Crookhill Primary School – SEN Information Report

About the school
Crookhill Primary School is a maintained mainstream school for students from the ages of 4 to 11. The Special Educational Needs Co-ordinator (SENCo) is Mrs Emma Smith, who can be contacted by phone on 0191 433 4066 or email at schooloffice@crookhillprimary.org
Identifying Needs
All students follow a broad balanced curriculum that is appropriate to their age and stage of development, which is personalised to take into account their needs and abilities. In order to identify a student's special educational needs we use all of the information about the student's progress, including detailed assessment grids and assessment from the school's Educational Psychologist and other outside agencies. We compare it with the progress of other students in the school and against national performance information, such as, Key Stage 1 and Key Stage 2 data. If a student is not making the progress that would be expected, their parent/carer will be involved as soon as possible. We will discuss our concerns with the parent/carer and student and get their views about: • the student's strengths and areas of difficulty • concerns that the parent/carer and student has • agreed outcomes • agreed next steps Following discussions with parents/carers and the student, we will then agree outcomes that the student will be working towards and the support or programmes of study that are needed to meet these outcomes. From the records of progress and discussions with parents/carers, the school will then decide the support or programmes of study that are needed to meet these outcomes. Concerns are not always based on academic progress but could also be linked to the social and emotional development of the student. Any concerns that school staff or parents raise in this area may lead to a further investigation by the SENCo. In some instances, involvement from outside services may be necessary. These include Behaviour Support Services, Emotional Wellbeing, Assessment from an Educational Psychologist, counselling services such as Bright Eyed and Bushy Tailed or referrals to Speech and Language Therapy, Occupational Therapy or sensory teams including Vision and Hearing teams.
Assessment, Monitoring and Review
Each student's progress is continually monitored by their class teacher and the SENCo in a number of ways, including additional educational testing completed within school. The SENCo oversees any additional support the student may need

and at the beginning of the new academic year, data is analysed and tracked to get a clear indication of which students need support with their academic work.

Children's areas of needs are identified using the Gateshead Threshold's document. This supports staff and families to identify specific areas of need from the Code of Practice. The areas include

- Cognition and Learning
- Communication and Interaction
  - Complex Social Communication
  - Speech, Language and Communication Needs
- Social, Emotional and Mental Health
- Physical and Medical Needs
  - Vision Impairment
  - Hearing Impairment
  - Multi-Sensory Impairment

The link to the threshold document is below.
https://gateshead-localoffer.org/wp-content/uploads/2024/03/SEND-Thresholds-Final-version-March-2024.pdf

Once the primary and secondary needs have been identified, services who work with the child will work collaboratively to identify their level of need in each area.

Progress is discussed regularly in staff meetings and is reviewed formally every term by the class teachers and Head Teacher in pupil progress meetings. Through the school's reporting system, parents are informed if their child is working within, above or below expectations for their age. At parent consultations, parents are also informed which year group curriculum their child is working within. All children are required to be formally assessed at the end of each key stage (i.e. at the end of year 2 and year 6) using Standard Assessment Tests in year 6 (SATS). This is something the government requires all schools to do with year 6 results being published nationally. Parents are informed of their child's attainment in these tests in Y6. In year 2, although there are no longer statutory tests, teacher assessment will be used and information will be shared with parents. At the end of Reception, children are assessed based on achieving a good level of development in the prime areas of learning. This information is shared with parents at the end of the academic year through their child's school report. For some students, a more sensitive assessment tool may be used which shows their level in more detail and shows smaller but significant steps of progress. The levels are called 'P levels'. As well as National Tests, other tests may be used to monitor progress, such as tests which give a reading and spelling age or a standardised score, such as the York Assessment of Reading and Comprehension (YARC), Sandwell Early Numeracy Test (SENT), the Phonological

Assessment Battery (Phab) and the EEF Fluency reading test. Outcomes of these will be discussed in detail, along with staff comments within the review meeting.

At Crookhill there is a robust system of Intervention sessions in place. Children who have been identified as below expected levels are given extra support through intervention sessions. These interventions are tracked and monitored closely to ensure they are working for the children involved. If it is deemed to be having limited effect on the child, the intervention is changed promptly.

The level of support given to each student depends on their additional needs and any other factors that may improve or hinder their progress. When a student has been assessed and is not making progress against their outcomes with the help that they have been given, we can refer students to a number of different services for more specialist assessment and advice.

Depending on the student's needs, referrals can be made to the Special Educational Needs Improvement Team (SENIT), the Educational Psychology Service or Behaviour Support Service within Gateshead Council, health services such as speech and language therapy, school nursing service, occupational therapist, Emotional Wellbeing Team or Children and Young People's Service or social care teams such as SEND social workers or the Family Intervention Team. We might suggest completing a Common Assessment Framework (CAF) form in order to get a team of professionals (Team around the Family (TAF)) together to work with the student and their family but this will only be done with the parent/carers agreement.

If the student does not make progress with support that has been suggested by specialist staff, we can make a referral to the Local Authority (LA), for an assessment for an Education, Health and Care Plan. This is a legal process, which is carried out by the LA which sets out the amount of support that will be provided for the student.

Involving Parents/Carers and Students

Parent/carers can contact school with any concerns about their child by telephoning, writing or coming into the office and requesting a meeting or speaking to staff at the start and end of the school day.

Parent/carers will be kept informed through, school reports, informal meetings and phone calls. Staff will contact parents/carers to discuss issues, concerns or progress of individual students as soon as additional needs are identified.

We hold 2 parent evenings for all parents/carers. If your child has special educational needs, parents/carers and the student (where appropriate) are involved with regular review meetings to discuss progress towards current outcomes and setting outcomes for the future.

Crookhill Primary School – SEN Information Report

Annual Reviews are held for students with Education, Health and Care Plans (EHCPs or Single Plans). These reviews focus on achievements, the progress made towards the outcomes, support and future plans and is held with parents/carers, the student if appropriate and any other agencies involved. Early reviews may be held if there are significant changes to the child's EHCP.

Progress reports can be provided to parents/carers in alternative formats if required.

Where appropriate, students are encouraged to share their aspirations and views in review meetings especially letting school know how they prefer to be supported.

Crookhill are able to offer sessions in school to support parents with their child's school work. They cover a range of subjects with a main focus on Maths and English skills.

Staff

There are a number of people in school who are responsible for special educational needs:

The Head Teacher, Miss McCormack, is responsible for:

- The day to day management of all aspects of the school, including support for students with SEN.
- Making sure that your child's needs are met but they will give this responsibility to the SENCo and class teachers.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEN.

The Special Educational Needs Co-ordinator (SENCo), Mrs Smith, is responsible for:

- Coordinating all the support for students with special educational needs and disabilities (SEND) and developing the school's SEN Policy to make sure all students get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents/carers are:
  - involved in supporting their child's learning
  - kept informed about the support their child is getting
  - involved in reviewing how they are doing
  - involved in planning for their future.
- Contacting other people who may be coming into school to help support your child's learning for example, an Educational Psychologist.
- Making sure that there are excellent records of your child's progress and needs.

- Provide specialist support for teachers and support staff in the school, so they can help students with SEN in the school make the best possible progress.
- Writing Individual Support Plans (ISP's) that specify the student's targets.
- Ensuring that all staff working with the student in school are helped to deliver the planned work/programme so the student can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Identifying areas of need using the Gateshead Threshold document and keeping these up to date.

The Class Teacher is responsible for:

- Making sure that all students have access to excellent classroom teaching (this is known as quality first teaching) and that the curriculum is adjusted to meet your child's individual needs (this is called differentiation).
- Checking on the progress of your child and identifying, planning and providing any additional help your child may need and letting SENCo know if necessary. This could be things like targeted work, additional support.
- Following the Support Plans produced by the SENCo. These will be shared and reviewing with parents at least once each term.
- Planning for the student's next term based on their progress.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the students they teach with any SEN.
- Using suggested resources and strategies as outlines in the Gateshead Threshold document as per their level of need.

The Teaching Assistants work with the class teacher to identify areas of support for students with SEN. They:

- Support students to access the curriculum
- Help with implementation of differentiation and specialist support strategies in the classroom
- Keep students focused on learning activities during lesson
- Attend all training opportunities related to SEN and differentiation.
- Are mainly classroom based, however Teaching Assistants and Higher Level Teaching Assistants are able to deliver specific SEN programmes outside of the classroom. They may also provide support during social time and unstructured parts of the day
- Help students to develop effective ways of becoming independent learners
- Pass on any concerns regarding progress/emotional and social development to the Class Teacher and SENCo
- Updating provision map with pupil progress made within interventions.

Crookhill Primary School – SEN Information Report

The SEN/Inclusion Governor is responsible for:

- Making sure that the school has an up to date SEN Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all students in the school.
- Making sure that the necessary support is made for any student who attends the school, who has SEN.

Training

School staff are trained in specific areas where there is a current SEND. The Headteacher collects information on areas for development through appraisals, pupil progress and staff meetings and asks the appropriate professionals to deliver it as whole staff or individual training. Training is also provided for staff when students are admitted to school with a SEND that no-one in school has experience of. Members of the Senior Leadership Team (SLT) find appropriate specialist support training and enrol staff on courses or seek support from professionals.

Teaching Assistants in school have attended training to deliver specific interventions to support children in areas of Literacy and Numeracy and areas of children's Social and Emotional development. One member of staff is a trained Emotional Literacy Support Assistant (ELSA) who can deliver sessions on a 1:1 or small group basis.

Staff within school have different levels of expertise in order to support students with special educational needs:

Awareness – this is basic awareness of a particular type of SEN. All staff who come into contact with the student will have this level of training and it will be carried out by the SENCo, SENIT, Educational Psychologist or other specialist service.

Enhanced – this level of training will be carried out by staff working with the student regularly, such as class and subject teachers, and will focus on how teaching and learning can be adapted to meet the student's needs. The training can be carried out by SENIT, Educational Psychologist, staff from special schools or other specialist services.

Specialist – this is in-depth training about a particular type of SEN for staff who will be advising staff who support students at an enhanced level. This could be a specialist SEN teacher or a SENCo if they had appropriate qualifications.

At Crookhill Primary School, staff have had awareness training in Autism, Attachment training for Looked After Children (LAC), Speech, Communication and Language, ELKLAN, Gateshead Threshold document, administration of inhalers and epi-pens and enhanced training in Disability Awareness. Crookhill is proactive in seeking training when the need arises.

Crookhill Primary School – SEN Information Report

Transition

Transitions can be difficult for a student with SEN and we take steps to ensure that any transition is a smooth as possible.

- Students in Year 6 with Education, Health and Care Plans will have a review in the Autumn term before they move to secondary school to discuss the transition. You will be told by 1st March 2027, which secondary school they will attend in September.

- If you are transferring from another primary school, before your child moves to Crookhill Primary, staff will have the opportunity visit them at their previous school if possible. We will arrange for your child to visit us to meet their new teachers and classmates. They will be encouraged to spend time in lessons with their new classmates before starting Crookhill Primary School full time.

- If your child is moving to another school we will contact the SENCo at the new school and ensure they know about any special arrangements or support that needs to be made for your child. We will also make sure that all records about your child are passed on as soon as possible. Where possible your child will visit their new school before they start and in some specialist cases, staff from the new school will visit your child in this school. When your child moves to secondary school, staff will discuss the specific needs of your child with the SENCO at the receiving school.

- Information is available for all staff from the school's computerised records so staff will be aware of your child's needs if they move class. Students with a greater level of need are identified to all staff as appropriate.

- When moving classes in school, information will be passed on to the new class teacher in advance. All learning plans are available to all staff via EduKey Provision Map.

Please note - if your child has an EHCP they must have an annual review before they move to a new school.

Support

<u>Academic</u>

All students receive excellent classroom teaching also known as Quality First Teaching. For your child this would mean:

- That the teacher has the highest possible expectations for your child and all students in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This could involve things like using more practical learning.
- Specific strategies are in place to support your child to learn.
- If your child's teacher has decided that your child has gaps in their understanding/learning after carefully checking on your child's progress they could receive some extra support to help them make the best possible progress in the form of intervention sessions or focused differentiated work to close the gaps.

All students will get this level of support but other types of support are available for students with SEN:

Specific work with a small group of children:
This type of support is available for any student who has specific gaps in their understanding of a subject/area of learning and will be put in place if the SENCo thinks that they need extra support in school. The group, sometimes called Intervention groups by schools, may be:

- Run in the classroom or outside.
- Planned and overseen by a teacher but they are often run by a Teaching Assistant who has been trained to run the groups using the teacher's plan.
- Run by the SENCo through close working with the Class Teacher.
- Will work with specific targets to help your child make more progress. The targets will be identified in advance and need to be achieved within a specific time period, normally a term.

The progress made with the intervention is tracked and monitored closely to decide whether any additional support is needed for your child.

Specialist groups run by outside agencies

This type of support is available for students who are not making progress through Class Teaching and intervention groups and means they have been assessed as needing some extra specialist support in school. This may be from:

- Local Authority services such as the SENIT, an Educational Psychologist or HINT Behaviour Support Service.

- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy, Emotional Wellbeing Team.

For your child this would mean:

- Your child will have been identified by the SENCo as needing more specialist input instead of or in addition to Quality First Teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked for permission for the school to refer your child to a specialist professional eg a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's needs better and be able to support them 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 eg some individual support or changing some aspects of teaching to support them better
    - Support to set targets which will include their specific expertise
    - A group run by school staff under the guidance of the outside professional eg a social skills group such as a Friendship group
    - A group or individual work with outside professional
- The school may give your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place.

Individual support

This is usually provided through an Education, Health and Care Plan. This means your child will have been identified by a specialist professional as needing a higher level of support than the school can provide from their SEN budget. This is a legal process, which is carried out by the LA, which sets out the amount of support that will be provided for your child. School will discuss with you if they think that this is required.

<u>Emotional and Social</u>

As well as providing academic support, school can also provide emotional and social support for students. This can include:

- Social skills/nurture group interventions - provided by both internal staff and external agencies

- Opportunities to talk to trusted staff in school
- Self-esteem interventions – such as Friendship groups, dealing with disagreements and upset
- Anti-bullying policies. This is also taught within PSHE curriculum
- ELSA sessions delivered by school's ELSA.
- Administration of medicines where necessary
- Counselling support from outside agencies for those vulnerable children (Bright Eyed and Bushy Tailed, RISE, TIME).

Accessibility

In School

The school is fully accessible to students with physical difficulties.

The following facilities are available for students and their parents/carers with physical difficulties:

- Disabled parking bays
- Ramped access to buildings
- Lifts to all floors
- Accessible toilets
- Induction loop for hearing aid users
- Contrast edging and dual height rails on stairs and steps
- Accessible break areas
- Accessible dining area
- A private room for administration of medication
- Outdoor lifts to give access to the yards.

A risk assessment carried out and personal evacuation plan will be drawn up for all pupils with physical difficulties. All staff working with the student will be made aware of the plan.

We have an Accessibility Policy which is available at www.crookhillprimary.org

Outside of School

The school has a number of after school clubs, including ICT, music and singing, arts and crafts, dance, cookery, gardening and sports clubs ran by school staff or outside coaches. All of the clubs are accessible to students with special educational needs.

Students take part in school visits throughout the year. A risk assessment is completed for all school visits. The Senior Leadership Team, overseen by the Headteacher, makes decisions based on whether it is safe for a student to leave the

premises, taking into account the emotional needs of the students. All visits are logged on the Local Authority system for school visits Evolve. Residential visits are sent to the Local Authority for final approval.

Complaints

Parent/carers should contact the SENCo with any complaints about the provision that the student is receiving at school. If the complaint is not resolved, the school has a complaints policy which can be found at www.crookhillprimary.org.

Parents/carers can contact the Special Educational Needs and Disability Information and Advice Service which is run by Axis in Gateshead.

Phone number: 0115 959 7771
Email: info@gatesheadsendiass.org.uk
Website: www.gatesheadsendiass.org.uk

This is a free, confidential service for young people who have SEND and their parent/carers. The service is available whether or not the young person has a Single Plan.

Gateshead Council has developed a Local Offer which provides information about education, health and social care support for children and young people with SEND in Gateshead. The Local Offer can be found at www.gateshead.gov.uk/localoffer.