Crawshawbooth Primary School

Special Educational Needs Information Report and School's Contribution to the Local Offer

(In accordance with Children and Families Act (2014), Regulation 51, Part 3, section 69 - 3a)

This Special Educational Needs Information Report (incorporating the School's Local Offer) should be read in conjunction with the school's Policy for Special Educational Needs and Disabilities (SEND) which is available on our website.

September 2026

Miss Peat

What kinds of special educational needs do we provide for?

Crawshawbooth Primary School is a mainstream primary school. We view every pupil as an individual and we aim to enable all pupils to overcome any barriers so that they can achieve their potential. We recognise that all pupils are unique and that some may require additional support and intervention, which we aim to provide on an individual basis.

Definition of Special Educational Needs and Disabilities

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A child or young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Our SEND vision

At Crawshawbooth Primary School, our approach to SEND begins with a simple belief: high expectations and the right support belong together. Having SEND does not mean that we lower our expectations of what a child can achieve. Instead, we seek to understand each pupil's strengths, needs and barriers and provide the teaching, adaptations and additional support that enable them to succeed.

Our starting point is high-quality classroom teaching for every pupil. Teachers remain responsible for the learning and progress of all children in their class, including those with SEND. Adaptations should enable pupils to participate successfully in ambitious learning rather than unnecessarily narrowing the curriculum they experience.

We recognise that equity does not always mean giving every child exactly the same provision. Some pupils need additional modelling, explicit instruction, scaffolding, assistive technology, adjusted resources, specialist intervention or emotional and pastoral support. We aim to provide the right support at the right time and continually evaluate whether it is making a difference.

Additional adults play an important role, but support should promote learning and independence. Wherever appropriate, scaffolds and adult support are gradually reduced as pupils develop confidence and competence. Inclusion also extends beyond lessons: pupils with

SEND should be able to participate fully in friendships, trips, residentials, clubs, sport, leadership opportunities and the wider life of the school.

1. Who is the SENDCo and how can parents contact them?

Our SENDCo is Miss H Peat

- Miss Peat can be contacted by email: sendco@crawshawbooth.lancs.sch.uk
- Alternatively, an appointment to see Miss H Peat can be made via the school office by telephoning 01706 228664
- Miss Peat is also available to contact through Class Dojo

2. How do we identify a pupil with Special Educational Needs or Disabilities (SEND) and how do we assess their needs?

The school's policy for identifying pupils with SEND is in line with current SEND code of Practice (2015) and can be found on the school website – SEND Policy

Crawshawbooth Primary recognises that a child or young person has a SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

We will assess each pupil's current skills and level of attainment, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainments, for example, social, emotional and wellbeing needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. It is important that the school identifies, at the earliest opportunity, those pupils who experience difficulties accessing learning and general school life opportunities. The identification process is laid out in detail within the school's Policy for Special Educational Needs and Disabilities. The school Special Educational Needs and Disabilities Coordinator (SENDCo) may carry out some additional diagnostic tests to assist with the identification of SEND.

The school may, with parental permission, seek the advice of external agencies such as an Educational Psychologist, Specialist Teacher, Support Services or Lancashire SEND Information, Advice and Support Service. Additionally, some pupils may receive support from our National Health Service (NHS) colleagues e.g. Speech Therapy (SaLT), Occupational Therapy (OT), Child & Adolescent Mental Health Services (CAMHS) etc.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. A whole school graduated system of response if in place to ensure pupils who are having difficulty with their learning are closely monitored and there is on-going regular assessment of outcomes.

Evaluation/ impact

In September 2026, there were 48 pupils with identified Special Educational Needs and/or disabilities (SEND) including 4 pupils with an Educational Health Care Plan (EHCP). The pupils identified on the SEND register require provision that is additional to/different from usual provision. During the course of the previous academic year, 1 new EHCP was granted. There is 1 pupil where a request for statutory assessment has been made but several are under an EP for assessment.

As a result of formal assessments and observations, several pupils have been referred on to the Speech and Language Therapy Service and/or the Educational Psychologist. A total of 5 pupils have been assessed by and/or continue to be monitored by the Acorn Psychology or Lancashire Educational Psychology.

7 pupils are currently on the NHS Speech and Language Therapy caseload.

3. **How do we involve parents and consult with them about their child's education? How do we help parents of pupils with Special Educational Needs or Disabilities?**

The school's Policy for Special Educational Needs and Disabilities aims to develop partnerships with every parent and carer to support the education of their child. Early discussions with parents are vital in identifying whether a pupil may need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We listen to parent concerns
- Everyone understands the agreed outcomes sought for the pupil
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's CPOMs and recorded by class teachers. We will notify parents when it is decided that a pupil will receive SEND support.

Parents and carers are valued and their contribution in terms of identification and support for pupils with SEND is fully recognised. Parents/carers with concerns about their child's learning should, in the first instance, contact the class teacher. School operates an 'open-door policy' so parents can contact the school office at any time and we will do our best to arrange a meeting with you and the relevant member of staff and/or the Special Educational Needs Coordinator as soon as possible.

The SEND section of our website has links to the Lancashire Local Offer main website. We also have newsletters which go out fortnightly, two parents' evenings a year and one annual report.

We invite the parents of pupils in Early Years to termly ‘stay and play’ sessions as well as phonics and reading workshops in the Autumn term. We hold weekly celebration assemblies which parents are invited to. Prospective parents may make an appointment to view school. Parents are also invited to some special open days to showcase pupils’s topic or project work. In addition, for pupils who are on the Special Educational Needs register and have an Individual Education Plan (IEP), the IEPs are sent home when they are written (5 times per year). Parents are invited to discuss the IEP with the class teacher. We also send a copy of the previous IEP with an evaluation to show the progress the child has made against their targets. Sometimes pupils achieve their targets before the IEP is reviewed; if this happens a new target is set, and a note is sent home to inform parents of the new target.

For pupils with a high level of Special Educational Need who require an individualised curriculum, a Personalised Provision Plan (PPP) is written in conjunction with the parents, based on advice from specialists and reviewed at least 3 times per year.

For pupils with long-term, complex needs, it may be appropriate to request an Education, Health and Care Needs Assessment which takes up to 20 weeks from application. School will guide parents through each step. We would also encourage parents to accept a referral to the SEND Information and Advice Service (SENDIAS, formerly Parent Partnership Service). Their aim is offer impartial advice ‘to inform, support, assist and enable parents or carers, of pupils with Special Educational Needs or Disabilities, to obtain the best possible educational outcomes for their child’.
https://www.lancssendias.org.uk/contact-us/

Key school policies and other documents are available via the school’s website and copies of any policies are available at the school office upon request. These can be adapted if requested e.g. enlarged print.
The Headteacher and/or SENDCo will be happy to help parents/carers to complete forms and paperwork when necessary. This may include reading documents, supporting with understanding of official paperwork (whether from within school or from other agencies) and possibly, in more complex cases, a referral to the SENDIAS, as above. Information, advice and guidance for families of pupils with SEND is available via the SENDCo and/or links on our website and Lancashire’s Local Offer https://www.lancashire.gov.uk/SEND

Evaluation/ impact

Feedback from Ofsted report March 23

‘’ Leaders identify the needs of pupils with SEND quickly and accurately. Leaders invest heavily in resources and specialist services to remove pupils’ barriers to learning. Teachers are well supported to adapt how they deliver the curriculum so that pupils with SEND can achieve well’’

4. **How do we involve and consult with the pupils about their education?**

We have a School Council which is made up of representatives from each class, voted for by their classmates. All pupils are eligible to serve on the School Council, regardless of special educational needs or disabilities, and in recent years several such pupils have served the Council very well.

Pupils with SEND are involved as much as possible in discussions about their targets including how well they are progressing and what they need to do as a "next step". They do this whilst working 1:1 with a teacher or teaching assistant. Adjustments can be made to the targets when necessary to suit the rate of progress.

Evaluation/ impact

Pupils have been involved by giving their feedback during subject leader monitoring activities.

Pupils have demonstrated confidence within subjects and where to get help from if they do not understand something. Crawshawbooth Primary School strive to continue to improve how we obtain and use pupil feedback to support pupils with SEND to make excellent progress.

5. **How do we assess and review the progress that pupils make and how do we involve them and their parents?**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- The pupils previous progress, attainment and behaviour
- Other teacher's assessments, where relevant
- Data held on the school's assessment system, Insight
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

Assessment for all pupils is a continual process and takes many forms, as laid out in the school's Policy on Teaching and Learning. For many pupils with SEND, the teacher's assessment of need is sufficient to decide what is needed on a 1:1 or small group basis. The SENDCo may also impart information to teachers and support staff about a pupil's additional needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress, with support from the SENDCo, on Insight. Class teachers and the SENDCo may decide that an additional action plan that clearly states the strengths and needs of an individual pupil is required. This is known to the staff team and pupils as an Individual Education Plan (IEP).

All IEPs have SMART (Specific, Measurable, Achievable, Realistic, Timed) targets which are monitored weekly (on a 'can they do it' basis) by the teaching assistant, backed up by the class teacher. The child is also encouraged to self-evaluate against their targets on a regular basis with the teaching assistant and/or teacher. New targets are set as soon as each target is met. IEPs are formally reviewed and evaluated at least 5 times per year by the class teacher and/or SENDCo, informed by the weekly monitoring; this may involve the repetition of a specialist assessment, as above. A copy of a child's IEP is sent home, along with a copy of the previous, evaluated IEP and parents are invited to discuss this with the class teacher, contributing to the evaluation / target setting if they wish. This is so that they can support their child in achieving their targets through activities in the home.

For pupils with a higher level of need, assessment and target setting is carried out in conjunction with the SENDCo and any relevant external specialists e.g. Educational Psychologist, Speech and Language Therapist etc.

Specific additional assessments for pupils with potential or identified SEND can also be carried out in school, usually starting with targeted classroom observations.

For pupils with an Education, Health and Care Plan (EHCP), an annual review (6 monthly for under 5s) is carried out by the school in conjunction with the Local Authority. Parents and external agencies are strongly encouraged to attend. Reviews in Year 5 are used to begin to establish the parent's choice of high school in order to assess the arrangements prior to the transfer. Depending on when the annual cycle of review falls, an additional review may be necessary in the autumn term of Year 6 and a further transition review required, when a high school place has been allocated, to which the high school SENDCo will be invited.

Evaluation/ impact

Pupil progress meetings have been held termly alongside book scrutiny and observations by subject leaders and SLT. This has ensured that pupils progress and attainment is carefully monitored and pupils who require additional support are swiftly identified, Pupil progress meetings also provide timely reflections on interventions and additional support and if this has been positive in accelerating the progress of learners with SEND.

6. **How do we support our pupils with SEND as they move on to high school or move to another school?**

To support all the Year 6 pupils with their transition to high school, a member of staff from each of the receiving secondary schools visits them and meets with their class teacher. All pupils are invited to attend open days at their new school in the summer term.

Additional visits to their new school will be arranged for pupils with SEND, supported by school staff if necessary. These usually take place in the summer term; the number of additional visits will depend on the needs of the child. The SENDCos of the two schools will make sure all relevant inclusion information is transferred to ensure a smooth transition. This may be at a meeting and parents may be invited if requested.

For pupils with an Education, Health and Care Plan, a more formal transition meeting involving all parties may be arranged to plan the transition process, which might indicate an enhanced transition is necessary, this will be judged on an individual needs basis.

Where pupils with SEND move to another primary school, the SENDCo will contact the SENDCo of the receiving school to ensure all relevant information is shared.

Parents planning such a move of their child, especially if their needs are more complex, are encouraged to give as much notice as possible to school so that all necessary arrangements can be put in place prior to the move.

Evaluation/ impact

There are 11 pupils with SEND who will transfer to high school for 26-27, including one with an EHC Plan. The SENDCos from each school will liaise to share information and pass paperwork on to the receiving schools.

The new EYFS cohort (26-27) who were identified with SEND and all received a thorough transition. Staff visited nursery settings, met with parents, hosted two forest school sessions, and two stay play sessions where pupils and families became familiar with the school setting. There was also one child on an EHCP who had an extra transition, several observations in the nursery setting and the SENDCo and class teacher had a meeting with the nursery's SENDCO to ensure a smooth transition.

7. **What is our approach to teaching pupils with SEND?**

Pupils with SEND will be in the first instance taught within a mainstream classroom, where they will be given high quality teaching and work that is clearly adapted to their level of ability. Specific specialist help or advice may be available for short term support to raise levels where there is a clear indication that this will achieve expected outcomes.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. Quality First Teaching strategies aim to explore how pupils learn, how they develop knowledge and skills and how they can be best supported.

For all pupils with Special Educational Needs, the class teacher, SENDCo and teaching assistants will liaise closely and make special arrangements in the class. This may involve grouping, a special programme of work, modified tasks, different seating arrangements or extra adult attention/support.

For most pupils, the class teacher and SENDCo will make more detailed arrangements for a programme of support, including an Individual Education Plan (IEP) when required to provide Specific, Measurable, Attainable, Realistic, Timed (SMART) targets.

For pupils who have support from external agencies, provision involves the expertise of the relevant external professionals. Any advice (written or verbal) will be included in the IEP. Some pupils with a higher level of need may have a Personalised Provision Plan (PPP) which is more detailed than an IEP. There may be some direct input and advice from a specialist teacher from within the LA SEND Specialist Teaching Service or from other agencies such as private Educational Psychologists, the LA Educational Psychology Service and Speech and Language Therapy.

Where a child has an Education, Health and Care Plan, the provision and approach to teaching this child is laid out within their plan.

Evaluation/ impact

Pupils at Crawshawbooth Primary School, pupils in classes benefit from 13 experienced class teachers and 13 teaching assistants (TAs) ensuring support in every class with additional support deployed where the level of need is higher including the one-to-one delivery of SEND provision and small group interventions. So far this year, school has purchased 10 sessions of EP support from Lancashire and 10 sessions of EP support from Acorn Psychology; Dr Julie Glynn.

8. **How do we adapt the curriculum and learning environment for pupils with SEND?**

Reasonable adjustments and adaptations are selected according to the pupil and the barrier, rather than because a pupil has a particular label. They may include:

- explicit instruction, modelling and worked examples
- visual supports, prompts, task organisers and carefully chosen scaffolds
- additional processing or rehearsal time
- flexible grouping based on current learning needs
- pre-teaching or revisiting essential knowledge and vocabulary
- assistive technology or specialist equipment
- adjusted resources or presentation of information
- support for communication, sensory regulation or emotional regulation
- targeted adult support when it adds value to teaching and learning

For a small number of pupils with complex needs, a more individualised curriculum or specialist approach may be required following assessment and professional advice. Access arrangements for statutory assessments are provided where pupils meet the relevant published criteria.

Evaluation/ impact

In addition to the EHC Plans currently in school, there are 44 other pupils who have IEPs (Individual Education Plans) and are closely monitored by the SENDCo, SLT and EP.

9. **What else do we do to make the school safe and accessible?**

Please read in conjunction with the Accessibility Plan found on the school website.

Equipment

Our school has a range of electronic hardware, software and devices which can be used by pupils with SEND. We work alongside medical agencies and Lancashire's SEND Team to ensure the correct equipment is available for individual needs.

Facilities

The entire school is on one level and is fully wheelchair accessible. The only area with steps is onto the UKS2 playground however, there is an alternative ramp that can be used to access this area. In addition to the pupils' normal toilet facilities, there are two disabled toilets. All doorway and entrances to the school are wide enough to accommodate a wheelchair. Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. Our school complies with all relevant accessibility requirements.

The school has its own car park. Under normal circumstances, this is for use by staff and visitors only, but a disabled parking bay can be made available to parents if their vehicle carries a blue badge. Access from the car park to the entrance lobby is via tarmac pathway.

When the school doors open at 8.40am, all pupils are handed over to staff by their parents/carers. Special arrangements are in place for some pupils with acute medical/social needs so that busy entrances to school can be avoided such as coming in earlier through the main school door near reception.

All pupils from EYFS to Year 6 are supervised as they leave school to ensure a safe handover. If someone other than a parent is collecting the pupils, school must be informed in advance. Year 6 pupils are allowed to make their own way home if parents have previously informed the school, otherwise they must be collected.

For pupils with SEND, specific collection/handover arrangements may be made (e.g. wheelchair users or if there is a risk of a child running away). When required, some SEND pupils are supported by dedicated staff at playtimes and lunch times. Teachers/teaching assistants ensure help with the handover process at the start and end of the day if required.

Evaluation/ impact

There were no security issues or known breaches last year and hasn't been so far this year.

10. **How are staff trained and kept up to date? If we need more expert help and advice, what do we do?**

The SENDCo attends termly seminar meetings and passes updates to other staff, as appropriate. Many of our current teaching assistants and some teachers have been trained to support pupils with a range of Special Educational Needs, in areas such as:

- Behaviour Management
- Autism
- ADHD
- Speech and Language Programmes
- Subject specific support programmes
- Phonics
- Nurture
- Moving and Handling
- Safer Handling
- Mental Health and Wellbeing

Specific training is made available to staff to support the needs of a particular child(ren) if the expertise is not already in school. This may take the form of external course or, where appropriate, from the relevant outside specialist coming in to school. We recognise that to effectively support, we need to have the skills and knowledge to understand the needs and issues that individual pupils face. Therefore, Continuing Professional Development (CPD) is offered to all staff. A record of CPD is kept in the office and the need for training is reviewed by the senior leadership team each year through the Performance Management systems for teachers and teaching assistants.

Initially, school will endeavour to meet the needs of pupils with SEND from within its existing resources. However, if following several weeks of additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of private external agencies such as private educational psychologists; Local Authority services such as the Special Educational Needs and Disability Service (SENDS) or similar. Again, with parental permission, some pupils may be referred for support from our National Health Service colleagues e.g. Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency.

Occasionally, even with the support of external agencies, we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the Early Help Assessment (EHA) process which would involve parents, pupils and all agencies involved in the child's care. More information on this can be found on the Lancashire County Council website:

https://www.lancashire.gov.uk/pupils-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/the-early-help-assessment-and-plan/

Evaluation/ impact

Staff have received CPD through external agencies and our online CPD platform, National College. In the academic year 25-26 the following CPD took place:

- Understanding ADHD
- SEND: Supporting Neurodivergent Learners
- SEND: Adaptive Teaching
- SEND: Supporting Non-Speaking Pupils in Primary School
- SEND: TA Workshop – Enhancing Classroom Success
- SEND: Getting Writing Right
- Understanding Mental Health
- Primary Maths: Adapting Provision for Pupils with SEN
- Adverse Childhood Experiences: Trauma Informed Approach
- Toe by Toe
- Lego Therapy
- Precision Teaching
- Colourful Semantics

11. **How do we know if what we provide for the pupils is effective?**

The SENDCo meets termly with the Chair and Lead SEND Governor to report about the efficient and effective use of resources for pupils identified as having SEND. The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach (assess, plan, do, review) section of the Policy for SEND.

For pupils with an EHC Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice 2015. The SENDCo and class teachers collaboratively derive targets using the EHCP outcomes from the EHC Plan. The provision for these pupils is monitored termly by the class teacher and evaluated on the child's PPP.

The SENDCo collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to make a judgement on effectiveness.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing a pupil's individual progress towards their own goals each term
- Reviewing the impact of interventions termly
- Whole school monitoring by the SENDCo
- Using PIVATs to assess small steps of progress
- Holding annual reviews for children with EHC Plans
- Standardised termly tests
- Reporting to School Governor

Evaluation/ impact

Pupils with SEND make good progress from their individual starting points. We measure success through a range of academic, social, emotional and personal development outcomes, recognising that pupils' needs and pathways to success differ. Regular assessment and review ensure that support is tailored effectively, enabling pupils to achieve ambitious outcomes and make sustained progress over time.

12. How are pupils with SEND enabled to take part in all the activities available in school?

Pupils with Special Educational Needs and Disabilities are welcomed and actively encouraged to go on all trips (including residentials) and to attend all clubs. Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that pupils with SEND can safely access and enjoy the social and skills development that such activities bring. The adaptations will usually be the result of the risk assessment and may include additional staffing (1:1 support if necessary), extra time allowances, amendments to the activity (e.g. through use of different equipment) etc.

All activities within and outside school are covered by a risk assessment. These are carried out by the Premises Manager (Headteacher) and/or Lancashire County Council. Additional risk assessments are carried out for specific pupils with advice from appropriate agencies, depending on their needs. For example, for a child with a physical difficulty (PD) or Health Care need, this may include advice and/or an environmental audit from Occupational Therapy, Physiotherapy, School Nurse or a specialist teacher for pupils with PD. Risk assessments for school trips are also monitored by the Governing Body and Lancashire County Council.

School also works closely with the Rossendale Sports Partnership whose dedicated sports leader promotes sport for pupils with SEND. This results in a wide range of sporting activities over the course of the year, tailored specifically at the individual needs of each child. Examples include: Boccia, cricket, swimming and fishing.

Before and after school care is available at Crawshawbooth Primary School from 7.00am until school opens at 8.40am and from 3.15pm until 6.00pm during term time. The club costs £6.00 for a morning session and £8.00 for the evening session or £12.50 for both. As the club is run by school and therefore Ofsted registered, parents may be eligible for Working Tax Credits towards childcare costs.

After-school activities are offered to pupils on a 6-week rota basis. Most of our clubs are currently free of charge, thanks to funding from Sports Premium and Pupil Premium, and are open to pupils regardless of Special Educational Need or Disability, with reasonable adjustments.

Evaluation/ impact

Every pupil with SEND was able to enjoy the school trips we offered in school last year. Risk assessments, staffing levels, alternative trips were provided to ensure safe participation. The school has made investments of resources to ensure that all pupils can attend the range of activities on offer for example: additional staffing, sensory resources and communication resources. We also ensure children take part in the SEND competitions/ festivals and have provided 1:1 inclusion sessions for children on an EHC Plan.

Feedback from Ofsted report March 23

‘’ There are many opportunities for all pupils to learn about life beyond school. This includes meeting visitors to the school, such as a range of footballers, drone operators, engineers and a fire person. Pupils enjoy their visits to places, such as museums, art galleries and theatres. These experiences enhance the curriculum and broaden pupils’ horizons. Pupil mental health ambassadors also run weekly well-being clubs to help raise awareness of strategies to keep pupils safe and happy.’’

13. **How do we promote independence and use teaching assistants effectively?**

We recognise that well-intentioned support can create unnecessary dependence if adults routinely do too much for pupils. Our aim is therefore to provide the least amount of help required for successful learning while ensuring pupils are safe and appropriately supported.

Teaching assistants supplement rather than replace teacher instruction. Pupils who find learning hardest should retain meaningful access to their class teacher. Adults may use a least-help-first approach, allowing pupils to attempt independent thinking before moving through prompts, clues, modelling or direct support as needed. Scaffolds are reduced when pupils are ready.

Interventions have a clear purpose and should connect back to classroom learning. We review whether they are producing worthwhile progress and whether pupils can transfer their learning into lessons.

14. **How do we support pupils with medical difficulties or emotional and social difficulties? How do we deal with bullying and make sure pupils with SEND can tell us if they are having a problem?**

Medical

The school has a variety of policies which cover health and wellbeing issues e.g. Medicines in School Policy, Accident / Incident Report Procedures Policy etc. The school’s Single Equality Policy is available for free on the website and/or via the school office on request.

Some medication, such as asthma inhalers are kept in the teacher’s cupboard in the appropriate classroom. All other medication is kept in the locked First Aid cabinet in the school office or in the staffroom fridge if necessary. All medicine is recorded on an individual record sheet along with details of dosage and frequency; parents sign to grant authorisation to the school to administer to their child. Full records are kept in accordance with the appropriate policy.

For individual pupils with specific needs, Care Plans are written at a meeting between a member of the school’s staff, the child’s parents, the child (when appropriate) and the School Nurse. Adults in school, are aware of the pupils who have Care Plans and who is trained to deal with them. Any new adults coming into school go through a short induction in accordance with the school’s Induction Policy to ensure they are made aware of any particular needs.

The majority staff have had First Aid at Work training and staff within EYFS have also had Paediatric First Aid training which is updated on a 3-yearly cycle. Additionally, staff receive training to deal with specific difficulties when the need arises e.g. how to deal with a diabetic child or the use of Epi-Pens. Where a child's health care needs may impact on their ability to access an educational trip or activity, additional advice is sought from parents and/or health care professionals, as appropriate. School deals with medical issues through a graduated response. Minor issues are dealt with by trained school staff, but we would always err on the side of caution if it was felt that an illness, injury or medical attack was more serious and contact the emergency services. School will always try to contact parents/carers in these instances, so it is important that the office has up to date contact details including home and mobile telephone numbers.

Emotional and Social

Crawshawbooth Primary School provides a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future.

The school now has trained teaching assistants who are able to deliver Nurture Groups. Regular groups are run each week for specific pupils. Teaching assistants also provide other Social Skills Groups and 1:1 emotional support/work for pupils who require it.

To support pupils and their families, the school liaises with all relevant specialist agencies such as the family and medical centres, CAMHS (ELCAS), paediatricians, speech therapists, occupational therapists, school nurse etc. Although none of these are based in school, some do come into school to carry out assessments and therapy, with parental permission.

In some cases, school or one of the other agencies may complete an Early Help Assessment (EHA) form with parents. This is an assessment and planning tool which is used to gather information about pupils and families in one place to help the family to decide what type of support is needed. It may be used to address an unmet educational need (as above) or an emotional or social need. More information for families about the EHA process is available here: https://www.lancashire.gov.uk/pupils-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/the-early-help-assessment-and-plan/
Sometimes, an Early Help Plan (EHP) meeting is called to continue the system of support for the family. These are usually held in school and parents will always be involved.

Bullying and Child Protection

All pupils are taught about bullying, friendships and staying safe through a combination of age-appropriate PSHE (Personal, Social, Health Education) lessons, whole-school assemblies and an annual visit from the Life Education Van. Anti-bullying week is observed, and pupils are encouraged to speak to members of staff on duty if they are worried during playtimes. Pupils with specific difficulties may be teamed up with a buddy to ensure their inclusion, safety and well-being on the playground. Pupils may also attend Lunchtime Safe Space within Nurture – a

drop-in session for pupils who struggle with social situations, anxiety or other emotional needs, where they can talk with a member of staff and/or partake in a calming activity.

A weekly staff meeting is held where safeguarding and well-being are standing agenda items. Concerns and relevant information are shared among all staff (including welfare) and they are made aware of vulnerable pupils.

E-safety is taught in an age-appropriate manner throughout the school, recognising the potential dangers and issues on the Internet.

Any bullying incident is dealt with in accordance with the school's anti-bullying policy, which is available on the website and from the office on request.

In accordance with legislation, the school has a Designated Safeguarding Lead (DSL) and two deputy DSLs to deal with issues related to Child Protection and Safeguarding. All staff have received "Prevent" (anti-radicalisation) training and safeguarding training and the school uses CPOMS to ensure information is shared securely amongst staff on a need-to-know basis. The DSL and deputy DSLs (including the SENDCo) are trained in the use of the Early Help Assessment Framework (EHA). All staff are trained to Level 1 (Awareness).

Evaluation/ impact

Medical

Nearly all members of staff in school hold a valid first aid qualification. We also have 4 members of staff trained in Team Teach. Care plans and medical information are updated regularly, held in the office and shared with staff in school. Emergency contact numbers are collected annually and parents are advised to inform the school office of any changes immediately.

Mental Wellbeing

Nicola Holden, Deputy Head, is the mental health and wellbeing lead. We also have 2 pupils in Y5 who our mental health ambassadors are who support peers through different activities held for all year groups at lunchtime.

Bullying and Child Protection

Information of this nature is recorded on CPOMs which is an effective way to report incidents to ensure sharing of information amongst staff.

15. **What arrangements do we make for supporting pupils with SEND who are in the care of the Local Authority?**

School has a nominated member of staff for Pupils Looked After. This is the Deputy Headteacher. They contribute to the child's Personal Education Plan (PEP). Where a Child Looked After has an EHCP, whenever practicable, the PEP is reviewed along with the EHCP.

Evaluation/ impact

There are currently no pupils who are in the care of the Local Authority.

16. **What should I do if I have a concern or complaint about the provision for my child?**

In order to deal with your concern or complaint in the quickest and most straightforward way, we ask that you take a graduated approach:

- Firstly, contact the class teacher via the school office;
- Secondly, if you have concerns which cannot be addressed by the class teacher, then please contact the Headteacher via the school office and/or SENDCo;
- Finally, reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest (In accordance with the Complaints Policy).

Evaluation/ impact

No complaints have been received.

17. **Where can I find information about the Authority's Local Offer?**

https://www.lancashire.gov.uk/SEND/ This website also contains a vast amount of information on SEND related matters including an extensive list of support agencies which may be useful to parents and carers. A link to the Authority's Local Offer is also on the school's website.

If you do not have access to the Internet, please ask for assistance at the school office.

Contact details

Name	Role	Contact
Mr C Willan	Headteacher Designated Safeguarding Lead	01706 228664 head@crawshawbooth.lancs.sch.uk
Mrs N Holden	Deputy Headteacher Designated Teacher Deputy Designated Safeguarding Lead	01706 228664
Miss H Peat	SENDCo Deputy Designated Safeguarding Lead	01706 228664 sendco@crawshawbooth.lancs.sch.uk
Mrs E Smurthwaite	Chair of Governors SEND Governor	01706 228664

Next Review: September 2027

Appendix 1 – Terminology and Acronyms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
Amanuensis	Supporter who helps pupils with SEND put their thoughts onto paper (AKA scribe).
ASC / ASD	Autistic Spectrum Condition / Disorder
CAF	Common Assessment Framework (for pupils and young people).
CAMHS	Child and Adolescent Mental Health Service
CLA	Child Looked After. (This is NOT a special educational need). Same as LAC.
CPOMS	Software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues, working alongside a school's existing safeguarding processes.
Dyscalculia	Pupils having difficulty in acquiring mathematical skills.
Dysgraphia	Pupils who may be verbally proficient but have difficulty writing down their thoughts.
Dyslexia	Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas.
Dyspraxia	Pupils with impairment of gross and fine motor skills.
EAL / ESL	English as an Additional (or Second) Language. (This is NOT a special educational need).
EHCNA(R)	Education, Health and Care Needs Assessment (Request) – also known as a Statutory Assessment.
EHCP (or EHC Plan)	Education, Health and Care Plan. Legally enforceable document that describes the needs of the child and how these needs will be met.

	(Superseded the Statement of Special Educational Need from Sept 2014).
EP(S)	Educational Psychology/ist (Service)
HI	Hearing Impaired
HLTA	Higher Level Teaching Assistant.
IAS	Information and Advice Service (Previously Parent Partnership Service /Officer)
IEP	Individual Education Plan
LAC	Looked After Child. (This is NOT a special educational need). Same as CLA.
LA	Local Authority
MLD	Moderate Learning Difficulties
MSI	Multi-Sensory Impairment. Pupils with complex visual and hearing difficulties.
NASEN	National Association for Special Educational Needs
OT	Occupational Therapy
P Scales	Performance descriptors. A common basis for measuring (within school) the progress of pupils working up to below year one equivalent all subjects of the National Curriculum.
PD	Physical Disability
PECS	Picture Exchange Communication System
PEP	Personal Education Plan – For those in the care of the Local Authority (not the same as an IEP).
PIVATs	Performance Indicators for Value Added Target Setting. An assessment programme to measure small steps of progress and to set targets.
Pupil Profile	An overview of a pupil's strengths and difficulties (For pupils at SEN Support).
SaLT / SLT	Speech and Language Therapist
SEMH	Social, Emotional and/or Mental Health
SEN Code of Practice (CoP)	Practical guidance to LAs and the governing bodies of all maintained schools.
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
SENDO	Special Educational Needs and Disabilities Officer (LA representative).
SEN Support	Pupils on the SEND register have SEND Support unless they have an EHCP.
SLCN	Speech, Language and Communication Needs. Pupils may have difficulty in understanding and / or making others understand information conveyed through spoken language.
SLD	Severe Learning Difficulty
SpLD	Specific Learning Difficulties. A descriptor which covers aspects of Dyslexia, Dyscalculia and/or Dyspraxia.
SLCN	Speech, Language and Communication needs

TA/LSA	Teaching Assistant/Learning Support Assistant. Interchangeable terms for support staff.
TAF	Team Around the Family
VI	Visually Impaired