



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

2024-2025

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 2025, SEND pupils made up 15.4% of the whole school population. Within this group we have 1 pupil who has an Educational Health and Care Plan (EHCP) and 10 pupils who are at SEND Support.

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.

1.3 SEN	No. of pupils with a statement of SEN/ EHC plan	No. of pupils SEND without a statement / EHC plan	No. of pupils 'First Response'	Total number of pupils
Autumn 2024	0/72 (0%)	11/72 (15.2%)	9/72 (12.5%)	20/72 (27.7%)
Spring 2025	1/72 (1.3%)	11/72 (15.2%)	14/72 (19.4%)	25/72 (34.7%)
Summer 2025	1/71 (1.4%)	11/71 (15.4%)	14/71 (19.7%)	25/71 (35.2%)

SEND Profile by year group: 2024-2025

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

We also welcome parental identification; where parents are welcomed to meet with either the class teacher or SENDCO to discuss behaviours/observations they have made themselves at home. We will then monitor this over a period of time and feedback to parents our next steps. Through this process this year, we have made successful referrals to the GP for ADHD and ASD assessments as well as referrals to Compass Bloom for support with pupils SEMH needs.

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 with an EHCP will also have an individual provision map. We also hold a costed provision map, which details how much interventions cost in regards to staff, enabling us to effectively manage SEND

budgets as well as being able to send this to the LA; should they request information to support an EHCP application.

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.
- EP advice.
- Access to specialist teacher input.
- Access to SEND specific PE competitions.

CPD received in 2024-2025

- Zones of regulation updates (delivered by SENDCo)
- Termly SENDCo updates with Strive SEND specialists. Areas covered: EHCP and the LAW, Oracy, Zones of regulation (supported by our SENDCO), early identification, Wellbeing.
- SEND Audit (Amira Helm: Strive)
- Supporting pupils with SEMH and behaviour needs (Strive)
- Speech and language needs: Delayed Language Development (Strive)
- Sensory processing difficulties (Strive)
- NELI (Nuffield Early Language Intervention – online and SENDCO)
- Occupational therapy updates.
- Use of a standing frame updates.
- Early Years SEND network.
- EHCP updates.
- Wellbeing warriors: Delivered to our Self-Love club by Compass Bloom.
- My Maths intervention.
- Lancashire reading partners (Delivered by LL)
- Rocket Phonics intervention (Delivered by LL)
- Rocket Reading (Delivered by LL)

Achieved in 2024-2025

- Further improvements to IEPs to including smarter targets, pupil feedback and more regular target setting.

- Continued to develop a whole school approach to supporting pupils Emotional Regulation through the use of the Zones of Regulation Toolkit.
- Introduced new interventions/approaches such as: My Maths and NELI.
- Enhanced partnership with Compass Bloom (MHST) in order to support pupils on a 1-1 basis with personalised support packages to help children with their mental health and wellbeing. This support also continued through half-term holidays. We have also offered and successfully completed parent lead support. Feedback from this has been fantastic. Compass Bloom have delivered support sessions for pupils in Y2: Maintaining friendships, Y6: Relaxed and Ready, Transition to high school, Y4: Managing Feelings, Parents: Identifying low mood and anxiety.
- Maintained positive relationships with outside agencies such as: STRIVE SEND Specialists, Compass Bloom MHST, EP support, SALT, Lancashire Specialist Teacher Service, Occupational Health.
- Use of PIVATs assessment to personalise support and targets for pupils working well below ARE.
- All children in KS1 and KS2 have accessed competitive sporting activities throughout the year.
- Use of TA support to support pupils not in their class based on the strengths of the TA.
- Used NELI to implement a system to identify early language needs in Nursery and reception as well as offer an EEF approved intervention to support pupils with language needs. This system also allows us to record and track language progress as pupils travel through KS1 and even into KS2 if needed.
- Developed a rigorous process for evaluating and monitoring interventions.
- Developed a provision map for the whole school which shows the support each pupils currently receives and the support they have had historically, which allows for deeper analysis.

Key Priorities for 2025-2026

- To plan for appropriate training as necessary.
- To further improve support for pupils SEMH needs as they arise, monitoring these for trends and support offered.
- To continue to update SEND register and provision map as appropriate.
- To further develop early language support throughout KS1, now that it has been established in EYFS.
- To further support pupils with EHCP applications.
- To develop partnerships with other local organisations to promote inclusivity in our community.
- To develop a system to identify and record oracy needs within our school and ways to intervene and support pupils where necessary.