Crescent Primary School

SEND Information Report September 2025/26

What kinds of special educational needs does the school make provision for?

Crescent Primary is a Mainstream Primary School with the ethos "Happiness, Success and Life Long Learning"

During our last OFSTED inspection (Feb 2024) the report states that 'In all lessons, pupils work hard and enjoy learning. No time is wasted. Staff often check how securely pupils can remember what they have learned. They adapt lessons skilfully to meet the needs of all pupils. This includes pupils with special educational needs and/or disabilities (SEND). Staff are very ambitious for these pupils. They provide excellent support when it is needed while helping pupils with SEND develop resilience and independence'.

In a previous inspection report, Ofsted stated that "*This is a very inclusive school and the personal development of pupils, as well as their academic progress, is good… The inclusion of all pupils, whatever disadvantages they may have, is given a high priority… Extra help is provided in a wide range of ways to enable those pupils who need it to successfully catch up to the expected levels".*

As an inclusive school, we recognise that some children and young people need something additional to and/or different from what is provided for the majority of children. This is what we refer to as special educational provision.

At Crescent Primary School the current number of children on the SEND Register is around 18%. School is also aware of a number of SEN Aware pupils who are either: in the process of assessment, have previously been on the SEND register or are within the bottom 20% of pupils (identified by their class teacher as working below ARE). Communication and Interaction is currently the school's highest area of need (67% of the SEN register) with Social, Emotional and Mental Health being the second highest (14%). School has put lots of thought into its SEND register ensuring that all children are appropriately placed with the correct area of need. The SEND register continues to change to reflect the needs of children in school.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

Special Educational Needs and Inclusion is always a priority at Crescent Primary School. All staff and the Governing Body are highly committed to inclusion and the principles outlined in our SEND policy; working hard to ensure that provision is made for those who need it and that all children are given the opportunities to be the best they can be.

How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

Within school, importance is given to identifying the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services, or other settings prior to the child's entry into the school.

We closely monitor the progress of all pupils in order to aid the identification of pupils with SEN. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored and recorded on individual class SEN registers to make them 'SEN aware'. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to have a better understanding of the provision and teaching style that needs to be applied. The SENCO (special educational needs coordinator) will be consulted as needed for support and advice and may wish to observe the pupil in class. If a pupil is then identified as having SEN they will be closely monitored by staff and the school SENCO, in order to gauge their level of learning and possible difficulties. At this point the Class Teacher/SENDCO may look to book an initial meeting with parents to discuss concerns and actions moving forward. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. If school decide that a child no longer meets requirements to remain on the school's SEND register, this will be communicated with parents and they will be removed. Children will remain 'SEN Aware' for having previously been on the register.

If any parent/carer has a concern about their child they should initially discuss this with the class teacher**.** All parental concerns will be listened to and looked at together with the school's information about the child and assessment data on how the pupil is progressing. The class teacher and SENCO will liaise to discuss potential barriers to learning and, where required, ensure appropriate intervention is put in place.

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the pupil will be added to the school's SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

In order to make consistent continuous progress in relation to SEN provision the school regularly evaluates its provision and its effectiveness through a range of different monitoring activities. This includes:

- data analysis
- provision mapping
- discussions at parents' meetings
- review meetings with the child and any other professionals working with the child
- discussions with the SENCO, teachers and support staff
- pupil interviews

- monitoring of progress of all children identified with SEND
- SEND learning walks
- Teacher and SENCO pupil progress meetings

Recognition and value will also be given to all forms of achievement including personal development and wellbeing.

How will both the school and I know how my child is doing and how will the school help me to support their learning?

Pupil progress is monitored **three times** yearly within school.

Each year children on the SEND register will receive **three** meetings (one per term). Where it feels appropriate, children may have a meeting every half term. 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 parents. During these review meetings parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps, including information on how they can support their child's learning and development at home. The class teacher, in conjunction with the SENCO 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.

For most children, two of their yearly review meetings will come from parents evening with a third SEND review meeting with the SENCO present when required. During the first review meeting class teachers may provide appropriate SMART targets for children to work towards which will be monitored and adapted at the following reviews.

School is able to further assist parents and families including those with SEN with the support of our Family Support Worker Mrs Lisa Harris. Mrs Harris is able to support parents with referrals to appropriate support services including: Healthy Family Team, Children's Centre Services, Family Service, Trussel Trust, NBS, CAMHS and Family Action.



Mrs Harris can be contacted by telephone (01623 468558) or by email lharris@crescent.notts.sch.uk or by visiting the school office.

What is the school's approach to teaching pupils with special educational needs?

Once a pupil has been identified as *possibly* having a special educational need, they will be closely monitored by staff in order to identify any possible difficulties. School has several assessment tools that class teachers can access to support in identifying specific gaps in children's learning and understanding. The child's class teacher will take steps to provide suitable learning opportunities that are matched to the child's ability and help support their needs. Where appropriate, learning for pupils with SEN will be scaffolded so that it remains as close to the whole class topic as possible to ensure that children continue to feel integrated.

The class teacher may ask the SENCO for support and advice to ensure the child receives the best possible learning opportunities. The SENCO is able to support class teachers with ensuring that appropriate provision is put in place to help remove any potential barriers to learning. The class teacher/ SENCO will then use termly provision mapping to ensure that teaching for children with SEN continues to be appropriate and supportive in meeting their needs and helping progress towards outcomes.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

How will the curriculum and learning be matched to my child's needs?

We aim to make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCO and class teacher, and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

The class teacher remains responsible for working with your child on a day-to-day basis. They will plan and work closely with teaching assistants to provide a suitable package of support. This support may be provided in class by the teacher or TA, or may involve the child being withdrawn for additional intervention. Interventions may be delivered in small groups or on a 1:1 basis. The interventions that we currently deliver are tailored to meet the needs of individuals and develop skills in maths, reading, writing, social skills, speech, language and communication, ELSA/Zones of Regulation, which helps children with their social and emotional development and also Fun Fit, which supports children who have coordination difficulties.

Each class teacher maps the provision that they make for all pupils who receive additional support on a termly basis. Where a pupil's needs are significant, and require a number of different interventions or specialist support, termly targets are agreed. The targets are put in place and will be closely monitored by the Class Teacher/SENCO, and adjusted where necessary to meet the needs of individuals and groups of pupils.

Many of our SEN/SEN aware children are receiving interventions targeted at supporting their social and emotional wellbeing. Currently in school staff are trained in delivering the following interventions:

- Meet and Greet
- ELSA
- Zones of Regulation
- Drawing and Talking
- Anxiety and Emotional Coaching
- Bereavement Support
- Interoceptive Awareness

How are decisions made about the type and amount of support my child will receive?

Decisions about the type and amount of support a pupil may receive are made based on the individual needs of each child. Decisions are usually made by the class teacher in conjunction with the SENCO and parents.

A small number of pupils with SEND may require access to additional funding to help support them effectively within the classroom. This additional funding is accessed through a budget which is devolved to, and moderated by the Family of Schools (Our Family of Schools comprises of Queen Elizabeth's Academy and its five feeder primary schools) and is allocated on an annual basis. For those pupils with the most complex needs the SENCO will refer individual applications to a multiagency panel (called the HLN panel) which is administered by the Local Authority. The panel meet termly, and determine whether the complexity of need meets the threshold for this level of funding. The decision to apply for additional funding is made by the school SENCO in collaboration with the Family SENCO and the Head Teacher.

How will my child be included in activities in and outside the classroom, including school trips?

All children are encouraged to take part in out of class learning and appropriate support will be put in place to allow all pupils to access after school clubs, lunch time activities and school visits, wherever possible.

The school works hard to ensure that pupils with disabilities participate fully in school life. Pupils with disabilities, where possible, attend all school trips and residential visits, ensuring that risk assessments take into account additional resources and adjustments that need to be made. Staff liaise closely with parents during the planning stages, to ensure the appropriate provision and support is in place for the visit, and hopefully provide peace of mind for parents.

Additional support is provided at break and lunch times, for those pupils who find the unstructured parts of the day difficult, through the use of 'Zones of Regulations', teaching assistants and additional midday supervisory staff.

What support will there be for my child's overall wellbeing?

As part of the curriculum, children have weekly lessons about Relationships, Sex and Health Education (RSHE) in line with the statutory guidance.

Alongside this, the children have a weekly 'Healthy Bodies, Healthy Minds' Thursday session incorporating the Zones of Regulation, where they learn all about looking after their own mental health. Furthermore, they learn about emotions and how to self-regulate themselves. It gives them the opportunity to share how they are feeling at certain points of the lesson, therefore allowing the chance for adults to signpost children to the relevant support available.

We have two members of staff, who are ELSA (emotional literacy support assistant) trained. When staff identify children that need further support with their mental health, they can do a referral to the ELSA lead, who will assess, plan and provide a programme of support. This will be reviewed and parents will be informed every step of the way.

Where staff are aware that a child or young person may be experiencing friendship difficulties, a buddy system will be set up, or a 'Circle of Friends', where appropriate is initiated.

If a parent has any concerns regarding their child's overall well-being, these should be discussed with the child's class teacher in the first instance.

If necessary, and with your consent, we may refer your child to the educational psychology service, Child and Adolescent Mental Health Service (CAMHS) or the Sherwood Area Partnership (SAP) for a specific piece of work. Please also refer to our Mental Health Policy.

Who is the school special educational needs coordinator (SENCO) and what are their contact details?

The person responsible for overseeing and co-ordinating the day-to-day provision of education for pupils with SEN is the Inclusion Leader (also known as the SENDCO) is Mrs Zoe Cheetham. Her role is to oversee the school's policy for inclusion, and is responsible for ensuring that it is implemented effectively throughout the school.



Mrs Cheetham can be contacted by telephone (01623 468558) or by email zcheetham@crescent.notts.sch.uk or by visiting the school office.
The school Governors are responsible for the overall effectiveness of provision for special educational needs within the school and our Governor responsible for special educational needs is Bethany Parris.

What training have staff had and what is planned?

We aim to keep all school staff up to date with relevant training and developments in teaching practice, in relation to the needs of pupils with SEN. Whole staff training is carried out on a regular basis to increase staff's knowledge and understanding of a wide range of topics related to special educational needs and disabilities.

Training is made available for whole staff or targeted at specific groups, such as; governors, midday staff, TA's etc. This is accessed through the Local Authority, Family of schools or through in-house training. Training that staff have had related to SEN includes:

- Intimate and personal care training
- Safe handling
- Makaton level 3
- B Squared assessment
- Developing a good mental health
- Supervision for ELSA
- Interoception
- Clicker 7
- ELSA training
- Zones of Regulations

At Crescent Primary School we are always engaging with new training and CPD to continue to keep our practise up to date and best support our pupils. Proposed planned training for the 2024-2025 school year includes:

- Intimate care training
- Safe handling
- Makaton
- ELSA supervision
- CRB training (safe handling)
- Interoception
- Attention Autism
- Zones of Regulations
- Mental Health and well-being assessment
- EHCP hub training
- The Curiosity Approach
- Solihull Approach
- Gestalt Language Processing (GLP)

In addition to this, the SENCO attends relevant SEN courses, Family SEND meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

What specialist services and expertise are available or accessed by the school?

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

We believe that sharing knowledge and information with our support services is key in providing effective and successful SEN provision within our school.

The school seeks advice, as appropriate, around individual pupils. Requests for involvement can be made **termly** to:

- SEND Inclusion Service (SIS)
- Educational Psychology Service (EPS)
- Sherwood Area Partnership (SAP)

We recognise that some of our children/families may need further, more immediate support and therefore referrals to provide individual support **when necessary**, can be made to:

- Early Help Unit
- Multi-Agency Safeguarding Hub (MASH)
- Family Service
- Child and Adolescent Mental Health Services (CAHMS)
- Healthy Family Team
- Sure Start
- Small Steps
- What about Me (WHAM)
- Newark Bereavement Centre
- Women's Aid (Safe Hands)

How will equipment and facilities for SEN be secured and how accessible is the school?

At Crescent Primary School, we endeavour to comply with accessibility requirements regarding the physical environment and access to the curriculum.

Our current access arrangements and areas identified for improvement are outlined in our Accessibility Plan (available on the SEN page of our school website). We recognise that additional modifications may need to be made at any time, to ensure all pupils are able to fully access the school site and the curriculum we offer.

The school currently has a range of facilities for pupils with SEN in place. These include:

- Wheelchair access to the whole site
- Hearing loop fitted in the Crescent Centre
- Full time teaching assistant support allocated to all classes in school
- Disabled toilet in all buildings, with changing and shower facilities in one of the disabled toilets
- Use of Dyslexia friendly resources throughout school
- Use of signs and symbols (Makaton) for those pupils with communication difficulties
- Use of iPads (including dedicated SEN iPads)
- 1 Sensory room, with a range of sensory resources
- Outdoor Sensory courtyard
- Information from the school office (for parents) available in a range of formats, including large print, translated and copied on coloured paper (dyslexia friendly)
- Lexia Program using laptops (reading)
- Visually impaired adjustments to equipment

If a situation arises where specialist equipment was needed, then advice would be sought from specialist services, such as the Physical Disability Support Service.

What are the arrangements for consulting parents of pupils with special educational needs and how will I be involved in the education of my child?

At Crescent Primary, we work closely with parents to gain a better understanding of their child and involve them in all stages of their child's education. If an assessment or referral indicates that a pupil has additional learning needs or a special educational need, the parents and the pupil will always be consulted with regards to future provision. Support will also be offered in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.

Parents are invited to attend meetings with staff and external agencies (if involved) regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. A child on the SEN register will be set personal targets and these will be reviewed at termly review meetings. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

What are the arrangements for consulting young people with SEN and involving them in their education?

At Crescent Primary, we work hard to create a school environment where pupils feel safe to voice their opinions of their own needs. We believe that pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

Children with special educational needs, wherever possible, will be involved in their target setting and reviewing process and attend their termly review meetings where appropriate. Their views about the provision will always be taken into account.

The SENCO carries out pupil interviews annually, and works with SEN pupils on a regular basis (both in and out of the classroom), in order to monitor the appropriateness of provision and to gain their views and opinions about the issues that matter to them.

What do I do if I have a concern or complaint about the SEN provision made by the school?

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, they are advised to speak initially to the relevant class teacher, and then the Head Teacher if they feel the issue has not been resolved. If the issue is regarding a child's special educational needs and the provision made by the school, then they should make an appointment to speak to the school SENCO (Mrs Zoe Cheetham), who will hopefully be able to suggest ways forward and make steps to resolve the issue.

If parents feel the matter is still unresolved and would like to submit a formal complaint then a full copy of the complaint's procedure can be obtained from the school office upon request.

How does the governing body involve other organisations and services (E.G. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with SEN and supporting the families of such pupils?

At Crescent Primary School, we work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.

We have a number of services who work alongside staff, pupils and parents at our school to provide support and advice, enabling us to achieve the best possible outcomes for each child and their family. This includes:

- SEND Inclusion Service (SIS)
- Educational Psychologist Services (EPS)
- Sherwood Area Partnership (SAP) (Support with Emotional and Mental Health)
- Sure Start
- Targeted Support
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapy (SALT)
- School Nurse
- Social Services
- NST (Neurodevelopment Behaviour Support Team)

Additional services/professionals can be contacted to support, as the need arises.

How does the school seek to signpost organisations, services etc. who can provide addition support to parents/ carers / young people?

Additional services and organisations are recommended to parents, carers and young people as and when a need arises. Services which may be recommended include support groups, charitable organisations, clubs for children and the Parent Partnership Service.

Parents will be signposted to Nottinghamshire Local Offer page on the website, access to this can be supported by school if parents have difficulties accessing a computer, smart phone or tablet.

www.nottinghamshire.sendlocaloffer.org.uk

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need.

How will the school prepare my child to transfer between phases of education?

When a child with additional needs joins the school, every effort is made to ensure that they have a smooth transition and that training resources are in place to meet their individual needs.

The Office Manager, Mrs Kimberley Blake, is responsible for admissions and transition and the SENCO will liaise with the child's previous school or setting to ensure that all of the relevant information has been shared.

We encourage visits from children and their families before starting our school.

For those children who have support in place from professionals, related to their area of need, we like to hold an informal meeting between ourselves, parents, the professionals, and the child (where appropriate) before they start school, or within the first few weeks of them joining us. This helps us get to know each other, share information and ensure appropriate provision and support are in place, to achieve the best outcomes for the child and their family.

The SENCO will co-ordinate and oversee transition into different educational settings and ensure that the provision is appropriate to children's individual needs. The SENCO will ensure liaison between staff members and SEN teams within school to ensure that the provision is individualised where needed.

As pupils move to a new class, plans are put into place to support both the pupil and new staff to enable them to successfully transfer alongside their peers. This may include the organisation of additional visits,

sharing of information, creating photo books, meeting new staff and facilitating any appropriate staff training.

The school closely liaises with our local secondary schools to enable an effective transition to take place. Parents are actively involved and kept fully informed throughout this transition process. The SENCO is able to accompany parents on visits to potential secondary schools upon request.

We encourage children to be as independent as possible, in preparation for adulthood. The teaching of life-skills is embedded in our everyday practice, particularly in the early years. We understand that for pupils with significant special educational needs, learning life skills is equally as important as acquiring new skills in reading, writing and maths.

What is the school's response for the long term effect of COVID 19?

The school have increased members of the Senior Leadership Team to cover PPA so that first quality teaching is used during those times. The SENCO has supported ECT's/new staff with their development for working with children with SEND so that they adhere to school's SEND policy from the start.

After COVID 19, there has been an increase in children with social and emotional difficulties. Senior leaders have the availability to support many parents and children who are extremely anxious with returning to school. The SENCO has spent time working with children around anxieties, emotional difficulties, using advice from outside agencies (e.g child psychologist and behaviour support team) to remove barriers so that learning can continue to take place.

We have increased the number of trained staff (ELSA) supporting children's mental health and wellbeing, who quickly intervene with children and supports their social and emotional literacy. ELSA support assistants have also given additional support and advice to staff in school supporting specific children in their class.
Sue Senior and Jenny Hollywood are ELSA support staff in school.




We have also employed a full-time family support worker, who works with families and children to support their emotional well-being and mental Health.

Where can I access further information?

Further information can be found on the SEND information page on our school website: www.crescentprimaryschool.com or by contacting the SENCO (Mrs Cheetham) via the school office or on 01623 468558 or by email on zcheetham@crescent.notts.sch.uk