	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.
<i>How do we support children with transitions?</i> <i>How does the school make sure the</i>	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 your questions and discuss any queries that you have. Every new child coming to Crays Hill School will be shown around the school and will have the opportunity to ask questions to staff in their new setting with the support of their parent/ carer.

<i>admissions process is fair for pupils with SEN or a disability?</i> 	In school transitions are supported by all school staff ensuring that the step up to the next year group is successful for the individual. If a child needs extra support increased time can be spent with their new adult as well as visual supports to illustrate new class expectations or routines that may be in place. The SENCO and previous Class teacher ensures that thorough transition is in place as well as sharing One Plans with the new teacher. For children transitioning to secondary school, we ensure that communication with all key staff within the new school is in place, so that they have all the information that is needed to effectively support the child as they start the new phase in their education.
<i>What support is in place for looked-after and previously looked-after children with SEN?</i>	Hayley Dyer, our Headteacher, is the designated person for looked-after children and previously looked-after children. Mrs Dyer will work with Mrs Winch, our SENCO, 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 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.
<i>What procedure should be followed to make a complaint?</i> 	Crays Hill Primary 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. 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.

<i>What support is available for me and my family?</i> 	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 your local authority's local offer. 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: http://www.essexlocaloffer.org.uk
<i>Glossary</i>	➤ 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
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