



Crawford Village

Primary School & Nursery

Small enough to care...big enough to inspire

Crawford Village, Up Holland, Skelmersdale WN8 9QP

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SENDCo Report to Governors

2022-2023

At Crawford Village Primary School we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum.

Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with parents/carers and listening to pupils.

SEND School Profile

Until May 2023, SEND pupils made up 11.4% of the whole school population. Within this group we had no pupils who have an Educational Health and Care Plan (EHCP) and 8 pupils who are at SEND Support. One parent is in the process of appealing a decision for an EHCP for their child in Year 3.

At Crawford Village Primary we also recognise pupils who are a cause for concern. We refer to these pupils as on our First Response register. (FR). These pupils will also be supported according to need.

SEND Profile by year group: 2021-2022

	N	YR	Y1	Y2	Y3	Y4	Y5	Y6
First Response	3	0	0	0	3	2	2	1
SEND Support	0	0	1	0	2	3	1	1
EHCP	0	0	0	0	0	0	0	0

Identifying Special Educational Needs

Children's needs may be categorised into four areas (COP 2014), these include:



1. Communication and Interaction (C)
2. Cognition and Learning (L)
3. Social, Emotional and Mental Health (E)
4. Sensory and/or Physical (S)

Early identification

We believe that early identification of special educational needs, whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the wellbeing of all of our children. To support us in our early intervention we:

1. Ensure robust observation and assessment throughout EYFS
2. Provide the appropriate intervention, eg, small group support provided by a TA for all pupils as appropriate.

These allow us to meet the parents and give us the opportunity to discuss the child's strengths and needs. This allows for any additional resources, interventions or referrals to be made quickly.

Identification

Assessment of our pupils continues throughout their time with us. We do this by:

1. Analysing assessment data no less than termly to identify children who are not meeting age related expectations
2. Class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback.
3. Providing all adults with the opportunity to discuss concerns at any time
4. Liaising with parents.

Provision

A whole school provision map is in place to support all pupils who have additional needs together with those who need a short period of small group teaching to bridge identified gaps. These interventions are in addition to quality first teaching. The impact of these interventions is evaluated regularly by means of both quantitative and qualitative information gathered by both teachers and TAs.

Pupils who are at SEND Support or who have an EHC Plan will have an Individual Education Plan. The parents will be invited to meet on a termly basis with the class teacher and or SENDCo to review their child's learning and celebrate their successes. It is a statutory requirement that pupils with an EHCP have an annual review. We always invite a representative from the L.A. to attend these reviews.

For further information, please see the SEND Policy and SEND Information Report SEND located on the school website.

SEND Budget

The school budget, received from the Local Authority, includes money for supporting all pupils with SEND as follows:

- TA hours to support pupils with SEND.
- CPD for all staff.
- Physical Resources – ADHD specific resources: wobble cushions, chew toys, fidget toys, iPad apps, intervention group resources.
- Support and advice from outside agencies.
- SEND review conducted by Kate Taylor (LASI).
- Access to specialist teacher input.
- Access to SEND specific PE competitions.

CPD received in 2022-2023

- SENDCO - New to role.
- SEND Essentials: Right Support, Right Place, Right Time
- IDL assessment.
- Dynamo Maths assessment and delivery.
- Lego Therapy.
- SALT update.
- Occupational therapy play training.
- Use of a standing frame.
- Early Years SEND network.
- Neurodiversity in the classroom
- Exploring the role of exceptional teaching assistants.
- Teaching Young People with SEMH and ADHD
- Zones of regulation.
- Social Stories.
- Dyslexia support.
- Attention and Listening.
- EHCP updates.
- SEND and the law.
- Inclusive practices.

Achieved in 2022-2023

- Updated SEND policy embedding assess, plan, do, review.
- Improved IEPs.
- Introduced targeted learning plans for nursery and reception.
- CPD for teaching assistants
- SENDCo to attend SHARES SEND forums this year.
- SENDCo to meet with our designated EP at half-termly.
- Successful Ofsted deep-dive.
- Children successfully completed Lancashire Reading Partners.
- Introduced new interventions such as: social stories, board games and dynamo maths.
- Reintroduced Lego Therapy.
- Developed a staff handbook for SEND.
- Started partnership with Compass Bloom (MHST).
- Improved early identification procedures using the initial concerns form.
- Worked strategically and built up positive relationships with outside agencies such as: STRIVE SEND Specialists, EP support, SALT, Lancashire Specialist Teacher Service, LASI, Occupational Health, St Helen's Primary Mental Health Service, Lancashire Primary Mental

Health Service and Asa Burton (specialist teacher) in order to provide individualised and specialised support for our pupils with SEND and those at first response.

Key Priorities for 2023-2024

- To audit staff expertise with regard to supporting pupils with SEND.
- To plan for appropriate training as necessary.
- To continue to update SEND register and provision map as appropriate.
- To consolidate the process for the assess, plan, do, review cycle in EYFS.
- To improve early language skills in EYFS using the NELI (Nuffield Early Language Intervention) programme.
- To develop the support for pupils with SEMH needs, working in partnership with Compass Bloom.