



Special Educational Needs Information Report: July 2026

1. Who are the best people to talk to about additional support?

- Your child's class teacher
- Headteacher - Mrs Sarah Lankester
- Special Educational Needs & Disabilities Coordinator (SENDCo) - Mrs Gill Watson

2. What is the current percentage of students with Special Educational Needs (SEN) in the school?

- 17% of students on roll are on the SEN Register
- 1% of students on roll have an Education, Health Care Plan (EHCP)

3. How does the school identify children who may need SEN support?

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

A child has a special educational need if he or she has a learning difficulty or disability that means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Crawford's Primary school is committed to the early identification of children with SEN and we use a range of assessment measures and data collection methods to fully understand the needs of identified children. This includes:

- Liaising with and gathering information from the child's previous school or pre-school setting;
- Information from parents/carers;
- Information shared from teachers and teaching assistants;
- Information from the pupil themselves through the use of a one-page profile and pupil voice;
- Liaising with outside agencies and support services;
- Assessments for learning, setting achievable measurable targets for all children and monitoring pupil's success in achieving them.
- Termly pupil progress meetings;
- Specific standardised assessments including Salford Reading, Vernon Spelling, British Picture Vocabulary Scale, Sandwell early maths assessment, Dyslexia Screening, Language link assessment;
- Classroom observations.

Teachers and the SENDCo are happy to meet with parents whenever possible to discuss student progress or concerns. We believe that early intervention and discussions benefit the students, family and school.

4. What are the different types of support available in school and how will the teaching and curriculum be adapted for my child with SEN?

The primary level of support is delivered through high-quality, inclusive teaching across the school. Teachers and teaching assistants receive regular training and guidance to strengthen their subject knowledge and pedagogical skills. Lessons are planned and resourced to meet a range of learning needs and styles, ensuring that all pupils can access and engage with the curriculum. Every teacher is a teacher of SEND and is responsible for adapting their teaching approaches and resources to meet the individual needs of each child.

Some of the ways the class teacher may provide this support are by:

- Ensuring small group or 1-1 support time with the teacher or teaching assistant;
- Pre teaching vocabulary or content
- Providing specifically targeted texts and resources appropriate for the child's reading age;
- Providing additional resources or materials eg. visual timetables, coloured overlays, practical object resources, visual aids, access to a laptop, enlarged text, prompt cards, individual reward systems, pencil grips, writing slopes, use of social stories;
- Adapting and adjusting resources and materials to make them accessible to pupils;
- Implementing advice and strategies given from outside agencies;
- Breaking down instructions and information into smaller, more manageable chunks;
- Scaffolding (supporting) pupils answers (for example giving them sentence starters);
- For some children with SEND we may use individual tailored timetables in order to best support their individual needs and inclusion.

We also provide specific 1:1/small group interventions and programmes of support to address specific difficulties. These can include:

- Nessy reading and spelling programme
- Speech therapy
- Social skills
- Emotional literacy
- Gym trail
- Sensory circuits
- Beat Dyslexia
- Spelling programmes such as 'Spelling Made Easy' or Accelerated / Acceleratewrite
- Precision teaching

5. How is additional support allocated to children?

The Suffolk Local Authority allocates an annual SEN budget, which is distributed according to the needs of our pupils. The SENDCo, senior leadership team and teachers meet regularly to discuss, review and deploy staff and resources as appropriate. School can also apply for High Needs funding for specific children where required.

6. How will we measure progress and review provision for each child?

All children have a teacher assessment each term which is reported at parents' evenings and in the annual report. This enables the SENDCo, Senior Teacher and Headteacher to track every child's progress so that any concerns can be efficiently addressed and monitored. Discussion is held regularly between the class teacher and Senior Teacher/Headteacher during pupil progress meetings where progress, attainment and provision are all reviewed. We also use reading and spelling tests to monitor children's progress.

Children with an identified special educational need will be set targets outlined on a 'Support Plan.' Progress in achieving these targets will be recorded and reviewed at least 3 times a year.

We have internal processes for monitoring quality of provision and assessment of need. These include: learning walks, lesson observations, intervention observations, pupil interviews, book scrutiny, pupil progress meetings and data analyses.

7. How can I tell the school I am concerned about my child's progress or wellbeing?

Your first step should be to speak to your child's class teacher if you have concerns.

8. How will the school work with me as a parent in discussions about my child's learning?

- Teachers and the SENDCo are happy to meet with parents whenever appropriate to discuss pupil's progress and learning;
- Once per term you will be invited to informal meetings in school to discuss and review your child's progress with regards to their targets on their 'Learning Support Plan.' Your views are valued and are recorded on your child's support plan;
- The support plan also provides strategies and advice for parents to support their child at home;
- You also have the opportunity to talk to your child's teacher during parent teacher meetings which take place each term;
- All referrals to outside agencies and support services will be shared with parents and your views will be gained for the referral;

- All information provided from outside agencies regarding your child, will be discussed with you or if this is not possible – a report will be provided;
- A home-school book may be used to support communication where this has been agreed to be useful for you and your child;
- Your views and information will be gained in developing your child's one-page profile.

9. How do we involve young people with SEN in discussions about their learning and progress?

Pupils with special educational needs are included in the informal termly meetings and encouraged to share their views. Comments and views will be recorded on their support plans. Where appropriate children will complete a one-page profile which will outline what is important to them. It will include what others like and admire about them, their interests, strengths and difficulties, and how best to communicate with them and support them. We believe that gaining pupil voice is vital and we will use this to ensure that we support and nurture the needs of each child to ensure they achieve their best.

10. What training and support is provided for staff who support and work with students with SEN?

All teachers are trained to provide quality first teaching and to provide an inclusive classroom and adaptive teaching. The SENCo offers training and advice to all staff on how to support these pupils in the classroom, and the necessary resourcing and intervention that may be required. All staff receive regular training in safeguarding skills. Medical training to support children with a medical care plan (such as severe allergies and diabetes) is provided to staff as required.

Individual staff are trained and supported by external agencies based on the individual needs of the child they are working with.

Staff are encouraged to share good practice with each other and visit other schools to network. The SENCo attends the local SEND network meetings and Community Inclusion Forums..

11. Who are the other people providing services to children with SEN?

We have close working relationships with a number of outside agencies, whose specialist knowledge and advice enhance children's learning and well-being. Some of the services we may access are:

- Speech and Language Therapy team;
- Specialist Education Service Comprising the Cognition & Learning, Communication & Interaction, Sensory & Physical, Social, Emotional and Mental Health and Whole School Inclusion Services
- Occupational Therapy team;
- Educational Psychology Service;

- School Medical Services, Pediatricians, Nurses, GPs, Mental Health Practitioners;
- Physiotherapists;
- Family Support Practitioners.

12. How is Crawford's CofE Primary School accessible to children with SEN?

We make every reasonable adjustment to make our school as accessible as possible. The school is on one level with wheelchair accessibility through the main entrance and a disabled toilet. We also make every effort to ensure accessibility to the curriculum through our Universal Offer. Every child's needs are considered on an individual basis.

13. How will we support your child when they leave our school?

In Year 6: - Prior to transition between our school and secondary school, the Head of Year 7 will meet with the Headteacher, Class Teacher, SENDCo or SENior Teacher as appropriate to discuss your child's individual needs and may offer your child a series of transition sessions at their new school. In some cases the SENDCo will arrange to meet with the SENDCo of the secondary school your child is attending to discuss any specific needs. Where necessary your child will be involved with specific learning sessions based on the changes that will occur to support their understanding. Your child will visit their new school and may benefit from additional visits. Staff from the upper school will come in to meet your child and your child will have the opportunity to talk to them and ask any questions. If your child would benefit, a visual transition booklet will be provided to support them in understanding the changes that will occur. We encourage parents/carers of children to visit the upper school you want your child to attend and arrange a meeting with their SENDCo to discuss your child's needs and how to best support them. All of the records we have on your child will be passed on to the SENDCo at the secondary school.

If your child is moving to another school – We will contact the SENDCo at the school and ensure that he/she knows about any additional support your child needs. We will ensure that all records about your child are passed on as soon as possible.

When moving class in school – We will ensure that the new class teacher has all of the information regarding your child, one page profiles and 'Learning Support Plans' will be shared. Your child will have the opportunity of spending time in their new classroom with their new teacher in the summer term and any additional visits will be planned if felt necessary. If your child would benefit, a visual transition booklet will be provided to support them in understanding the changes that will occur.

14. Where else can I find support information as a parent of a child with SEN?

You can read our school policies and find out more information from the Crawford's CofE Primary School website.

Advice and support can also be gained from SENDIASS. This service supports parents in understanding their rights, as well as understanding the structures and procedures available to support their child at school.

[Suffolk SENDIASS: Home](#)



[Suffolk SENDIASS](#)

<https://suffolksendiass.co.uk>

Suffolk County Council's local offer contains information about the services they offer to support children and young people with SEND aged 0-25 years. It can be accessed by following this link. [Suffolk County Council's Local Offer](#).