



CRONTON CHURCH OF ENGLAND PRIMARY SCHOOL

BELIEVE ENJOY SUCCEED TOGETHER

OUR VISION STATEMENT

"I CAN DO EVERYTHING THROUGH GOD WHO GIVES ME STRENGTH"

- PHILIPPIANS 4:13

Cronton CE Primary School SEND Information Report

Date of report: December 2024

At Cronton CE Primary School we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Quality First Teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets. This report is applicable for all pupils, including those looked after by the local authority.

Our Inclusion Team consists of:

Linda King- SENDCO

Katie Nesbo –Safeguarding & Pastoral Lead

Debbie Doyle – SEND Governor

Sarah Jones- Assistant Head and Inclusion, Health and Well-Being Leader

There are many SEN terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEN terms.

ADD / ADHD	Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder
ASD / ASC	Autistic Spectrum Disorder / Autistic Spectrum Condition
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
EAL	English as an Additional Language
EHCP	An Education Health Care Plan is a legal document that may be applied for to the Local Authority if a child has a specific learning need which needs to be written into a plan.
EP	Educational Psychologist
FSM	Free School Meals
IEP	Individual Education Plan Each child on SEN Support has an IEP to help them achieve specific targets and make good progress in school.
LAC	Looked After Child
LEA/LA	Local Education Authority/ Local Authority
OT	Occupational Therapist
SALT	Speech and Language Therapy
SEN Support	Children who have identified learning needs. These children are often known to external agencies for support and assessments.
SEND	Special Educational Needs and Disability
SEN Code of Practice	The legal document which sets out the requirements for educating children with special educational needs.
SENDCO	Special Educational Needs and Disability Co-ordinator
SIS	Sensory Impaired Service
SpLD	Specific Learning Difficulty
TA	Teaching Assistant
Targeted Support	Children who are receiving intervention to support their learning.
VI	Visually Impaired

In our school we aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Children and Families Bill 2013

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in *Support and aspiration: A new approach to special educational needs and disability: Progress and next steps* by:

- replacing statements and learning difficulty assessments with a new birth- to-25 "Education, Health and Care Plan", extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the Authority Local Offer?

• The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child."

The kinds of special educational needs for which provision is made at the school.

The SEND Code of Practice 2014 lays out four main areas of SEND. Children with SEND needs will generally fit into one or more of these areas. Below are the four areas and the provision in place at our school:

1. Communication and Interaction

On a general basis, our staff model good language, communication and interaction skills to our children. We have speech and language interventions across all key stages in school. We start with the WellComm speech and language assessment in nursery. Any gaps in development are identified and then addressed through whole class activities, small group work and/or 1-1 sessions. As soon as staff identify a speech and language need that is not improving, children are referred to the Speech Therapy Service according to their GP authority and placed onto a speech and language care plan to help target this specific area of need. If advice is given from speech and language therapists we will follow up on their advice and allocate time for these children to work on their given targets. Some children may have communication and interaction difficulties, which may or may not be diagnosed as ASC. Appropriate staff complete training in speech and language to help us meet the needs of those children with communication difficulties. Staff use a range of strategies to help children including: now and next boards, pictures and symbols, PECS and visual timetables. We use visual timetables across school, from Nursery to Year 6.

2. Cognition and Learning

A variety of intervention programmes are used to support children in the development of phonics, reading, writing and maths. Some interventions follow set programmes bought into school and others focus on targets set by class teachers that are similar to the learning in class. Training, in-house and external where possible, is given to our staff who lead interventions to ensure that they have a bank of ideas and outstanding subject knowledge in order to deliver high quality intervention sessions. Through our quality first teaching, which engages and inspires children, we will share with them the knowledge and skills required throughout the curriculum to ensure that every child achieves their "BEST". (**B**elieve in our faith and our self. **E**njoy everything we do. **S**ucceed by showing determination and resilience. **T**ogether in our school, community, country and world.) This has had a positive impact on our SEND children as they have access to their KEYS books in lessons and are able to learn key facts. Our whole school teaching and learning focuses on retention over a long period of time and a lot of revisiting and overlearning teaching styles are used which can help those children with cognition and learning difficulties. We ensure that teaching assistants are deployed effectively around the school and within lessons to support children and their learning as well as giving the best strategies to support our children alongside developing independent learners.

3. Social, Emotional and Mental Health Difficulties

The school has a Safeguarding & Pastoral Lead who may work alongside children who have social, emotional and mental difficulties. The PS Lead (as well as the SENDCO and the Inclusion, Health and Well-Being Leader) has had mental health training and uses a variety of resources and games to help our children talk about their feelings and wishes. Children are referred to our PS Lead by a class teacher as and when an issue arises. As a school, we are finding that our numbers of children with possible ADHD are rising. After following the graduated approach, we may refer children to the appropriate services for assessment. This may be the Knowsley ADHD Pathway through Alder Hey or Halton's Woodview Child Development Centre.

4. Sensory and/or Physical Needs

There are various interventions that take place to help our children with sensory needs. Some children have a personalised timetable, which ensures they are given sensory/movement breaks when required. If school need to identify what sensory needs a child has, the 'Seedling Programme' may be followed and then a referral to occupational therapy will be completed. Occupational Therapy may offer advice and provide a sensory diet that school can follow. Children with sensory needs are given the opportunity throughout the day to have these needs met. Reasonable adjustments are made to help our children with physical and visual impairments around the school.

Information in relation to the school's policies for the identification and assessment of pupils with SEND.

At Cronton we strive to identify children with special educational needs as early as possible. The earlier their needs are met, the sooner their barriers to learning can be broken down and progress can be made.

The school knows when pupils need help if:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made
- there is a change in the pupil's behaviour or progress

If the school has any concerns about your child this will be discussed with you by the class teacher and/or SENDCO.

What should I do if I think my child may have special educational needs?

- The class teacher is the initial point of contact for responding to parental concerns
- If you have further concerns then contact the SENDCO. The SENDCO holds termly SEND Consultation afternoons for any parent who wishes to discuss anything, whether their child is already on the SEND Register or not.

The school's approach to teaching pupils with SEND.

How the school evaluates the effectiveness of its provision for pupils of SEND.

The school's arrangements for assessing and reviewing the progress of pupils with SEND.

At Cronton CE we have a positive SEND culture where all staff have a responsibility for each child with SEND and work together in the best interests of the child. High quality first teaching is evident throughout the whole school (both in our classrooms and during intervention sessions) as teaching and learning is differentiated, modified and personalised to ensure all children make progress.

This ensures we can have early identification of SEND, assess a child's needs effectively, plan how we can best meet their needs and most importantly review the impact we are having on a child and their progress and plan for further reasonable adjustments necessary in order to help the child.

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. This may be done on a Cause for Concern document and will include input from parents. This will be monitored for one or two terms and then discussed with the SENDCO.
- c) The class teacher will take steps to provide differentiated and/or scaffolded learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO may be consulted for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward; for example, adaptations, Intervention Programme or put on the SEND Register with SEND Support through an IEP, Behaviour Plan, etc.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category to ensure continued monitoring.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents evenings and will be recorded and monitored through our Cause for Concern form.
- i) Parent's evenings are used to monitor and assess the progress being made by children. There are also termly SEND Consultations days when parents are welcome to make appointments to meet with the SENDCO.

SEN Support

Our school adopts the graduated approach cycle:



Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be made to add the child to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning and promote emotional wellbeing. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need.

Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

The class teacher will ensure that all those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews of a child's progress will be made termly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCO where required, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

How the school adapts the curriculum and learning environment for pupils with SEND. Additional support for learning that is available to pupils with SEND.

Our KEYS curriculum has had a positive impact on our SEND children as they have access to their KEYS books in lessons and are able to learn and remember key facts. Our whole school teaching and learning focuses on retention over a long period of time and a lot of revisiting and overlearning teaching styles are used which can help those children with cognition and learning difficulties.

The curriculum /learning environment may be adapted by:

- differentiated resources and teaching styles;
- appropriate choices of texts and topics to suit the learner;
- access arrangements for tests and or examinations;
- all PowerPoints have a soft colour background to support children with dyslexia;
- fun and engaging lessons are planned;
- KEYS books to support children learn key facts for the non-core curriculum;
- iPads / laptops may be used to support learning;
- seating positions for children with SEND are carefully planned;
- additional adult support.

How the school enables pupils with SEND to engage in the activities of the school (including Physical activities) together with children who do not have special educational needs.

School will always plan ahead for main events that involve physical activities and ensure that all children can be included. Sports days and school trips, including residential, are carefully planned so make sure all of our SEND children can attend and achieve. When required, risk assessments are put into place and procedures are discussed with parents and carried out. Where appropriate, an extra member of staff may attend to support one specific child. We also have a specialist sports TA to support access to PE and after school clubs. Our school Christian Values also ensure that all children are included and feel part of physical activities. All of our children are encouraged to be good citizens who are encouraging, forgiving and develop positive friendships. This ethos and environment of the school ensures that all children feel included and supported.

Support that is available for improving the emotional, mental and social development of pupils with SEND.

At Cronton we have a clear policy regarding behaviour and expectations that all children adhere to. We use the Good To Be Green behaviour system, within which we make reasonable adjustments where appropriate for children with SEND.

We have an anti-bullying policy that is supported by all staff and a highly experienced Safeguarding and Pastoral Lead who supports children individually or in groups to ensure their needs are being effectively understood and met.

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

Members of staff such as the class teacher, Safeguarding and Pastoral Lead and SENCO are readily available for pupils who wish to discuss issues and concerns.

Provision such as adult support and planned activities is available for those who find playtimes/lunchtimes a challenge.

The school runs a range of peer support for children such as "Gardeners and Seedlings" (a buddy system between older and younger children) and Peer Mentors.

The school accesses advice from other professionals and these professionals may work with children in consultation with the parents, at school and/or at home.

In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEND coordinator and her role and responsibilities.

Mrs. Linda King 0151 424 3881 / cronton.send@ldst.org.uk

She has the responsibility for the day-to-day operation of the SEND policy. She will:

- Maintain and monitor the school's Inclusion Register and all the required documentation.
- Keep records on pupils who have special educational needs and ensure their progress is regularly monitored and reviewed.
- Liaise with teachers, parents and external agencies.
- Ensure annual reviews are completed for pupils with Education Health Care Plans.
- Organise meetings as appropriate with designated teachers at regular intervals in respect of special needs issues.
- Regularly review and monitor SEND provision within the school.
- Take part in formal meetings with external agencies regarding individual pupils to be assessed.
- Liaise with the literacy, numeracy and other subject co-ordinators and class teachers to ensure the needs of pupils with special educational needs are met throughout all subjects of the National Curriculum.
- In line with the school's professional development policy/programme, provide access to in-service training to meet the needs of the school and individual members of staff.
- Liaise with the designated SEND Governor, where appropriate.
- Contribute to the Governor's Reports.
- Although individual class teachers organise the running of provision for pupils in their class with special educational needs/disability, including general class, small group and individual pupil support, the SENDCO is available for advice.
- Likewise, although individual class teachers organise and manage the work of any Teaching Assistants in their class, the SENDCO is available for advice.

Information about the expertise and training of staff in relation to children and young people with SEND and about how specialist expertise will be secured.

At Cronton CE we endeavour to train all staff where and when appropriate. This may be through whole group staff meetings for teachers and/or TAs. We also ensure that staff working with a particular need in their current class can access training, advice and support bespoke to that child. These have included sessions on how to support pupils...

- on the autistic spectrum.
- with social and emotional needs.
- with speech and language difficulties.
- with physical and co-ordination needs.
- pupils with dyslexia.

If a pupil has a serious medical need then a detailed Health Care Plan is compiled, possibly with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

Staff receive relevant medical training delivered by the school nurse or other professionals such as the use of Epi-pens, Asthma, Diabetes, Epilepsy etc.

Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.

Qualified First Aiders are available across the school.

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. These agencies may be from Halton, Liverpool or Knowsley depending on the address of the child and the child's GP.

The agencies used by the school include:

- ASC Specialist Advisory Teacher
- Child Protection Advisors
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- The attendance service
- Hearing and Visual Impairment Team
- Local Authority Inclusion Team
- Child Development Centres
- School Nurse

An Educational Psychologist is allocated to our school. She has consultation sessions with the SENDCO and may work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after any assessment or observations have been completed. She will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

Information about how equipment and facilities to support children and young people with SEND will be secured.

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year. Equipment and resources are also purchased if advised by an outside agency such as OT. Resources may include deployment of staff depending on individual circumstances.

Please also follow the link to our Equality Objectives page for more information.

<https://www.crontonce.co.uk/equality-objectives/>

The arrangements for consulting parents of children with SEND about and involving such parents in the education of their child.

All parents are encouraged to contribute to their child's education.

This may be through:

- discussions with the class teacher
- during parents evenings
- during discussions with Mrs King or other professionals
- parents are encouraged to participate in and comment on their child's IEP with possible suggestions that could be incorporated.
- Home/school books for some SEND children
- Transition meetings
- Annual reviews
- Termly SEND Consultation meetings offered to parents
- The SENDCO Mrs. King has been at the school for a considerable period and has developed good relationships with parents. She will often meet with or telephone parents as and when required, at mutually convenient times.

The arrangements for consulting young people with SEND about, and involving them in, their education.

At Cronton we believe that the children and young people must as involved as possible in their education to ensure motivation and progress. This may be through:

- Sessions with the Safeguarding and Pastoral lead
- Student Council

- Annual Reviews
- Being fully involved, where age appropriate, in their Individual Education Plans / Pen Portraits / Birmingham Toolkit Targets
- Curriculum subject pupil interviews

Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher, SENDCO or Safeguarding and Pastoral Lead, who will be able to advise on formal procedures for complaint. Any complaints queries are dealt with in a timely manner. We strive to ensure relationships between school and families are positive in order to ensure that the child's needs are met. We have an up-to-date complaints policy which is available on our school website.

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils.

The Governors of Cronton CE Primary School are responsible for entrusting a named person, Mrs Debbie Doyle, to monitor Safeguarding and Child protection procedures. She is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. In a supportive and challenging role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equal way. Our governing body regularly reviews our policies to ensure they are updated and that all children's needs in our school are met. The SENDCO produces an annual report to the governors to inform them on updates in SEND.

The contact details of support services for the parents of pupils with SEND, including those for Arrangements made in accordance with section 32.

A fully comprehensive list of support services can be found on the Knowsley Council website
<http://www.knowsleyinfo.co.uk/>

The school's arrangements for supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living.

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools or settings prior to the pupil joining/leaving.
- All pupils attend a transition session where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Secondary school staff visit pupils prior to them joining their new school.
- Mrs King and the Year 6 class teacher liaise with the SENDCOs from the secondary schools to pass on information regarding SEND pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with Mrs King, the secondary school SENDCO, the parents/carers and where appropriate the pupil.
- Pupils coming from other schools or settings with specialised needs will be discussed by the SENDCO, parents and staff from the previous setting. If children move from the school or nursery to another setting the same procedures will occur.

Information on where the local authority's local offer is published.

As our school is on the border of Knowsley and Halton, links to the local offer for both authorities can also be found on our school website.
<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>
<https://localoffer.haltonchildrenstrust.co.uk/>