



Crawford Village

Primary School & Nursery

Small enough to care...big enough to inspire

Crawford Village, Up Holland, Skelmersdale WN8 9QP

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SENDCo Report to Governors

2025-2026

At Crawford Village Primary School we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum.

Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with parents/carers and listening to pupils.

SEND School Profile

Until May 2026, SEND pupils made up 21.1% of the whole school population. Within this group we have 1 pupil who has an Educational Health and Care Plan (EHCP) and 14 pupils who are at SEND Support. We have 3 pupils on SEND support who are currently having an EHCNA with hope of gaining an EHCP.

At Crawford Village Primary we also recognise pupils who are a cause for concern. We refer to these pupils as on our First Response register. (FR). These pupils will also be supported according to need.

1.3 SEN	No. of pupils with a statement of SEN/ EHC plan	No. of pupils SEND without a statement / EHC plan	No. of pupils 'First Response'	Total number of pupils
Autumn 2024	1/70 (1.4%)	8/70 (11.4%)	9/70 (12.8%)	17/70 (24.2%)
Spring 2025	1/71 (1.4%)	14/71 (19.7%)	10/71 (14.1%)	25/71 (35.2%)
Summer 2025	1/71 (1.4%)	14/71 (19.7%)	10/71 (14.1%)	25/71 (35.2%)

SEND Profile by year group: 2024-2025

	N	YR	Y1	Y2	Y3	Y4	Y5	Y6
First Response	0	0	4	2	2	1	1	0
SEND Support	0	2	2	2	4	2	0	3
EHCP	0	0	0	0	0	0	0	1



Identifying Special Educational Needs

Children's needs may be categorised into four areas (COP 2014), these include:

1. Communication and Interaction (C)
2. Cognition and Learning (L)
3. Social, Emotional and Mental Health (E)
4. Sensory and/or Physical (S)

Early identification

We believe that early identification of special educational needs, whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the wellbeing of all of our children. To support us in our early intervention we:

1. Ensure robust observation and assessment throughout EYFS
2. Provide the appropriate intervention, eg, small group support provided by a TA for all pupils as appropriate.

These allow us to meet the parents and give us the opportunity to discuss the child's strengths and needs. This allows for any additional resources, interventions or referrals to be made quickly.

We also welcome parental identification; where parents are welcomed to meet with either the class teacher or SENDCO to discuss behaviours/observations they have made themselves at home. We will then monitor this over a period of time and feedback to parents our next steps. Through this process this year, we have made successful referrals to the GP for ADHD and ASD assessments; referrals to LCC to be assessed for an EHCP and referrals to Compass Bloom to support pupil's SEMH needs by offering specialist support to both pupils and parents.

Identification

Assessment of our pupils continues throughout their time with us. We do this by:

1. Analysing assessment data no less than termly to identify children who are not meeting age related expectations
2. Class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback.
3. Providing all adults with the opportunity to discuss concerns at any time
4. Liaising with parents.

Provision

A whole school provision map is in place to support all pupils who have additional needs together with those who need a short period of small group teaching to bridge identified gaps. These interventions are in addition to quality first teaching. The impact of these interventions is evaluated regularly by means of both quantitative and qualitative information gathered by both teachers and TAs. We have a whole school provision map that tracks the interventions pupils have received throughout their time at Crawford village, as well as track their current year's progress. Pupils with an EHCP will also have an

individual provision map. We also hold a costed provision map, which details how much interventions cost in regards to staff, enabling us to effectively manage SEND budgets as well as being able to send this to the LA; should they request information to support an EHCP application.

Pupils who are at SEND Support or who have an EHC Plan will have an Individual Education Plan. The parents will be invited to meet on a termly basis with the class teacher and or SENDCo to review their child's learning and celebrate their successes. It is a statutory requirement that pupils with an EHCP have an annual review. We always invite a representative from the L.A. to attend these reviews.

For further information, please see the SEND Policy and SEND Information Report SEND located on the school website.

SEND Budget

The school budget, received from the Local Authority, includes money for supporting all pupils with SEND as follows:

- TA hours to support pupils with SEND.
- CPD for all staff.
- Physical Resources – ADHD specific resources: wobble cushions, chew toys, fidget toys, iPad apps, intervention group resources.
- Support and advice from outside agencies.
- EP advice.
- Access to specialist teacher input.
- Access to SEND specific PE competitions.

CPD received in 2025-2026

- Zones of regulation updates (delivered by SENDCo)
- Termly SENDCo updates with Strive SEND specialists. Areas covered: Early Identification, Inclusive Practice, Supporting Dyslexia, Oracy, Attachment, Ofsted, Supporting DLD, EHCP updates,
- TA CPD from SHARES: Supporting Autistic Learners, Supporting Oracy, Sensory Processing, Understanding Pupils with ADHD,
- NELI Update (Nuffield Early Language Intervention– online and SENDCO)
- Occupational therapy updates.
- Physiotherapy training supporting pupil with EHCP.
- Early Years SEND network.
- Wellbeing warriors: Delivered to our C3 pupils by Compass Bloom.
- RTP maths intervention (Delivered by AK).
- Compass Bloom – Identifying Low Mood and Anxiety.
- Compass Bloom – Parent Workshop.
- EEF 5-a-day teaching strategies – delivered by SENDCO.

Achieved in 2025-2026

- Successful application to be part of the inclusion framework that will shape a new enhanced inclusion audit framework and a practical toolkit of strategies co-produced with the Sector-Led Inclusion Expert Group (SIEG). This was completed through ELM Tree Community Primary school. They completed a walkthrough, an interview with SENDCO and submitted

our information to be included. They also produced a detailed report of our inclusive practices.

- Improved early identification of SEND pupils. Currently awaiting the outcomes of 3 EHCP applications.
- Pupils with SEND predicted to achieve highly in SATs.
- Pupil with EHCP predicted to achieve highly in reading and achieve expected in GPS. Pupil has also made accelerated progress in maths this year.
- Pupils with identified needs and need for medication are fully supported by the school. School has supported 5 pupils so far in formally diagnosing ADHD or ASD. School are currently supporting 2 other pupils who are on the same pathway.
- Introduced new interventions/approaches such as: RTP maths in Ks2 and Ks1 and NELI.
- Enhanced partnership with Compass Bloom (MHST) in order to support pupils on a 1-1 basis with personalised support packages to help children with their mental health and wellbeing as well as parent -led support. Compass Bloom have delivered support sessions for pupils in Y2: Maintaining friendships, Y6: Relaxed and Ready, Transition to high school, Y4: Managing Feelings, Parents: Identifying low mood and anxiety.
Compass Bloom also attended parents evening to speak with parents who were interested in the support they offer.
- Maintained other positive relationships with outside agencies such as: STRIVE SEND Specialists, Compass Bloom MHST, EP support, SALT, Lancashire Specialist Teacher Service, Occupational Health.
- Continued use of PIVATs assessment to personalise support and targets for pupils working well below ARE.
- All children on SEND in KS1 and KS2 have accessed competitive sporting activities throughout the year.
- Use of TA support to support pupils not in their class based on the strengths of the TA.
- Made use of inhouse knowledge with experienced TAs delivering intervention training and support to new TAs.
- Further improved a provision map for the whole school which shows the support each pupils currently receives and the support they have had historically, which allows for deeper analysis. As well as improve the process for evaluating and monitoring individual interventions.

Key Priorities for 2026-2027

- To plan for appropriate training as necessary.
- To plan and prioritise actions included in our Inclusion Strategy for 2026-2027.
- To further improve support for pupils SEMH, working closely with Compass Bloom and Parents to offer support when needed.
- To continue to update SEND register and provision maps as appropriate.
- To further develop TA staff; making use of their strengths supporting SEND pupils in interventions and in class.
- To further support pupils with EHCP applications and on-going support to families with these.
- To develop partnerships with other local organisations to promote inclusivity in our community.
- To continue to develop our inclusive practices, establishing an inclusivity strategy and action plan.