

CRAWLEY DOWN VILLAGE C of E SCHOOL



SEND Information Report 2024-2025

Special Education Needs and Disability Coordinator: Mrs Emily Deadman

Special Education Needs and Disability Governor: Mrs Vikki Heasman

Contact: sen@crawleydownschool.com

Phone: 01342 713292

Date: October 2025

Review date: October 2026

1) Aims of our provision in regards to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To collaborate with parents/carers and pupils and other agencies in all aspects of SEND provision.
- To make reasonable adjustments for those with a special educational need or disability by acting to increase access to the curriculum, the environment and to printed information for all.
- To attempt to remove or diminish barriers to learning.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the adapted curriculum. This is to be appropriate for the child and regularly reviewed.
- To ensure that all teachers are trained to identify pupils with SEND and to meet individual pupils’ needs, through well-targeted continuing professional development.
- To ensure that every member of staff in school has high expectations of all pupils including those with SEND.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To value diversity.
- To ensure early identification of pupils with SEND.

2) What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

- **Special Educational Needs:** *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*
- *A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.***
- *Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England .*
- **Disability:** *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.*

3) The kinds of special educational needs and disabilities (SEN) for which provision is made at the school (Schedule 1: point 1)

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND (without an Education, Health and Care Plan) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or

- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

4) How does our school know if children need extra help? (SE7 1 Q1) (Schedule 1: Point 2)

The identification of Special Educational Needs and Disabilities (SEND) is built in to the overall approach to [a graduated approach that](#) monitoring progress and development of all pupils. Regular assessments of progress are carried out alongside regular pupil progress review meetings. It is important that pupils who are making less than expected progress given their age and individual circumstances are identified. This can be characterised as progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

It can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition into adult life.

At each progress review, the provision each child needs will be identified and children allocated to a stage on the school's Graduated Response (appendix A). To access additional support at a higher stage, the class teacher will use the graduated approach flowcharts (appendix C) to provide a graduated response to an identified need.

All pupils will be monitored closely using the graduated approach but pupils may be monitored especially closely and later identified as having a SEND if:

- Concerns are raised by parents/carers, external agencies, or the pupil's previous school.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Observation of the pupil indicates that they may have additional needs.
- A pupil asks for help.

5) What should a parent do if they think their child may have special educational needs? (SE7 1 Q1) (Schedule 1: Points 2 and 4)

- If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's class teacher. This then may result in a referral to the school Inclusion Lead, Mrs Emily Deadman.
- Parents may also contact the Inclusion Lead or the Head Teacher directly, via the school office, if they feel this is more appropriate.
- All parents will be listened to. Their views and aspirations for their child will be central to the assessment and provision that is provided by the school.

6) How will the school support a child with SEND? (SE7 Q2) (Schedule 1: Points 2, 3, 6, 8 and 10)

- All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

1. Classroom observation by the senior leadership team, ~~the Inclusion Lead~~, subject leaders, ~~Hurst Education Trust staff~~ and external verifiers.
 2. Ongoing assessment of progress made by pupils with SEND.
 3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
 4. Staff meetings with the Inclusion Lead to provide advice and guidance on meeting the needs of pupils with SEND.
 5. Pupil and parent feedback on the quality and effectiveness of interventions provided.
 6. Attendance and behaviour records.
- Pupils with a disability will be provided with reasonable adjustments (such as, but not limited to, auxiliary aids and services) to overcome any disadvantage experienced in schools and ensure their access to the full taught curriculum.
 - Action relating to SEND support will follow an assess, plan, do and review model:
 - Assess** – what pupils can do and what they have difficulties with. We then identify outcomes.
 - Plan** – appropriate strategies and intervention to achieve these outcomes.
 - Do** – carry out these strategies or interventions to achieve these outcomes.
 - Review** – evaluate whether the pupil has achieved these outcomes and whether the interventions/strategies were effective. This will be done in collaboration with parents/carers and the pupil.

If progress rates are judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parental permission has been obtained and may include referral to:

1. Local Authority Support Services.
2. Specialists in other schools e.g. teaching schools, special schools.
3. Social Services.
4. Health partners such as School Nurse and Child & Adolescent Mental Health Service.

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. A parent/carer can also request an EHC needs assessment from the local authority if they have reason to believe a child HAS, OR MAY HAVE special educational needs, and that they MAY need special educational provision.

7) How will pupils be involved in decisions regarding provision that can better meet their needs? (Schedule 1: Point 8)

We use pupil centred Individual Learning Plans. Parts of these are completed by the pupils themselves and identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success.

8) How will the curriculum be matched to each child's needs? (SE7 Q3) (Schedule 1: Point 3)

- Teachers plan using pupils' ~~achievement~~ attainment levels, adapting tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having SEND, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

- These adaptations may include strategies suggested by the Inclusion Lead and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.
- [Children that have been identified as finding it difficult to learn in a mainstream classroom will receive an individualised curriculum in the Rainbow Room \(nurture provision\)](#)

9) How will parents know how their child is doing? (SE7 Q4) (Schedule 1: Point 7)

- Attainments towards the identified outcomes will be shared with parents termly through the school reporting system and Parents' Evenings.
- Children with SEND will have an ILP which will be reviewed with parents termly.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher or the Inclusion Lead at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.

10) How will parents be helped to support their child's learning? (SE7 Q4) (Schedule 1: Point 7)

- In the child's ILP, the class teacher will suggest additional ways of supporting your child's learning at home.
- External specialists' reports will also contain a section that will enable parents to help their child at home.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the Inclusion Lead who will locate information and guidance for you in this area.

11) How will the school evaluate the effectiveness of the SEND provision made for pupils? (Schedule 1: Point 3)

The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine individual progress and attainment levels compared to those achieved nationally. In class SEND provision and Interventions will also be monitored regularly by the Inclusion Lead. ILPs will be reviewed termly and children will be discussed at termly pupil progress meetings.

12) What support will there be for children's overall well-being? (SE7 Q5) (Schedule 1: Point 3)

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice mechanisms are in place.
- Small-group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups.
- [One to one or group support from our Learning Mentors](#)
- [Play Therapy](#)

13) Pupils with medical needs (Statutory duty under the Children and Families Act) (SE7 5)

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.

- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within 'Supporting pupils at school with medical conditions' (DfE) 2014 and identified in the School Medicine Administration Policy.

14) What specialist services are available at the school? (SE7 Q6)

The school has access to a range of specialist support such as:

- Specialists in other schools e.g. teaching schools, special schools
- Special Needs Officers
- West Sussex Learning and Behaviour Advisory Team
- Sensory Support Team
- West Sussex Autism and Social Communication Team
- Educational Psychologist Service
- Social Services
- School Nurse
- Child & Adolescent Mental Health Service
- Child Development Centre
- Speech and Language Therapists
- Early Help Family Support Workers
- Occupational Therapy

15) What training do the staff supporting children and young people with SEND undertake? (SE7 Q7) (Schedule 1: Point 5)

School staff receive termly training on SEND delivered by the Inclusion Lead or external agencies. Some staff will also receive more specialist training e.g. Teaching Assistants that will undertake particular interventions and Teachers or Teaching Assistants with a child in their class with a particular need.

The Inclusion Lead has also completed training in:

- Developmental Trauma
- Safeguarding in Education
- National Award for Special Educational Needs Coordinators

The school also has ~~regular~~ termly visits from the West Sussex Learning Behaviour Advisory Team and Autism and Social Communication Team who provide advice to staff to support the success and progress of individual pupils.

The NHS Speech and Language Therapist visits termly to assess and plan support for targeted pupils. These programmes are then delivered by a Teaching Assistant.

16) How will my child be included in activities outside the classroom including school trips? (SE7 Q8) (Schedule 1: Point 3)

- Risk assessments are carried out and reasonable adjustments are put in place to enable all children to participate in all school activities.
- The school will consult with parents/carers and maintain sufficient staff expertise to ensure that no child with SEND is excluded from any school-provided activity unless safety risks prevent them from doing so-

17) How accessible is the school environment? (SE7 Q9) (Schedule 1: Point 3)

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to its environment, the curriculum and to printed information and is available via the school website.

18) How will the school prepare/support my child when joining or transferring to a new school? (SE7 Q10) (Schedule 1: Point 12)

A number of strategies are in place to enable effective pupil's transition. These include:

On entry:

- A planned introduction programme is delivered in the summer term to support transfer for pupils starting Reception in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The Inclusion Lead will arrange a telephone conversation or meeting with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.

If pupils are transferring from another setting, the previous school records will be requested immediately and a telephone conversation or meeting set up with parents to identify and reduce any concerns.

Transition to Secondary School:

- For pupils transferring to local schools, the Inclusion Lead/SEND COs of both schools will discuss the needs of pupils with SEND in order to ensure a smooth transition.
- Electronic and paper files will be sent to the secondary schools.
- Enhanced transition will be arranged by the Inclusion Lead for those who require it. This may include additional visits or support from external agencies.

How are the school's resources allocated and matched to children's special educational needs? (SE7 Q11) (Schedule 1: Point 6)

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

This funding is then used to provide resources (equipment, facilities, adult support) to support pupils with special educational needs and disabilities.

In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, Inclusion Lead or a member of the Senior Leadership Team.

19) How is the decision made about how much support each child will receive? (SE7 12) (Schedule 1: Point 7)

- For pupils with SEND but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the Inclusion Lead, class teacher and parent.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

20) How will I be involved in discussions about and planning for my child's education? (SE7 Q 13) (Schedule 1: Point 7)

This will be through:

- discussions with the class teacher, Inclusion Lead or senior leadership team member.
- during parents' evenings.
- meetings with external agencies.

21) Who can I contact for further information or if I have any concerns? (SE7 Q 14) (Schedule 1: Point 9)

If you wish to discuss your child's SEND or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher
- The Inclusion Lead
- The Head Teacher
- For complaints, please contact the School Governor with responsibility for SEN. Their name is Vikki Heasman. They can be contacted via the school office.

22) Support services for parents of pupils with SEN include: (Schedule 1: Point 8)

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.

23) Information on where the Local Authority's Local Offer can be found. (Schedule 1: Point 11 and 13)

<https://westsussex.local-offer.org/>