



CRADLEY CE PRIMARY SCHOOL

There is neither Jew nor Greek, there is neither bond nor free, there is neither male nor female: for ye are all one in Christ Jesus.

Galatians 3:28

Special Educational Needs and Disability Information Report March 2026

Head teacher: Mrs Donna Jones
SENDCo: Mrs Alison Hall
SEND Governor: Mrs Katharine Parsons

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Statement of Intent

Cradley Primary School is an inclusive church school with a caring family feel, where every child matters. Our vision and values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares all our children as confident, happy citizens, irrespective of their educational needs. We aim to address our children's needs and support their development in the most appropriate ways possible and celebrate effort as much as achievement.

As a part of the 'Children's and families Act 2014' every provider for additional needs is required to give a summary of what it can offer to help support and care for pupils that may require additional support in school.

The [SEND Code of Practice](#) (2014 - updated September 2024) defines a child as having Special Educational Needs if, 'they have a learning difficulty or disability which calls for special educational provision to be made for him or her'. A child is defined as having a learning difficulty or disability if he or she, 'has significantly greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools...'



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Our school's Special Educational Needs and Disabilities (SEND) policy document is available on this website as is information on the [local offer](#).

How we define Special Educational Needs and Disabilities (SEND)

We consider children to have special educational needs or disabilities if they have significant difficulties that are additional to or different from most of their peers.

What about children who are below nationally expected levels?

- Children who are not at expected academically but are less than two years behind will be monitored by the class teacher.
- These children will be discussed with the Senior Leadership Team (SLT) and receive classroom accommodations and targeted support at the discretion of their teacher to make accelerated progress towards the expected level.
- Pupil Passports, drawn up with pupils and parents, keep track of strategies that support these children.

How do we identify and assess pupils with SEND?

At Cradley children are monitored closely so their additional needs will be highlighted early. Our main ways of identifying pupils will be by:

- A concern may be raised by the parent/carer, teacher or child.
- A pupil may have a professional diagnosis
- We continually monitor pupil progress. Limited or slow progress will be recognised by the teacher or SENDCo as potentially being due to SEND.
- If a concern is raised about a pupil's progress, discussions will take place between the parent/carer, class teacher and SENDCo and possible support strategies put in place.

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

- **Communication and Interaction:** Autism Spectrum Disorder (ASD) and Speech, Language and Communication Needs (SCLN) delay.
- **Cognition and Learning:** Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), Specific Learning Difficulties (SpLD)
- **Social, Emotional and Mental Health:** Emotional Wellbeing, Social Behaviour, Learning Behaviour (SEMH)



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- **Sensory and/or Physical Needs:** Hearing Impairment (HI), Visual Impairment (VI), Physical Disability (PD)

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

- Firstly, contact the child's class teacher.
- You may wish to contact the school SENDCo, Mrs Alison Hall by making an appointment with her through the school office on 01886 880315.

How will I know my child is being supported at Cradley CE Primary School?

At Cradley CE Primary School, we take a [graduated approach](#):

Level 1: Universal Provision and Quality First Teaching

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching and resources, differentiated for individual pupils, in an inclusive learning environment, is the first step in responding to pupils who have or may have SEN.
- The teacher and SENCo should consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress and, if appropriate, more specialised assessments from external agencies and professionals.
- Information gathering should include an early discussion with the pupil and their parents. To develop a good understanding of the pupil's areas of strength and difficulty. A short note of these early discussions should be added to the pupil's record on the school information system and given to the parents.
- The pupil will be monitored and differentiated activities/strategies/interventions will be implemented.
- If the pupil does not make expected progress or is identified as having a specific need, they will move to Stage Two.

Level 2: SEND Support - School Plan - Commence Assess Plan Do Review (APDR) cycle

- This recognises pupils who are identified as requiring additional and different help to that which has been provided at Stage One.
- The pupil's needs will be assessed to identify next steps. These will be recorded in an Individual Provision Map (IPM) that sets SMART targets and how they will be achieved.
- The pupil will be monitored collecting evidence: observations, tracking, assessments.
- Targets will be reviewed after approximately six weeks or half a term, or sooner if met.



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- The IPM will be reviewed to follow and adjust targets and levels support in response to the progress made.
- Further referrals e.g. SaLT/ paediatrician/OT/EP will be made as appropriate.
- The second APDR cycle will commence.
- After 3 or more cycles of APDR, where progress has been monitored, interventions reviewed, and the intensity of support has been increased in response, the SENDCo will ensure they have sought the advice of external agencies/professionals and incorporated this into the Individual Plan. The impact of this advice should be monitored as the setting continues to implement APDR. I
- Parents will be kept informed through regular discussion and involvement at least once a term.

Level 3: SEND Support – School Plan Plus

- If the pupil requires significant SEND support and is not meeting age related expectations, and the provision needed exceeds delegated levels and is additional to and different from their peers.
- Sometimes the identified needs of the pupil may require the involvement of a group or team of practitioners/professionals. They may work in different areas such as health, education or social care.
- The SENDCo may want to consider Early Years Inclusion Funding, or Top-up Funding (for school age or older).

Education Health and Care Plan (EHCP)

- If the pupil's SEND have persisted and are likely to have a long term educational impact, despite following the Graduated Approach, applying Cycles of Assess, Plan, Do, Review with support from LA, and further extensive long term support is required, then a Family Conversation Form can be completed to request an Education and Health Care Needs Assessment.

What is an Education, Health and Care Plan?

- If a pupil has life-long or significant difficulties, the school, family or other stakeholders may request a statutory assessment from the local authority, with a view to receiving [an Education, Health and Care Plan \(EHCP\)](#).
- An EHCP which sets out the provision schools are required by law to make.
- The SENCo will discuss the process with parents / carers and will include information from them, in the family conversation application document as well as information from the child's teacher and any other professionals working with the child.
- Further specialist provision may be put in place.
- Once a child has an EHCP, the SENDCo has a statutory duty to review the plan with parents and other professionals once a year at an [Annual Review](#).



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What if my child has a medical condition?

- The SENDCo will work collaboratively with teachers to plan to support pupils with medical conditions.
- Individual healthcare plans will specify the type and level of support required to meet the medical needs of pupils.
- Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance '[Supporting pupils at school with medical conditions](#)'.

What does or Cradley CE School offer?

- Our school is on one level with easy access and double doors.
- A nurturing, inclusive environment centred on quality first teaching.
- Staff are trained to develop programmes of study that are differentiated to the level of the pupil.
- We use lots of practical equipment and use a range of multi-sensory teaching techniques.
- Pupils have access to a range of IT, including laptops and iPads.
- High adult to pupil ratios.
- Staff trained to help support children's emotional health.
- Specialist equipment; wobble stools, magnifier, fiddle toys, workstations, calm spaces
- Support of outside professionals such as: Local Authority SEND Team, Learning Support; Educational Psychologist; Speech and Language Therapist; Behaviour Specialists; Specialist Teachers, Health; Child and Adult Mental Health Services (CAMHS) and the Child Development Centre, Visual Impairment Team, Hearing Impairment Team, Occupational Therapist.

Support could include:

- 1:1 or group intervention work in or out of the classroom.
- Individual targeted support programmes either practical or computer based.
- Visual prompts/resources – visual timetables, now/next boards
- Speech and language therapy
- Personalised pastoral support
- Alternative curriculum provision such as music, gardening, cooking or Forest School
- Emotional Literacy Support Assistant (ELSA) and nurture groups
- Zones of Regulation, Social Stories,
- Inclusive extra-curricular activities – before and after school clubs, trips, peripatetic music lessons, sporting events.



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How will I know how my child is getting on?

- We pride ourselves on the positive relationships we build between parents, carers and other professionals in working together to meet the needs of the child.
- Parents with children on the SEN Register (SEN Support, SEN Support + and EHCP) meet to review their IPM targets with the class teacher three times a year.
- Parents/carers will be invited to meet professionals brought in to see your child.
- We have an 'open door' policy where parents / carers can talk with staff about concerns. Parents / carers are encouraged to arrange an appointment to discuss their child's progress with the class teacher or the SENCo whenever they feel concerned or have information they feel they would like to share with the school.
- We value and encourage strong home-school links and we ask for your support at home with related learning activities.

How do we consult pupils with SEND and involve them in their education?

- During Pupil Passport meetings.
- Day to day teaching and well-being check-ins.

How do we support pupils moving between different phases of education?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- The SENDCo is responsible for planning all transitions for pupils with SEND.
- Carefully planned transitions take place between year groups, towards the end of every school year, including opportunities to meet the new teacher and visit the new classroom.
- Information, including IPMs will be passed on to the new teacher in advance.
- Specific training will be arranged for staff working with SEN as necessary.
- The Year 6 teacher and SENDCo will be involved with the transition process of SEND pupils to High School.
- The Reception teacher and SENDCo will be involved with the transition process of SEND pupils moving from pre-school to Reception.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school
- Details of the pupil's SEND are passed on to the new school, along with details of the support that has been in place at our school.
- Information regarding any outside agencies involved with your child will be passed on, together with all SEND paperwork, including documents such as IPMs, outside agency reports and EHCPs.



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The Special Educational Needs and Disabilities Coordinator – SENDCO - Mrs Hall

Responsible for:

- Work with the SEND governor and Headteacher to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, including the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.
- Attend Local Authority Briefings to keep up to date with any legislative changes in SEND.

Head teacher – Mrs Jones

- Has overall responsibility for the provision and progress of learners with SEN and/or a disability
- Will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- Must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor Team– Mrs Parsons

The Governing Body meet regularly and challenge staff to ensure that the quality of the provision is constantly being improved. The SENCO reports to the Governing body on the progress of pupils with SEND.

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.



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- Monitoring the effectiveness of the provision in place for pupils identified with SEND

Class teachers

Each class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Ensuring that the Pupil Passports are available for anyone who is coming in to work with your child.
- Writing your child's IEP or IBP.

What does our SEN profile look like?

Our current SEND profile shows that 19.7% of our children have been identified as having a SEND. We currently have 3 children who have an Education, Health and Care Plan.

How do we assess, review and communicate pupils' progress towards their outcomes?

- All school, staff have high expectations for all learners.
- Monitoring of progress takes place on a day-to-day basis by class teachers and teaching assistants.
- Termly pupil progress review meetings held between class teachers and a member of the Senior Management Team.
- Book scrutiny with constructive feedback to teachers.
- Classroom observations and learning walks including monitoring the learning environment.
- Individual Provision Map targets will be reviewed each half-term by teachers and pupils.
- Communication through Tapestry, email, or a conversation with a member of staff.
- The annual school report to parents /carers which is sent home during the summer term.
- Parents' evenings which are held twice a year with a third evening available to discuss your child's IPM and school report.
- Parents are welcome to seek additional appointments to discuss their child's progress as required, and class teachers are often available for informal discussions.



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How do we support pupils with SEND to improve their emotional and social development?

- We use Vital Relational Functions and “PACE”.
- We focus on social and emotional wellbeing through our PHSE teaching
- We offer a range of interventions to address specific issues as they arise.
- Children are supported to develop relationships with their peers.
- Positive play skills are actively taught or modelled by staff at play and lunchtimes.
- Pupils are taught to distinguish bullying from isolated acts of unkindness.
- Class teachers are vigilant in monitoring behaviour for indications of bullying.
- Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the pupils involved.
- We have robust safeguarding policy and procedures in place that follow the national guidelines.
- All school staff have safeguarding training annually and are aware of how to deal with disclosures, allegations and concerns appropriately.

What expertise and training do our staff have to support pupils with SEND?

The training needs of staff are identified through the schools’ annual performance management cycle as well as performance data and school development plan priorities. To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes meeting with the SENDCo to explain the systems and structures in place around the school’s SEND provision and practice and to discuss the needs of individual pupils.

- All staff have been trained in positive handling techniques.
- The SENDCo has a National Award for SEN Coordination (NASENDCO).
- Our SENDCo attends regular training in order to keep up to date with local and national updates in SEND.
- She is a member of NASEN the national professional body for SENCOs. She holds a Level 5 and Level 7 Certificate in Teaching and Assessing Pupils with Specific Learning Difficulties and an Assessment Practising Certificate (APC).
- Teachers and teaching assistants are also trained to deliver other specific interventions to support pupils with reading, writing, maths and social skills.
- Staff receive training on areas of specific special need as required eg Down Syndrome, autism, signing

Interventions/support provided by the school includes:

- Phonics keep up/ SEN
- Concept cat



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- SALT
- Engaging Eyes
- Literacy Gold
- Power of 1, 2

How will we secure specialist expertise?

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, the school will engage with relevant external services.

The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching staff
- provide additional assessment
- be involved in supporting the child directly

In all instances the pupil and their parents / carers will be kept fully involved in the process.

These agencies may include:

- Learning Support Team (LST)
- Educational Psychology Service (EPS)
- School Nurse
- NHS Speech and Language Therapy (SALT)
- Child and Adolescent Mental Health Services (CAMHS)
- Information Advice Support Service (IASS)
- Occupational Therapy
- Physiotherapy
- SEMH (Behaviour support)
 - MELO
 - Vennture

How do we evaluate the effectiveness of our SEND provision?

Monitoring progress is an integral part of teaching and leadership within Cradley Primary School. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in this process.

The quality of classroom teaching provided to pupils with SEND is monitored through several processes that include:

- Classroom / lesson observations by the senior leadership team
- On-going assessment of progress made by pupils with SEND



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- Provision mapping over time of children's intervention(s)
- Work sampling and scrutiny of planning to ensure effective matching of work to the needs of the pupils
- Teacher meetings with the SENDCo as necessary to provide advice and guidance on meeting the needs of pupils with SEND
- Regular meetings between the SEND governor and the SENDCo to ensure that the necessary support is made for any child who is identified as having SEND and that the school is complying with the requirements of the 2014 Code of Practice.

What can I do if I am not happy with a decision or what is happening?

As a school we encourage parents to address any worries or concerns promptly, initially with the class teacher and then if they are unable to help, with a senior member of staff such as the SENDCo – Mrs Alison Hall or the Head Teacher - Mrs Donna Jones. In the vast majority of cases, we find that by talking things through we can find solutions to most problems. However, if after discussing your concerns with these people you remain unhappy with any aspect of the school's performance you may wish to pursue our [complaints procedure](#), details of which can be found on the school website.

How can I be involved in supporting my child?

- Attending parent's evenings
- Ensuring your child has regular eyesight and hearing checks
- Helping them to complete their homework
- Ensuring your child gets to school on time and with all the appropriate equipment
- Talking to the class teacher when you have any concerns
- Providing lots of opportunities to have conversations with your child
- Read with your child regularly at home
- Practice number skills

Teachers are more than happy to share any ideas of how you can support your child's learning at home.

Further information:

- Cradley CE Primary School [SEND Policy](#)
- Cradley CE School [Accessibility Plan](#)
- Cradley CE Primary School [Admissions Policy](#)
- Cradley CE Primary School [Anti-Bullying Policy](#)
- Cradley CE Primary School [Behaviour Policy](#)
- Cradley CE Primary School [Complaints Policy](#)
- Cradley CE Primary School [Safeguarding Policy](#)
- Cradley CE Primary School [Intimate Care Policy](#)

Support beyond School:



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- The Special Educational Needs and Disability Information, Advice and Support Service ([SENDIAS](#))
- [Herefordshire Local Offer](#)
- Hereford and Worcester Dyslexia Association ([HWDA](#))
- [Autism West Midlands](#)
- [Carers of Herefordshire](#)
- [Herefordshire Support for Carers](#)
- [Dyspraxia Foundation](#)