



Crawford Village

Primary School & Nursery

Small enough to care...big enough to inspire

Crawford Village, Up Holland, Skelmersdale WN8 9QP

Headteacher: Mrs. D. Eaton

Tel: 01695 622333

Website: www.crawfordvillageprimary.uk

Email: head@uphollandcrawfordvillage.lancs.sch.uk

SENDCo Report to Governors

2023-2024

Our Vision

"All pupils will receive a full and enriching education, enabling them to achieve their full potential and are fully prepared for the next step in their journey."

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 2024, SEND pupils made up 14.7% of the whole school population. Within this group we had no pupils who have an Educational Health and Care Plan (EHCP) and 10 pupils who are at SEND Support. We are currently awaiting a decision from an application for an EHCP for a child in Year 4.

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	0	3	5	1	1	1	3	1
SEND Support	0	1	1	1	0	3	2	2
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.
- Access to specialist teacher input.
- Access to SEND specific PE competitions.

CPD received in 2023-2024

- Zones of regulation (delivered by SENDCo)
- Termly SENDCo updates with Strive SEND specialists. Areas covered: Autism Awareness, EHCP process and the law, Attention Autism, Use of TAs, Wellbeing.
- Supporting reluctant writers (Strive)
- Supporting pupils with SEMH and behaviour needs (Strive)
- Understanding and supporting autistic pupils. (Strive)
- Behaviour: Routines for learning. (Strive)
- Speech and language needs: Delayed Language Development (Strive)
- Teaching Assistants: Understanding your role within the graduated approach (Strive)
- Understanding and supporting pupils with attachment needs (Strive)
- Sensory processing difficulties (Strive)
- Numeracy with Nurture
- 1-1 EHCP support (SENDCo with Amira Helm)
- PIVATS training for SENDCos
- PIVATS CPD for whole school delivered by SENDCo
- SALT update.
- 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.
- Elklan training.

Achieved in 2023-2024

- Further improvements to IEPs to including smarter targets, pupil feedback and more regular target setting.
- Developed a whole school approach to supporting pupils Emotional Regulation through the use of the Zones of Regulation Toolkit. This included whole school training delivered by SENDCo as well as regular updates and monitoring throughout the year. All information was cascaded to parents and is readily available on the schools website.
- Introduced new interventions/approaches such as: Zones of regulation, Numeracy with Nurture, daily occupational therapy exercises and Wellbeing Warriors.

- Further developed 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.
- Worked strategically and built up 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.
- 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.

Key Priorities for 2024-2025

- 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 further develop the monitoring processes for interventions using standardised proforma and rigorous timeframes to improve reporting processes from staff to SENDCo and SENDCo to Head.
- To continue to update SEND register and provision map as appropriate.
- To improve early language skills in Nursery and EYFS following on from Elklan and DLD CPD received in Summer term.