

Criftins C of E Primary School

Special Educational Needs and Disability (SEND) Information Report



Welcome to Criftins C of E Primary School. The purpose of this report is to fully inform you about the special educational needs and disabilities provision and the impact of the SEND policy at our school. Please also read the Provision Map which lists support, interventions and resources that are available to children with special educational needs and disabilities at Criftins.

The information in this report feeds into the Shropshire Council's Local Offer which details support and services available to children and young people in their area who have special educational needs and disabilities.

This can be accessed at:

<https://shropshire.gov.uk/the-send-local-offer/>

Criftins C of E Primary School

Special Educational Needs and Disability (SEND) Information Report

Introduction /overview

At Criftins Primary School children are identified as having special educational needs(SEN) through a variety of ways including the following:-

- Liaison with Pre-school/ previous schools
- Child performing below age expected levels
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. physical
- Health diagnosis through paediatrician

The Head teacher, Special Educational Co-ordinator (SENCO) and Class teacher are all responsible for overseeing, planning, and working with pupils with SEND.

The Head teacher and SENCO oversee all support and progress of any pupil requiring additional support across the school.

The class teacher will oversee, plan and work with each pupil with SEND in the class to ensure that progress in every area is made.

There may be a teaching assistant(TA) working with the pupil either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

The Governors(their involvement and responsibility):

- The head teacher reports to the governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the governors is responsible for SEND and meets regularly with the SENCO. They also report to the Governors to keep all informed.
- The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

Criftins C of E Primary School

Special Educational Needs and Disability (SEND) Information Report

How we consult with parents and carers of children with Special Educational Needs and Disability (SEND)

Once a pupil has been identified as having SEND, parents are consulted. This involves making contact with the parent/carer and inviting them into school to discuss the needs of their children and the action of the school to meet the needs of the child. In addition to this the class teacher meets officially with the parents/ carer at least once a term. As we operate an “open door” policy at Criftins informal discussions take place frequently and if teachers need further consultation, a meeting will be arranged. If any further information is needed the class teacher, Headteacher and SENCO are always available to discuss the needs, support and progress of the pupil, as we pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that parents are able to do the same with us. Every term the school has an assessment week when assessments and reviews are formally completed. In addition to Parents’ evening, extended slots are offered to parents/carers of children with SEND in order to review targets and to discuss next steps. We also offer advice and practical ways that the child can be supported at home. With parental agreement children may be set specific homework to consolidate work done in school. The results from these assessments are updated on the online Secure Pupil Tracker system. From this the headteacher is able to analyse results and highlight those children who are not making the required progress.

How we consult with our pupils with SEND.

Once a pupil has been identified as having SEND the pupil is consulted via an informal pupil interview. This involves the class teacher and the pupil themselves talking informally about their strengths and their barriers in learning. Pupils are also asked about how we can break down these barriers and what targets can be set in order to measure whether barriers are broken down.

The interview also involves the writing of a Pupil Centred Plan(PCP) which is a pupil friendly document which details the discussion and the SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets set; these are targets with the expectation that the child will achieve the target by the time it is reviewed. (See-learning plan.)

During the pupil interview pupils are invited to review previous targets before setting new targets. At this stage there is always an opportunity for Parents to come into school to discuss and share their views on the Pupil Centred Plan.

In the instance where a pupil interview cannot be performed, the PCPs are written by the class teacher in consultation with the parents/carers. All PCPs are overseen by the SENCO.

Criftins C of E Primary School

Special Educational Needs and Disability (SEND) Information Report

How we support our pupils at times of transition

We encourage all new children to visit the school prior to starting when they will meet their class teacher and peers. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. In certain cases where deemed appropriate the SENCO will visit a child in their current nursery setting and liaise with the relevant staff.

When children are preparing to leave us for a new school, i.e. to go to secondary school, we arrange additional visits. At our “feeder” secondary school, they run a programme specifically tailored to aid transition for the vulnerable pupils.

We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then an EHCP review will be used as a transition meeting during which we will invite staff from both schools to attend.

How we adapt our curriculum and learning environment to include pupils with SEND

All work within school in each class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be several different levels of work set for the class, work can also be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their own level.

In addition there are TAs available to each class where support is provided for groups or individual children who have been identified, this can be time table support or support that is needed based on the teacher’s daily assessment of all children.

Interactive displays and learning walls are also used as well as all resources being accessible to all pupils.

How we assess and identify children with SEND

As a school we measure children’s progress in learning against National expectations and age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. All pupils are carefully monitored and data is analysed following assessment week. As a school, we track children’s progress from entry at Reception through to Year 6, using a variety of different methods. Children who are not making expected progress are picked up through Pupil Progress Meeting with the staff including headteacher, class teacher and SENCO. In this meeting a discussion takes place examining why individual children are experiencing difficulty and what further support can be given to aid their progression this is known as layer 1. If a pupil is discussed at one of these meetings parents will be informed.

Following this the SENDCo and class teacher will then create a provision map which details the provision provided for that child and others

Criftins C of E Primary School

Special Educational Needs and Disability (SEND) Information Report

identified during the meeting. Children are identified as having different levels of need depending on whether additional agencies are involved e.g. Speech and Language team (SALT). These levels are known as **could**, **should** and **must**.

Where children are receiving support from additional agencies and /or have a statement a LP is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

How we assess and evaluate the effectiveness of our SEND provision and how we involve parents, carers and pupils in this process.

Pupils are assessed at the start and end of an intervention to measure the effectiveness of the provision.

This is communicated to the parents during the parents/carers evening and discussed further during the pupil progress meetings. During the pupil progress meeting the head teacher, SENCO and class teacher all review the provision's effectiveness and plan next steps.

In addition, all pupils are assessed each term and their progress discussed during the parents/ carers evening and pupil progress meeting. Here we review the pupil progress against their targets including pupil with a LP to ensure they have been met. If the pupil is making progress academically against national/age expected levels and the gap is narrowing i.e. they are catching up to their peers or expected age levels and next steps are planned for pupils who have made sufficient progress then they can be moved off the SEND register.

However, if progress has not been made and the gap is widening alternative next steps are made, this may mean the involvement of outside agencies.

How we ensure access to our facilities for all of our pupils

The school site is wheelchair accessible through the hall entrance with a disabled toilet large enough to accommodate changing. We also have a lift where there is a step. New building work is completed under consultation regarding accessibility and the school has an accessibility plan which is available on request.

Criftins C of E Primary School

Special Educational Needs and Disability (SEND) Information Report

What activities are available to our pupils with SEND, in addition to the curriculum?

All children are included in all aspects of the school curriculum as well as extracurricular activities and we aim for all children to be included on educational visits. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it's considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum area will be provided in school.

There are also after school activities which cover a range of sports and music clubs. Some music clubs are held during the day and the children work towards performing at KS1 and KS2 singing and recorder workshops which combine local schools in a common interest. Every two years a mass concert, open to all Shrophire schools, is held which involves all those in the choir, which is any child in KS2.

There are frequent opportunities for inter school sporting events during the year open to all pupils. Also biannually the pupils in years 5 & 6 go on a residential visit. Where there are children with Special Educational Needs we have employed extra staff.

What training have our teachers and other staff had to enable them to support pupils with SEND effectively?

Our SENCo has had many years' experience of working with children who have special educational needs and regularly attends courses and network meetings. There is also a close link with the secondary school so that examples of good practice and resources can be shared.

Several of the staff are trained to deliver Wave 3 intervention programmes such as Toe by Toe. Also provision is made for outside agencies (SALT) to train our own TAs to deliver individual programmes.

How we obtain the services, provision and equipment required by our pupils with SEND

If pupils with SEND are not making sufficient progress and all means and provision are exhausted at school, additional help may be sought through a referral to the LSAT. In addition to this we work closely with any external agencies that we feel are relevant to individual children's needs with our school this involves: Behaviour Intervention; health, including GPs, school nurse, clinical psychologist, occupational therapists, speech and language therapists, sensory inclusion service for hearing and vision, social services including a designated Health care worker and Educational Psychologists.

Criftins C of E Primary School

Special Educational Needs and Disability (SEND) Information Report

How we support the emotional and social development of our pupils with SEND

We are an inclusive school: we welcome and celebrate diversity. All staff believes that children having high esteem is vital to a child's well-being. We have a caring, understanding team looking after our pupils.

The Class teacher has responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is needed the class teacher liaises with the headteacher or SENco. Eg Where a pupil is seen to be struggling socially, the school has provided resources and extra support from SENco and TAs who have delivered pertinent PSHE sessions in a small group or individually. Further support may involve working alongside outside agencies such as Health and Social Services or the Behaviour Support Team.

The pupil premium is also utilised in providing additional TA hours, sending pupils on trips and residential visits and allowing pupils to attend after school and extracurricular activities.

If you have any questions, concerns or complaints or compliments about our provision for pupils with SEND

The first point of contact would be the pupil's class teacher, they will be happy for you to share any concerns you may have. An appointment with the Headteacher, Mrs Mandy Jones or SENDCO Mrs Catherine Wilson could also be arranged by contacting the school.

Criftins C.E. Primary School,
Dudleston Heath
Ellesmere
Sy12 9LT

Telephone: 01691 690207

E-mail: admin@criftins.shropshire.sch.uk

head@criftins.shropshire.sch.uk

Website: www.criftins.shropshire.sch.uk

Criftins C of E Primary School

Special Educational Needs and Disability (SEND) Information Report

In addition:

IASS (Information Advice and Support Service)

Citizens Advice Shropshire

Fletcher House,

15 College Hill

Shrewsbury

SY1 1LY

(Open Monday to Friday 10 am to 4pm)

Tel: 01743 280019

E-mail: enquires@cabshropshire.org.uk

Website: www.cabshropshire.org.uk

[Facebook](#)

Follow Shropshire IASS on Facebook

PACC Shropshire Parent and Carer Council

PO box 4774

Shrewsbury

SY1 9EX

Telephone: 0845 601 2205

E-mail: enquiries@paccshropshire.org.uk

Website: www.paccshropshire.org.uk

[Facebook](#)

Follow PACC on Face book

[Twitter](#)

Follow Shropshire PACC on Twitter

NHS Choices Carers Direct

Information advice and support for carers

Criftins C of E Primary School

Special Educational Needs and Disability (SEND) Information Report