



SEN Information Report

Date reviewed: June 2026

Date of next review: June 2027

Amendments:

- Date change
- Updates to SEN register numbers, CPD schedule, current challenges and further developments
- SEND vision statement added
- This report has been updated to reflect current national SEND reforms and our strengthened focus on inclusive mainstream practice, early identification and improved outcomes for pupils. Greater clarity is provided around the use of adaptive teaching, ordinarily available provision and shared accountability across the school.

June 2026

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Dedicated SEN time:	1 day per week or equivalent
Local Offer Contribution:	North Lincolnshire SEND Local Offer

SEND Vision Statement: At Crowle Primary Academy, we are committed to an inclusive, aspirational and outcomes-focused approach to SEND. We ensure that all pupils, regardless of need, receive high-quality teaching and support to achieve their full potential and are well prepared for the next stage of education and adulthood.

Whole School Approach:

High-quality, inclusive and adaptive teaching forms the foundation of our provision. In line with national SEND reforms, the needs of most pupils with SEND are met within mainstream classrooms through effective teaching, prior to the implementation of additional interventions.

Additional provision is identified through ongoing whole-school dialogue, which informs our provision mapping approach. This enables us to regularly review and record both the universal support available to all pupils and any additional provision in place. These professional discussions also reinforce high expectations among staff, ensuring consistent delivery of high-quality teaching through well-scaffolded and personalised approaches to learning.

Our approach is underpinned by 'Ordinarily Available Provision', ensuring a consistent baseline of inclusive support for all pupils across the school. This includes:

- High-quality adaptive teaching
- Scaffolded learning approaches
- Inclusive classroom environments
- Use of evidence-informed strategies

We strongly believe that ALL children should be given every opportunity to be fully included in all aspects of school life and therefore ensure that all of our learners have access to a broad, balanced, relevant, well-scaffolded and adaptive curriculum which meets individuals' needs whilst allowing them to develop their social skills.

Our values-based curriculum and growth mindset approach ensures that the children in our school consider these in all aspects of their school life to create an all-inclusive environment based on mutual respect in which everybody has the opportunity to have success through effort.

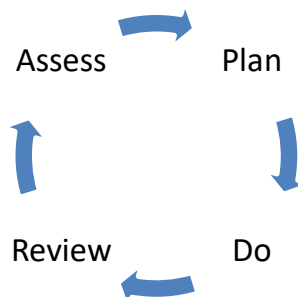
All our extra-curricular activities and school visits are available to all our pupils, including our before and after school clubs.

All pupils are encouraged to go on our school trips, including our year 6 residential trip.

All pupils are encouraged to take part in sports days, school performances, workshops and other school events.

All pupils are included in activities and reasonable adjustments are made for everyone to take part.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible and accountable for the progress and outcomes of every pupil in their class, including those with SEND.

Assess: Formal assessments of all children are made and SEN support plans are reviewed in October, March and June by the class teachers supported by the SENCO. Other assessments may take place at other times in the year, which feed into the graduated approach cycle. Our graduated approach cycle includes a commitment to identifying special and additional needs early. Concerns raised about a child's development or need for extra support from class teachers and parents will be assessed and closely monitored. The assessments may also include discussions with previous settings, further in-school screening and analysis of pupil progress data that is used in school to monitor and track the progress and attainment of all pupils. Outside agencies may also be involved with parental consent.

Each cycle of the graduated approach is focused on achieving clear, meaningful outcomes, including academic progress, independence, emotional regulation and preparation for adulthood.

Plan: Teachers plan provision for pupils with SEND using assessment information, professional guidance and recommendations from external agencies, in partnership with parents and pupils. Outcomes and support are clearly outlined within SEN support plans and are specific, measurable and tailored to the individual. These outcomes reflect short-, medium- and long-term development, including academic progress, independence and personal development. The quality and effectiveness of this process are guided and monitored by the SENCO and senior leadership team, and are underpinned by a co-production approach, ensuring that pupils and their families are active partners in planning and decision-making.

In addition to high-quality, adaptive classroom teaching, the planning process may identify the need for additional targeted provision. This may include:

- The use of adapted materials or specialist equipment
- Additional classroom scaffolds, such as visual supports or structured resources
- Small group or individual support
- Targeted, time-limited interventions (e.g. Precision Teaching)
- Structured programmes such as Phonological Awareness Training (PAT) or Write from the Start
- Staff training to support specific pupil needs or strategies
- Access to local authority, specialist or outreach support
- Consultation with external professionals such as Educational Psychology or the Physical Disability Team

- Early Help support, bringing together professionals and families to review actions and improve outcomes through regular multi-agency meetings
- All additional provision is carefully monitored and reviewed to ensure it has a positive impact on pupil outcomes and complements, rather than replaces, high-quality classroom teaching.

Do: The class teacher implements the strategies and actions detailed on the plan with the support of teaching assistants in order to work towards achievement of the desired outcomes and targets under the guidance of the SENCO. These will be delivered over a set period of time and monitored closely to ensure that impact is maximised. The SENCO monitors and evaluates the effectiveness of provision.

Review: All targets and the progress made towards the agreed outcomes are reviewed regularly. The time scale will depend on the individual and the length of the intervention or support programme that is being used. These are discussed with parents and the child, usually as part of an SEN review meeting with the class teacher or SENCO and this discussion then informs the next cycle of report.

What to do if you think your child may have SEN

If you think your child may have special educational needs, please speak to their class teacher in the first instance. This can be done face-to-face, by email or by telephone. The class teacher will share your concerns with the SENCO, who may also contact you directly. You are also welcome to contact the SENCO yourself.

We will arrange a meeting with you to discuss your concerns in more detail and build a clear understanding of your child's strengths and any potential barriers to learning. Working in partnership, we will agree appropriate outcomes and next steps. A record of the discussion will be kept and added to your child's file, and a copy can be provided for you on request.

If it is agreed that your child requires SEN support, we will work with you to develop an SEN support plan and your child will be added to the school's SEND register.

Early identification is a key priority within our school. We act promptly on concerns to ensure that appropriate support is put in place as soon as needs are identified.

SEN Needs

A child or young person is identified as having special educational needs or disabilities (SEND) if they have a learning difference, difficulty or disability that requires special educational provision to support them in accessing learning and achieving their full potential.

A child of compulsory school age or a young person may be considered to have SEND if they:

Require additional or different support to access learning compared to others of the same age,
or

Have a disability which may act as a barrier to accessing the facilities and opportunities generally available within a mainstream setting (as outlined in the SEND Code of Practice, 2015).

Special educational provision refers to provision that is additional to or different from the high-quality, adaptive teaching available to all pupils. This provision is designed to overcome barriers to learning and support progress across a range of outcomes.

Children may be identified as requiring SEN support when they need additional or sustained provision, despite high-quality, inclusive classroom teaching and appropriate scaffolding being in place. Early identification and ongoing assessment ensure that support is responsive and tailored to individual need.

SEND is typically described within four broad areas of need (SEND Code of Practice, 2015). These areas help to ensure needs are identified and supported effectively; however, we recognise that many children may have needs that overlap across more than one area.

The four broad areas of need

Communication and interaction

Children with communication and interaction needs may require support to develop their understanding, expression and use of language, as well as their ability to interact socially with others. Each child's profile is unique and may change over time.

Some children, including those with Autism Spectrum Condition (ASC), may experience differences in social communication, interaction and flexibility of thinking, which can impact how they engage with others and access learning.

Crowle Primary School has worked really well alongside Speech and Language Therapy to make sure pupils on the caseload are well supported.

Teaching assistants are made available to attend therapy support sessions with the children, which helps them understand the strategies being used and how to carry these over into everyday practice with the children. They are also provided with regular time to work with pupils, giving them the chance to practise activities from their SLT care plans and reinforce learning between sessions. Without this provision the children on our caseload would not progress.

Staff are engaged in review meetings and are able to share up-to-date information about how pupils are progressing both in general and with their speech and language targets. The school also supports parents to attend these reviews, helping to keep everyone involved and informed.

Communication channels between the SENCo and SLT's are well established and maintained, meaning that any queries and concerns are acted on and solved in a timely manner. Overall, this joined-up approach helps ensure consistency and supports positive progress for the children.

Children's Therapy Team (Speech and Language)

Provision for pupils with communication and interaction needs is delivered through high-quality adaptive teaching, including the use of visual supports, structured language and clear modelling. Where appropriate, this is complemented by targeted small group or individual support to

develop speech, language and social communication skills. Specialist advice and programmes from external professionals, such as Speech and Language Therapy or the Autism Spectrum Education Team, are implemented to ensure provision is tailored and effective.

Our child has special educational needs and has made remarkable progress since starting at Crowle Primary School. Their speech and language skills have improved significantly, and we are now able to enjoy full conversations together. It has also been wonderful to see them begin reading and spelling this year.

Our child loves coming to school and is happy and growing in confidence. We are incredibly pleased with the progress they have made and grateful for the support they have received.

KS1 Parents

Cognition and learning

Children with cognition and learning needs may require additional support or alternative approaches to help them access learning and make progress. This may include difficulties with acquiring basic skills in literacy and numeracy, processing information or retaining learning. These needs may range from moderate to more complex learning differences, including specific learning differences such as dyslexia, dyscalculia or dyspraxia. Support is tailored to help pupils develop understanding, build confidence and achieve success in learning.

Provision for pupils with cognition and learning needs focuses on adaptive teaching approaches that break learning into manageable steps, alongside the use of scaffolds, visuals and structured resources to support understanding and retention. Targeted interventions may be used to address specific barriers, such as literacy or numeracy development. Where needed, assessment tools and specialist advice from external professionals are used to ensure provision is accurately matched to individual learning profiles.

Fast track interventions have really helped the children grow and progress in their phonics learning. After the intervention, children can recognise more sounds at a faster speed and are becoming more fluent readers. These interventions have helped children develop the phonics skills they need to become readers and to pass their phonic screening check. Seeing the children's faces as they grow in confidence is a pleasure to see.

Teaching Assistant

My child initially found early reading challenging, but they are now making excellent progress thanks to the additional support received at school through the Read Write Inc. programme. This support has significantly boosted their confidence and enthusiasm for learning. Although they do not always find learning easy, they love coming to school and have developed a positive attitude towards learning.

Parent

Social, emotional and mental health difficulties

Some children may experience social, emotional or mental health needs that can create barriers to learning. These needs may present in a variety of ways, such as difficulties with emotional regulation, relationships or engagement with learning.

We recognise that behaviour is often a form of communication and may reflect underlying needs. Our approach focuses on understanding and supporting these needs, helping pupils to develop self-awareness, resilience and positive strategies for managing emotions.

Children may also experience conditions such as anxiety, depression, ADHD or attachment differences, which can impact on their learning and wellbeing.

Provision for pupils with social, emotional and mental health needs is centred on creating a supportive, predictable and nurturing environment. This includes consistent routines, opportunities for emotional check-ins and teaching strategies that support regulation and engagement. Targeted support, such as small group sessions or mentoring, may be provided to develop emotional literacy, resilience and social skills. External agencies may also contribute specialist advice where appropriate.

Sensory and/or physical needs

Children with sensory and/or physical needs may require additional support or adaptations to access the curriculum and school environment. This may include visual or hearing impairments, multi-sensory needs or physical disabilities.

Support may involve specialist equipment, environmental adaptations or input from external professionals to ensure pupils can participate fully in school life and achieve their potential.

For information on how the school supports children with disabilities, please reference the Accessibility Plan and SEND (Special Educational Needs and Disabilities) Policy).

Provision for pupils with sensory and/or physical needs includes adaptations to the learning environment and resources to ensure full access to the curriculum. This may involve specialist equipment, sensory supports or adjustments to classroom organisation and routines. Targeted support is informed by assessment and guidance from external professionals, such as occupational therapists, physiotherapists, or sensory support services.

As of June 2026, we have 51 children on the SEND register.

Twelve of these children have an Education Health and Care Plan (EHCP). All other children receive SEN support.

All children on the SEND register have an SEN support plan.

We currently seek advice and support from professionals in the following agencies:

- Autism Spectrum Education Team (ASET)
- Educational Psychology
- Child & Adolescent Mental Health Service (CAMHs)
- Educational Welfare Officers (EWO)

- Physical Disability Team
- Speech & Language Therapy (SALT)
- Occupational Therapy (OT)
- Physiotherapy
- School Nurse and Learning Disability Nurse
- Behaviour Support Team (BST)
- St. Luke's Outreach Support
- SEN and Disability Information and Support Service (SENDIASS)
- With me in Mind, NHS mental health support team (WMIM)

We work collaboratively with the Local Authority to contribute to timely, high-quality EHCP processes, ensuring alignment with emerging national SEND standards.

We evaluate the effectiveness of our SEND provision through a range of measures, including academic progress, attendance, engagement in learning, emotional wellbeing, independence and the development of life skills. This ensures a holistic understanding of each pupil's outcomes and the impact of support.

Our approach is underpinned by a robust cycle of assessment, monitoring and review, which includes:

- A graduated approach, including an 'Initial Concern' stage, enabling early identification and close monitoring before determining whether a pupil has a specific barrier to learning or requires SEN support
- Ongoing assessment of progress against identified outcomes and targets
- The use of a range of assessment tools, including BPVS, GL Dyslexia Screener and specialist toolkits (e.g. Speech and Language, Occupational Therapy, ASET and behaviour)
- Regular pupil progress tracking through whole-school assessment systems, including the use of pre-key stage materials and outreach assessment documents

Quality of provision is monitored through:

- Phase reviews, lesson observations and task observations to evaluate the effectiveness of adaptive teaching, scaffolding and intervention support
- Provision mapping to track and review additional support and its impact
- Pupil progress meetings involving teachers, the SENCO and senior leaders
- Analysis of attainment and progress data in comparison with local and national benchmarks.

We also gather qualitative feedback to inform our practice, including:

- Ongoing staff feedback through professional dialogue with the SENCO
- Parent and carer views through questionnaires and discussions
- Pupil voice through interviews and informal discussions

Attendance is monitored closely, with support provided in partnership with the Education Welfare Officer (EWO) and through the use of the Attend Framework where appropriate.

Our Safe Steps internal provision has developed significantly over the course of this year, offering an inclusive and supportive environment for pupils. Within this nurturing hub, children receive a carefully tailored approach that meets their individual personal, social, emotional, communication and early academic needs. The provision helps pupils to build confidence, develop positive relationships and engage in learning at a pace that suits them, enabling them to access their education more successfully. We are supported by Educational Psychology, ASET and the Behaviour Support teams.

SENCo

Admission process for children with SEN or a disability

We welcome children with all types of SEND who have applied for a place via our normal admission process. If a child has complex needs, a disability or SEN, we consider admissions on a case-by-case basis to review the stage of involvement with external services and in line with the Code of Practice for Special Educational Needs.

For more information on this, please contact our SENCO.

The process of admission for children with an Education and Health Care Plan is in accordance with the Code of Practice on Special Educational Needs. Where our school is named as part of the child's plan, we have a duty to admit the child; this will reduce the number of places available. With all school admissions, we liaise with North Lincolnshire Council Admission Team and we would not disadvantage any child with SEN or a disability as part of this process. Where any year group is over-subscribed, the local authority make any decisions using an independent panel.

Support for looked-after and previously looked-after children with SEN

The SENCO is also the designated teacher for looked-after children and understands how circumstances for these children and SEN may interact.

Children who are looked-after or previously looked-after will be supported in much the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any other SEN support plans or EHC plans are consistent and support each other.

How the school will support my child's mental health and emotional and social development

At Crowle Primary, the children are taught to recognise and manage emotions through learning about the zones of regulation [Crowle Primary Academy: Zones of Regulation](#).

We also provide for pupils to progress in their emotional and social development by:

- Encouraging pupils with SEN to be part of our school council and other ambassador roles for pupil voice across school.
- Encouraging SEN pupils to take part in after school clubs and wider curriculum opportunities particularly those that develop team work and building friendships.
- Extra pastoral support, soft starts and regular check-ins are provided to listen to the voice of children including those with SEN.
- Targeted ELSA support.
- Working closely with WMIM (with me in mind) a mental health support team that supports children and young people aged 5 to 19.
- Anxiety and nurture groups are led by the Inclusion Mentor at times through the year for children who need extra support with social and emotional development.
- Ensuring that there are many ways children can communicate any worries or concerns and ensuring children know that bullying is not tolerated. Anti-bullying is taught within the curriculum and any reports of bullying are taken seriously and dealt with following a comprehensive checklist for managing bullying incidents.

These approaches support pupils to develop resilience, self-regulation and independence as part of their preparation for adulthood.

Consulting with children, young people and their parents

We adopt a co-production approach, ensuring parents, carers and pupils are equal partners in decision-making about support, provision and outcomes. We do this through:

Action/Event	Who's involved	Frequency
SEN support plan reviews	Class Teacher / Parents or Carers / Child / SENCO	Termly – October, March and June
Parents consultations	Class Teacher / Parents or Carers	October, February (following annual report) and June or as required for some children
EHCP Annual Review Meetings	Class Teacher / Parents or Carers / Child / SENCo / Professionals involved with supporting the family or child / children	Annually School sometimes hold mid-term reviews as part of this process
Early Help Meetings	SENCO/ Inclusion Mentor/ Class Teacher / Parents or Carers / Child / Professionals involved with supporting the family or child / children	Half termly or termly - dependent on level of need

During meetings we will:

- Set clear outcomes for your child's progress
- Review progress towards these outcomes
- Discuss the support we put in place to help your child make progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We also seek your views on the child's needs and aspirations, as the person who knows your child best so that we can best support them. We will also seek your views on the impact of SEN support on your child inside and outside of school. Please also let us know if anything changes in this respect so we can keep out provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff and you will be given a copy on request.

If appropriate, your child will also be involved in decisions about their education. This will depend on age and competence. We discuss child's views by discussing them and representing them in the meeting. Sometimes, children will attend meetings.

Staff development

We are committed to developing the ongoing expertise of our staff. We have the current expertise in our school:

The designated SENCO (Special Educational Needs Coordinator) completed the Postgraduate Certificate in Special Educational Needs with Huddersfield University in 2021 and has 5 years of SENCO experience within school. The SENCO has recently been certified as a Positive Regard Specialist. The SENCO is supported by an experienced EYFS teacher.

The Inclusion Mentor has completed Thrive, Boxhall profiling, Bereavement in the school community, Mental Health First Aider, Anxiety training and ELSA training (emotional literacy support assistant).

The Academy has access to expertise and advice through professional networks including the Rose Learning Trust SEND network and the North Lincolnshire Local authority network.

All our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of the pupils with SEN.

We have a team of teaching assistants (TAs) and one higher-level teaching assistant (HLTA) who are trained to deliver SEN provision and interventions.

Our professional development programme prioritises evidence-informed approaches to SEND, including adaptive teaching, metacognition and structured interventions.

Please find below a summary of continuous professional development both internal and external for school staff which supports provision for SEND:

2025/26	Staff meetings	SENCO	Inclusion Mentor	Specific Teachers	Specific Support Staff
Autumn term	Adaptive teaching and supporting writing	Positive Regard Specialist Programme Training Sensory circuits (concept training)	Lego therapy Sleep changes Parental Conflict Understanding my autistic brain	Read Write Inc.	Phonological Awareness Training (PAT) Adaptive teaching High-Quality Interactions Lego Therapy

					Read Write Inc.
Spring term	Strong foundations: Giving all children the best start in life	Doncaster SEND Programme Evidence-informed strategies to support inclusive schools (1) A senior leader's guide to supporting oracy in the EYFS (OxEd)			Ready to progress maths intervention Target reading: Reading fluency
Summer term	Executive Functioning (led by Educational Psychology)	Doncaster SEND Programme Evidence-informed strategies to support inclusive schools (2 /3)	Executive Functioning (led by Educational Psychology)		Speech, language and training: Supporting children with language and speech difficulties. Executive Functioning (led by Educational Psychology)
Throughout the year, staff have been working closely with external agencies to meet the needs of individual children.					

We continue to develop adaptive teaching strategies to ensure all pupils can access learning effectively, tailoring our approaches to meet a wide range of needs. This has included making purposeful adjustments to the classroom environment, such as introducing regulation spaces, clear visual supports, establishing consistent routines, and adapting seating arrangements to enhance focus and comfort. We have also reduced potential sensory distractions where appropriate and provided resources and scaffolding to support understanding and independence. These changes have helped to create an inclusive, supportive environment in which all children feel confident, engaged, and able to make progress.

KS1 Teacher

This year I have completed Positive Regard training and have worked closely with staff to embed this approach across the school. As a result, all staff have received training to ensure a consistent and supportive approach when working with children. This restorative and relational practice focuses on building positive relationships, understanding behaviour as communication and supporting children to reflect on their choices. Through this approach, pupils are guided to develop self-awareness, manage their emotions and make positive decisions, helping to create a calm, respectful and inclusive school environment where every child feels valued and supported.

SENCo

Staff deployment

The SENCO provides strategic leadership for SEND across the school, including: Quality assurance of provision; Staff development and training; Monitoring impact of SEND provision; Ensuring consistency of inclusive practice.

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

The class teacher has overall responsibility for providing targeted and effective provision to children requiring extra help. A provision map timetable is in place to schedule intervention and support. The extra support may include working as part of a small group or working on a 1:1 basis with an adult. This additional help could be provided by both the class teacher and a member of support staff.

Support staff deployment is reviewed regularly to ensure the correct support is in place and that the children's needs are being met. This could be support with learning, but also emotional and well-being support and support during unstructured times of the day such as breaktimes and lunchtimes.

Support is carefully planned to promote independence and avoid over-reliance on adult support wherever possible.

Some children have requirements within their Education, Health and Care Plans that allocate a specific amount of time that they should be supported and these are closely monitored.

Finance

Our notional SEN Budget expenditure is broken down as follows:

- Support staff (additional to quality first provision)
- Additional teaching resources (intervention schemes, classroom resources)
- Continuous professional development
- Staff release time to attend meetings and additional SEND report writing / multi-agency liaison and Early Help attendance

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We liaise with external agencies to get recommendations of what will best help your child access their learning.

The school will fund up to £6,000 of any necessary costs to support your child in school but if funding is needed beyond this, we will seek it from our local authority.

We ensure funding is used efficiently to deliver high-impact, evidence-informed provision.

School Partnerships and Transitions

As an academy, we have close links with local secondary school and local pre-schools.

We have thorough transition plans for all children when entering or leaving our school to ensure the process is as smooth as possible. Staff will prioritise meetings with parents and key professionals and, where needed, a specific transition programme will be set up to cater for a child's individual needs to ensure they are prepared to move onto the next stage.

This includes visits to pre-school settings and links with other professionals supporting children in the pre-school phase. The stay and play sessions offered in school may also be adapted or increased to suit the needs of individual children.

This year, we supported 10 children with additional transition to secondary school. Transition programmes were set up to cater for individual needs ensuring children are prepared to move onto the next stage of their education. This includes close liaison with the SENCO at the receiving school.

To support children with transition from year group to year group we:

- Key information about children is shared with staff so they can plan effectively.
- A push up day transition morning (including lunchtime) for children starting in reception
- Push up days for children in Y1-5
- Individualised transition plans for identified children including opportunities for the children to spend time in their new classroom environment at different points during the school day and to meet with their teacher and supporting staff.
- Inclusion mentor support throughout the transition period
- Transition photograph booklets and countdown calendars for identified children to take home over the summer holidays.

The time scale and level of support during transition is personal to the child and their individual needs.

Transition planning supports pupils' long-term development, including independence, confidence and readiness for future learning environments.

Where appropriate, we may work with alternative provision partners to support specific needs, with a focus on reintegration into mainstream education.

I really liked the transition to secondary sessions. The additional days helped me because I got to experience the secondary school before the main transition days. We got to meet some of the staff and explore the school. I felt more confident on the main transition days because of this. I now feel ready for secondary!

Y6 Pupil

Complaints

We always aim to work with parents to solve the problem. Different ways we can support you with your questions or queries about SEND include talking to members of the school team

accessible on the school gate each day, seeing the class teacher at their classroom doors or by contacting the SENCO.

If you feel that any issues have not been resolved and you need to make a complaint about SEN provision in our school, this should be made to the SENCO and head teacher in the first instance.

You will then be referred to our school's complaints procedure which is clearly detailed in our Complaints Policy available under the Policies Tab of our school website:

[Crowle Primary Academy: Policies \(crowleprimaryschool.com\)](https://crowleprimaryschool.com/policies)

This year we have 0 number of complaints.

Challenges this year

Our school is committed to supporting every child's individual needs. However, we are currently facing several growing challenges that impact how we deliver SEN support effectively. These challenges reflect wider national pressures within the SEND system, including increasing complexity of need and capacity within specialist services

Challenges	We intend to address this through
Rising Demand: More children are being identified with SEN or EHCP needs each year.	Dedicated SENCO Time: Our SENCO has protected time to carry out both statutory and strategic responsibilities, ensuring high-quality SEN provision.
Early Needs on Entry: Many children start school already requiring SEN support, including help with communication and self-care.	Strong Professional Networks: The SENCO receives ongoing support through the Rose Learning Trust and Local Authority networks, keeping practice up to date.
Delays in External Support: Referrals to outside agencies often involve long waiting times, delaying access to specialist help.	Early Identification and Team Collaboration: The SENCO works closely with the learning mentor and EYFS teacher to identify needs early and provide targeted support across the school.
Administrative Load: Managing SEN paperwork takes significant time.	Building capacity of SEN through upskilling staff members.
Curriculum Adaptation: Delivering an inclusive curriculum that meets diverse needs requires careful planning and additional support.	Staff Training and Development: Teaching assistants receive regular training to build their skills and confidence in supporting a wide range of pupil needs.
Funding and Staffing: Supporting growing needs with available funding or trained staff.	Inclusive Teaching Practices: Adaptive teaching strategies are being embedded to ensure all pupils can access and engage with the curriculum.
	Monitoring and Evaluation: Provision mapping helps us track and evaluate the impact of support.

Further development

Leaders will continue to strengthen SEND provision in line with national reforms through a clear focus on inclusion, quality of teaching and improved outcomes. Key priorities include:

- **Embedding consistently high-quality adaptive teaching** so that the needs of most pupils with SEND are met effectively within the classroom.
- **Developing and securing a consistent model of ordinarily available provision (OAP)** to reduce variability and ensure equitable support across all classes.
- **Strengthening early identification and intervention**, particularly in EYFS and Key Stage 1, to ensure needs are recognised and addressed promptly with a focus on speech, language and communication.
- **Developing distributed leadership of SEND**, by upskilling middle and subject leaders to monitor, evaluate and improve inclusive practice within their areas and supporting teachers to improve progress and outcomes of pupils with SEND through high-quality professional development
- **Strengthening co-production with pupils and families**, ensuring their views inform planning, provision and review processes.
- **Maintaining a strong focus on outcomes**, including progress, independence, engagement and preparation for the next stage of education.
- **Delivering high-quality, evidence-informed CPD**, to further develop staff expertise in inclusive practice and meeting a range of needs.
- **Preparing for national SEND reforms**, including alignment with emerging inclusion standards and future developments such as Individual Support Plans.

Relevant school policies underpinning this SEN Information Report include:

- SEND Policy
- Health and Safety Policy
- Medical Needs Policy
- Equality and Diversity Policy
- Disability and Accessibility Policy
- Teaching and Learning Policy
- Assessment Policy
- Looked after children Policy

These can be found in the policies section of the school website.

[Crowle Primary Academy: Policies](#)

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Support for parents and families

If you have any questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, take a look at the North Lincolnshire Local Offer [North Lincolnshire SEND Local Offer](#)

Information about our local SENDIASS team can be found here. [SENDIASS](#). They are our local special educational needs and disabilities information advice and support service.

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)

[SEND Family Support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

Useful Glossary of Terms

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

EYFS – Early Years Foundation Stage (nursery and reception)

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Ordinarily Available Provision (OAP) – the inclusive, high-quality provision expected to be available for all pupils within mainstream settings

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

PEP - Personal Education Plan

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SEN – special educational needs

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SENCO – the special educational needs co-ordinator

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEND Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

SEN support – special educational provision which meets the needs of pupils with SEN

SEN Support Plan – special educational needs support plan

Transition – when a pupil moves between years, phases, schools or institutions or life stages

Date presented to governors: 1st July 2026