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# CRADLEY CE PRIMARY SCHOOL

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## SEN Information Report – 2025

*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

Cradley Primary School is an inclusive school where every child matters. 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. Our school's Special Educational Needs and Disabilities (SEND) policy document is available on this website as is information on the local offer.

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

- Communication and Interaction:
- Cognition and Learning:
- Social, Emotional and Mental Health:
- Sensory and/or Physical Needs:

What we offer children with SEND is different for every child and it is important to emphasise that as much as possible, this provision is designed by the relevant staff members working alongside the child, the child's family and, where necessary, outside agencies. A child with SEND will have an individual education plan (IEP) which sets out achievable targets for areas where the child is struggling and any interventions that are currently in place to help the child reach those targets. The content of the IEP is shared and agreed with the child and the child's family.

### **How do we identify and assess pupils with SEND?**

All of the children in our school receive quality first teaching. This means that activities are planned and differentiated according to the level at which the children are currently working in order to ensure that they make good progress towards or beyond national expectations. At different times in their school career, a child or young person may have a special educational need or disability (SEND).

The Code of Practice (2014) defines SEND as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age: or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”



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

- Talking to parents and following up any concerns they may have.
- Rigorous monitoring of pupil progress. Progress of SEND pupils' is reviewed half termly through assessment but it is also monitored through observations, questioning and teacher's marking.
- Children will also be put on the SEND register if they have a formal diagnosis, are receiving timetabled speech and language intervention(s), or are receiving regular pastoral support.
- Talking to staff if a child needs support above and beyond that which they receive with quality first teaching and differentiation.
- Talking to external agencies who will support in identifying specific needs.
- Working with health professionals who may have already identified needs and health issues.
- Talking to pupils themselves; they often know when they need additional support.

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning. The most important point is this; interventions depend on the needs of the child. If a child's needs are more specific, then they will have individual targets connected to their area of need. A pupil with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and to ensure that they have full access to the taught curriculum. Where it is decided that special educational provision is required to support the progress of a pupil, the class teacher and, if necessary the SENCo will meet with parents to agree and put in place any actions required. The child will be included on the schools SEND register and a gradually increasing level of support will be provided. The child's needs will be assessed in detail and support will be planned, carried out and reviewed regularly to ensure that the provision is appropriate. If progress rates are still judged to be inadequate despite the delivery of high quality intervention, advice will be sought from external agencies regarding strategies to best meet the specific needs of the pupil.

Children with more complex needs may require an Education, Health and Care Plan which sets out the provision schools are required by law to make. If this is the case the SENCo will discuss the process with parents / carers and will include information from them and the child's class teacher in the family conversation application document.



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## **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 highlighted on the class provision map and Raising Pupil Attainment document. These children will be discussed with SLT and receive targeted support at the discretion of their teacher in order for them to make accelerated progress towards the expected level.

## ***The Special Educational Needs Coordinator – SENCO - Miss Guy***

The SENCO manages the day to day provision for our children with SEND.  
Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible
- Ensuring adequate records are kept detailing the support that each child is receiving.
- Supporting teachers to write Individual Education Plans (IEP), sharing, discussing and reviewing these with parents termly in order to plan for the next term.
- Leading support meetings to discuss and create Pupil Passports, at least once a year to include parents, teachers, 1:1 support staff, and children (where appropriate)
- Attending Local Authority Briefings to keep up to date with any legislative changes in SEN



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## ***Class/subject teacher***

Our class teachers are 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.

## ***Head teacher – Mrs Jones***

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- They will give responsibility to the SENCO and class teachers but are still responsible for ensuring that your child's needs are met.
- They 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 Copp***

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



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## **What does our SEN profile look like?**

Our current SEND profile shows that 20% of our children have been identified as having a SEND. We currently have 2 children who have an Education, Health and Care Plan.

## **How do we adapt the curriculum and learning environment?**

Our school is on one level with easy access and double doors. We pride ourselves on being an inclusive school and have created a nurturing, inclusive environment centred on quality first teaching. Staff are well trained to develop programmes of study that are differentiated and multi-sensory so all pupils can access learning at their level. We use lots of practical equipment and use a range of teaching techniques. All classes have access to a range of IT, including laptops and iPads. Classes are well staffed and teachers are supported by trained Teaching Assistants. We have trained Thrive Practitioners to help support children's emotional health and all members of staff are trained in the Thrive approach.

Support could include:

- Group intervention work in or out of the classroom
- 1:1 support in or out of the classroom.
- Individual targeted support programmes either practical or computer based.
- Visual prompts/resources
- Speech and language therapy support
- Personalised pastoral support
- Alternative curriculum provision such as gardening; cooking; Forest School.
- Nurture groups
- Thrive groups

Throughout these programmes of support pupils are closely monitored and provision is adjusted if that's what's needed. If pupils still fail to thrive then we seek the support of outside professionals such as 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.

We do not offer targeted extra-curricular activities for children with SEND, but instead endeavour to ensure that all of our extra-curricular activities, including residential trips, are adapted for children's specific needs. Pupils with special educational needs and disabilities participate fully in arranged trips, optional extracurricular clubs, arts activities, sports teams and school committees. We have educational visits, including residential trips for older children and many visitors to the school who help to bring our curriculum to life. If needed, we provide staff to support their full involvement. We also have a breakfast and after school club with suitably trained staff capable of looking after pupils with both special educational needs and/or disabilities.



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## **How do we consult parents / carers of pupils with SEND and involve them in their child's education?**

We actively encourage partnerships with parents / carers as you have a vital role to play in your child's learning. There is a lot of research that shows that where parents /carers play an active part in a child's education the child is likely to make more progress.

If your child is receiving SEN support, this will be written down on an IEP as described previously. Details of any outside agency involvement or reports will be included on the document.

The IEP will be discussed with you and your child and targets within the plan will be regularly reviewed.

Parents / carers are invited to attend termly review meetings (parents evening) where progress towards identified outcomes and suggestions about how home and school can work together to support your child will be discussed.

You will also be invited to meet any professionals brought in to see your child.

In addition, 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.

At our school we value and encourage strong home-school links and we ask for your support at home with related learning activities.

We will also hold a Pupil Passport meeting as described above.

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

During Pupil Passport meeting as described above.

## **How do we assess and review 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 as they are placed to identify where progress is falling or excelling.

For learners with the most significant needs, regular contact with parents / carers also takes place.

We assess and review pupils' progress in a variety of ways:

- 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.
  - Use of Provision Maps and Intervention Records to plan and review individual pupil's learning.
- Several reporting procedures are in place to ensure parents / carers are kept informed of their child's progress:
- Communication through Tapestry, if appropriate, 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 as an optional meeting following the issue of your child's 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.
  - The school also offers a range of parent / carer support sessions throughout the year such as information evenings regarding phonics and maths.



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## **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.

- If your child is moving to another school:
  - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
  - If necessary we can arrange pre-visits with the child and support staff
  - We will make sure that all records about your child are passed on as soon as possible.
  
- When moving classes in school:
  - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IEP's will be shared with the new teacher.
  - If necessary your child will be helped by a transition booklet to support them in understanding moving on.
  
- In Year 6:
  - The Year 6 transition leader will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with Autism, as appropriate.
  - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
  - 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
  - Where your child has been identified as having Special Educational Needs, details of the pupil's needs are passed on to the new school, along with details of the support that has been in place at our school. Information about any outside agencies involved with your child will be passed on, together with all SEN paperwork, including documents such as ILPs, outside agency reports and EHCPs.



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

### **PASTORAL**

We recognise that pupils with SEND can sometimes experience a range of social and emotional challenges.

As A Thrive school we understand the importance of small communications with children. We use Vital Relational Functions and “PACE” consistently by every member of the team. We also focus on social and emotional wellbeing through our PHSE teaching, we offer a range of interventions to address specific issues as they arise.

We recognise that for some pupils, social and emotional factors can be complex and therefore we seek to ensure the provision we offer in this regard is highly personalised and generated through discussion with SENCo, pastoral team, the child and their family.

### **FRIENDSHIPS**

Where necessary children in our school are supported to develop relationships with their peers. For those pupils who find this particularly difficult there is support during playtime and lunchtime where positive play skills can be actively taught or modelled by staff. We also offer a range of personalised social skills activities through Thrive.

### **BULLYING**

The school holds a clear position on bullying and all 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.

### **SAFEGUARDING**

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. In order 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 SENCo 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 SENCo is an experienced teacher who has worked across the school and has developed Thrive throughout the school. We have an additional member of staff in school who has a National Award for SEN Coordination (NASENDCO). Our SENCo attends regular training in order to keep up to date with local and national updates in SEND. She is also a member of NASEN the national professional body for SENCos.

Teachers and teaching assistants are also trained to deliver other specific interventions to support pupils with reading, writing, maths and social skills.





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Interventions/support provided by the school includes:

- PAT training
- Popat SALT
- Engaging Eyes
- Stairway to spelling
- 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
- Behaviour Support Team (BST)

## ***Stage of SEN Code of Practice:***

***School Support (SEN Support)*** means they have been identified by the class teacher as needing some extra support in school and will receive interventions.

For your child this would mean:

- He/She will engage in group sessions with specific targets to help him/her to make more progress.
- A Learning Support Assistant/teacher will run these small group sessions using the teacher's plan or planned intervention material.
- Your child will be given an individual education plan or individual behaviour plan.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.



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## ***Involvement of outside agencies with SEN Support :***

This means a child has been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as Inclusion Support, the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Health or Physiotherapy services.
- Mental Health and Well Being Professionals.

For your child this would mean:

- Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input **instead of or in addition to** quality first teaching and intervention groups.
- You will be invited to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. the Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
  - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
  - Support to set better targets which will include their specific expertise
  - A group run by school staff under the guidance of the outside professional e.g. a social skills group
  - Group or individual work with an outside professional
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching, appropriate differentiation and intervention groups.



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## **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
- 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 SENCo as necessary to provide advice and guidance on meeting the needs of pupils with SEND
- Regular meetings between the governor with responsibility for SEND and the SENCo 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.

We regularly evaluate and develop our SEN provision through and have created a 3 year Accessibility Plan which can be found under SEN on our website.

## **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 SENCo or the Head Teacher- Donna Jones. In the vast majority of cases, we find that by talking things through we are able to 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.



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## **How can I access support for myself and my family?**

By looking at the Local Authority's website and their Local Offer Support

Information about Hereford SENDIAS can be found at <http://www.hwsendiass.co.uk/>

Contact details:

- Phone: [01432 260955](tel:01432260955)
- Email: [sendias@herefordshire.gov.uk](mailto:sendias@herefordshire.gov.uk)

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIAS) offers free advice, information and support to parents and carers about special educational needs for children and young people up to the age of 25.

They provide a wide range of help, advice and support specifically targeted to meet the needs of parent carers. We can signpost services to parents where needed.

There is also Herefordshire carers Support which is a registered charity providing practical support and advice to the carer community in Herefordshire. **01594 823414 / 01452 910899**

## **How is Cradley Primary School accessible to children with SEND?**

If your child has an EHCP and is going through a phase transfer, you do not have to apply through the normal admissions route. School placement should be addressed at your child's EHCP transition review which should be completed by March in the year of transition.

However, local guidance within Herefordshire and Worcestershire is that you can apply through the admissions process if you choose, in order that your school preference is known to both the Admissions and SEN teams simultaneously. You may discuss this with your caseworker if you have any difficulties.

## **Where can the Local Authority's local offer be found?**

How have we contributed to it?

Local Authorities are required to set out and publish a 'local offer'. This will explain how they will work with parents, children, young people, local schools and colleges, as well as other agencies such as Health Services. The hope is that this will encourage a joined-up process when delivering services for mainstream and disabled children and young people.

The Herefordshire Local Offer can be found at: [www.herefordshire.gov.uk/localoffer](http://www.herefordshire.gov.uk/localoffer)



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## **Covid-19 Adjustments as and when required:**

- Parents will be asked to sanitise their hands and use a face mask if they choose. Meetings will be offered by telephone or via Zoom.
- Reviews of Education, Health and Care plans / statements can still take place however they will be conducted using Zoom video conferencing rather than meeting face to face.

SENCo will ensure that all invitees, including parents / carers are supported to access the technology associated with this.

Similarly, applications for an Education, Health and Care Plan where parents / carers views need to be recorded will take place using the video conferencing medium unless parents / carers wish to complete their view without SENCo support.

- Referrals to outside agencies such as CAMHS (Children and Adolescent Mental Health Services) and the CDC (Child Development Centre) may still be made however services from these agencies may be delayed or in less urgent cases postponed.

These services are continuing to contact the SENCo for information about existing cases and the SENCo will liaise with class teachers and ensure that they receive the information that they need.