

The Croft Preparatory School SEND Information Report

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Next Review	January 2026

Welcome to The Croft Preparatory School's SEND Information Report. These pages describe our school's offer for children with SEND. SEND stands for Special Educational Needs and Disabilities.

Every child brings a unique pattern of strengths and areas of need to our community and the school aims to fulfil the potential of all students.

There are 4 areas of Special Educational Needs these are:

1. Cognition and Learning needs
2. Sensory and/or Physical needs
3. Social, Emotional or Mental Health needs
4. Communication and Interaction needs

My child has difficulty with cognition and learning:	
This can include:	<p>Reading and spelling Learning new information and concepts Working with numbers Working memory Concentration</p> <p>Children who have Specific Learning Difficulties in one aspect of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>

	<p>Moderate Learning Difficulties (MLD) are children who learn at a slower pace than their peers even with appropriate differentiation.</p> <p>Severe Learning Difficulties (SLD) are children who are likely to need support in all aspects of the curriculum.</p> <p>Profound and Multiple Learning Difficulties (PMLD) are children who are likely to have severe and complex learning difficulties as well as physical or sensory impairment.</p> <p>Children may present with difficulties that do not have a specific title.</p>
All children at The Croft can access:	<p>Quality First Teaching with appropriate differentiation (including best SEND practice).</p> <p>Visual aids to support key vocabulary, concepts and themes.</p> <p>Access to homework club in the Prep part of the school.</p> <p>Access to assessment for identification of significant needs.</p> <p>Dedicated and caring staff who value all children regardless of ability.</p> <p>Regular, active and creative use of ICT.</p> <p>Differentiated curriculum, delivery and outcome.</p> <p>Use of equipment to support learning</p>
Support for targeted groups of children may include:	<p>Blocks of 1:1 or small group lessons that focus on a range of needs such as literacy, comprehension and spelling.</p> <p>Where needed, help from an external agency (e.g. Educational Psychologist at a cost).</p> <p>Learning Assistant (LA) support in some lessons.</p> <p>Small Maths and English sets in Years 5 and 6.</p> <p>Short, focused 1:1 interventions with LA such as; Power of 2, Toe by Toe, 5 Minute Box.</p>
Targeted individual support include:	<p>On-going tailor-made 1:1 tuition led by a specialist SEN teacher.</p> <p>Individual Education Plans (IEPs)</p> <p>Where needed, help from an external agency (e.g. Educational Psychologist).</p> <p>Twice-yearly IEP meetings with SEN Specialist Teacher for children with literacy difficulties to review and plan.</p> <p>External agency advice where needed.</p> <p>Exam Access Arrangements.</p>

	<p>Transition support.</p> <p>*Please note: These options need to be agreed upon for each student in conjunction with parents/carers and then regularly reviewed/modified</p>
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My child has sensory and/or physical needs.	
This can include:	<p>Visual Impairment</p> <p>Hearing Impairment</p> <p>Multi- Sensory Impairment</p> <p>Gross motor co-ordination.</p> <p>Fine motor co-ordination.</p> <p>Self-organisation for daily living.</p> <p>It includes conditions such as cerebral palsy, physical injury, dyspraxia.</p> <p>NB Communication and Interaction section for sensory issues relating to ASD/Asperger Syndrome.</p>
All children at The Croft can access:	<p>Quality First Teaching with appropriate differentiation (including best SEN practice).</p> <p>Visual aids to support key vocabulary, concepts and themes.</p> <p>School adheres to guidelines on physical access.</p> <p>Access to homework support clubs.</p> <p>Access to assessment for identification of significant needs.</p> <p>Dedicated and caring staff who value all children regardless of ability.</p> <p>Use of a wheelchair can be accommodated.</p>
Support for targeted groups of children may include:	<p>Risk assessments.</p> <p>Handwriting /fine motor/keyboard skills training.</p> <p>Group discussions and information giving from our school nurse.</p> <p>Access to assistive technology and software,</p> <p>Access to Learning Assistant Support.</p> <p>Occupational Therapy interventions devised by NHS professionals and delivered in school by LAs.</p> <p>Private OT working on the school site.</p>

Targeted support include:	individual many	<p>1:1 Outside Agency support</p> <p>Specialist equipment and materials, such as low vision aids and enlarged adapted resources.</p> <p>Targeted LA support for complex medical needs, including practical support.</p> <p>Exam Access Arrangements.</p> <p>Please note: These options need to be agreed upon for each student in conjunction with parents/carers and then regularly reviewed/modified.</p>
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<p>My child has difficulties with social, emotional health or mental health.</p> <p>This section includes all those young people who experience short but significant periods of high anxiety, stress, distress or anger that affect their education.</p> <p>It also includes young people who have a range of longer-term recognised mental health conditions. Such as depression, eating disorders or attachment difficulties</p>		
This can include:		<p>Forming and maintaining relationships.</p> <p>Bereavement.</p> <p>Attitudes to attainment.</p> <p>Attendance.</p> <p>Self-esteem.</p> <p>Life outside school.</p> <p>Behavioural needs.</p>
All children at The Croft can access:		<p>Quality First Teaching with appropriate differentiation (including best SEND practice).</p> <p>Access to homework support clubs.</p> <p>Access to assessment for identification of significant needs.</p> <p>Whole school Central Reward System.</p> <p>Whole school policy for behaviour management with graduated response.</p> <p>Key Stage transition support.</p> <p>Anti-bullying policy.</p> <p>Peer supporters in the playgrounds.</p> <p>School Counsellor.</p>

	In class Circle Time.
Support for targeted groups of children may include:	<p>Year 6 transition support groups.</p> <p>Intervention groups (all years) - behaviour/social skills/self-esteem/stress management/emotional awareness.</p> <p>In-class support in some lessons.</p> <p>Pastoral mentoring.</p> <p>Talkabout Intervention.</p> <p>Friends Resilience Groups.</p> <p>Talking and Drawing Intervention</p>
Targeted individual support may include:	<p>1:1 mentoring.</p> <p>Outside agency input (e.g., Educational Psychologist, Child and Adolescent Mental Health Services)</p> <p>Flexible timetables.</p> <p>In-class support.</p> <p>Personal Support Plan.</p> <p>Support from school nurse.</p> <p>Use of Dimensions Tool for staff and parents – free online tool for self-care guidance and sign posting</p> <p>Please note: These options need to be agreed upon for each student in conjunction with parents/carers and then regularly reviewed/modified.</p> <p>Seeing school counsellor</p>

My child has difficulties with Communication and Interaction.	
This can include:	<p>Speech, language and communication needs (SLCN) including understanding language, using and processing language.</p> <p>Understanding or using social rules of communication</p> <p>Conditions include: Developmental Language Disorder (DLD), ASD/ASC (Autism), Asperger Syndrome, speech sound disorders/delay, reluctant talkers.</p> <p>Stammering – advice given to families about how to access support from outside agencies.</p>

	Please see separate policy for EAL (English as an Additional Language) services in the school.
All children at The Croft can access:	<p>Quality First Teaching with appropriate differentiation (including best SEND practice).</p> <p>Visual aids to support key vocabulary, concepts and themes.</p> <p>Access to homework support clubs in the Prep part of the school.</p> <p>Speech and Language screening throughout school using progression tools.</p> <p>Access to assessment for identification of significant needs.</p>
Support for targeted groups of children may include:	<p>Assessment and identification of language need and feedback to parents and staff.</p> <p>Small group sessions with specialist teacher/LA/ which can include; vocabulary, inference and deduction and language building blocks.</p> <p>Skills assessment and results.</p> <p>In-class LA support in some lessons.</p> <p>Year 6/2 Transition Group</p> <p>Lego Club</p> <p>Early Talk Boost Intervention in Little Crofters and Little Crofters Pre-school.</p>
Targeted individual support include:	<p>1:1 sessions with specialist SEN staff in the school.</p> <p>Individual LA support in some lessons.</p> <p>On-going monitoring and regular feedback to parents and children</p> <p>Exam access arrangements</p> <p>*Please note: These options need to be agreed upon for each student in conjunction with parents/carers and then regularly reviewed/modified.</p>

Parents Ask...

What should I do if I think my child may have a special educational need or disability? Who	If you are concerned about your child's abilities, the school will listen to your concerns, discuss them with you and agree on a plan that might only need light monitoring or might require assessment by specialist staff or external agencies.
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can I contact for further information?	<p>You can contact the school by phone, letter, e-mail (please see contact details on the home page of the school website).</p> <p>You can contact the school through a family friend or professional translator if you feel more comfortable using a language other than English.</p>
What is an Educational Health Care Plan (EHCP)?	<p>An EHCP is a legal document that incorporates all information about the child from birth to 25 years. It describes their needs and details the additional support which will be provided to meet those needs. All parties involved with the child contribute to this plan.</p> <p>EHCPs are available to a small minority of children with complex needs that have been shown not to respond adequately to the interventions outlined in this document.</p>
How will I know if my child needs additional support?	<p>The school will always talk to you to let you know if we are proposing to offer your child support that is additional to or different from what is already in place for all mainstream students.</p> <p>Target setting and parent consultation evenings are both opportunities to discuss your child's progress and needs and to find out about support options.</p> <p>Parents are always welcome to contact their child's teacher or SENDCo at any time to discuss particular concerns as they arise.</p>
How will I know if the additional support put in place is helping my child?	<p>If your child has a cognition and learning need and they are working 1:1 with a SEN Specialist there will be an IEP in place to monitor and track progress.</p> <p>If your child has an IEP these are reviewed twice a year. If they have an EHC Plan these are reviewed twice a year along with the Annual Review of the plan that takes place on a yearly basis.</p> <p>The parents, child, class teacher, subject teacher, teaching assistant as well as any other professionals working with the child and most importantly the child themselves are required to input into every IEP meeting.</p> <p>Standardised testing is used on a whole school basis three times per year and at the SEND specialist teachers discretion.</p>

<p>What training is provided for staff supporting children with SEND?</p>	<p>All staff receive a comprehensive induction training including key areas such as child protection and behavioural policy.</p> <p>Recent training has included; Practical solutions for Dyslexia, reading and spelling.</p> <p>A comprehensive programme of Continuing Professional Development for SEND is planned throughout the year. In the last two years this has included training for all teaching and teaching support staff on Autism Spectrum Conditions, Working Memory difficulties, Differentiation and Speech, Language and Communication Needs (SLCN).</p> <p>In EYFS, the SENDCo regularly meets with staff to update them, and she attends networking meetings run by the Local Authority (LA). Individual members of staff also frequently attend external training to maintain and enhance their personal skills and knowledge.</p> <p>The qualifications the SEND Department hold are:</p> <ul style="list-style-type: none"> • Miss Louise Anstey BSc MA PGDip PGCE SENDCo for Early Years, Pre-Prep and Prep and Learning Support Teacher • Mrs Kate Bull LLB PGCE, Learning Support Teacher. • Mrs Rachael Seamer Bed (Hons) & PG certification in Language and Communication in Children, Learning Support Teacher • Mrs Helen Foster BSc (Hons), Level 2 Support Teaching & Learning in Schools, Learning Support Assistant • Mrs Nita Rouse CACHE Level 3 Diploma in Supporting Teaching & Learning, Learning Support Assistant • Mrs Emma Miles BA (Hons) Level 3 Supporting Teaching & Learning, Learning Support Assistant
<p>Where can I go to find out more information</p>	<p>http://www.warwickshire.gov.uk/fis</p> <p>If you wish to find out more about the Warwickshire Local Offer which has information about how SEND children can be supported in Warwickshire please use the link below:</p> <p>https://www.warwickshire.gov.uk/send</p>

about SEND and support offered in Warwickshire?	SENDIAS (kids.org.uk) and Family Information Service (warwickshire.gov.uk/children-families) information is available.
What steps should I take if I have concerns about the school's SEND provision?	Parents are encouraged to talk to staff about concerns. We really would rather work with parents to resolve issues at the earliest possible stage. In the first instance, the class teacher is normally the first point of contact. The Headteacher, Deputy Head and SENDCo are all happy to discuss worries or concerns. A copy of the school's complaints policy is on the school website.
What is Quality First Teaching?	<p>Quality First Teaching (QFT) means high quality inclusive teaching together with our continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing your child's progress.</p> <ul style="list-style-type: none"> • The teacher has the highest possible expectations for your child and all pupils in their class • All teaching builds on what your child already knows, can do and understand • Lessons are appropriately differentiated, which means different ways of teaching are in place so that your child can access the lesson and is fully involved in their learning. Some examples of differentiation are: additional resources to support their learning, opportunities for paired work or small group work, different ways of presenting their work • Specific strategies (suggested by the SENCo) to support your child to learn • On-going assessment within the day-to-day framework of the classroom of your child's progress to identify any gap or gaps in their understanding/learning.