



Crestwood Park Primary School

SEND INFORMATION REPORT

Policy Number:

Policy owner: CPPS

Minimum frequency of review: Annual

Date of last review: Sept 2026

Policy version history

Review date	Reviewed by	Description of changes
Sept 26	Alicia Johnson	Policy annual update

Crestwood Park Primary School

Special Educational Needs and Disability Information report 2026

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make the best possible academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

The information required to be included in this SEND Information Report is stated in **The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report**. This can be found at:

<http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>

Key SEN- refers to the Special Educational Needs team
 SEND- refers to a pupil with Special Educational needs and/or Disability

Regulation	Question from/to parents/carers?	School response
1. The kinds of Special Educational Needs and Disability that are provided for.	What are the kinds of SEND for which provision is available at Crestwood Park Primary School?	Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age. At Crestwood Park Primary School we support students in the four broad areas of SEND: Communication and Interaction. Cognition and Learning. Social, Emotional and Mental Health difficulties. Sensory or Physical difficulties.
2. Policies for identifying and assessing the needs of pupils with SEND, including the name and contact details of the SENCo.	<i>How do we know if a pupil needs extra help?</i> <i>Who is the SENCo and how can they be contacted?</i>	We use 'Our Wave System' to help identify children who need extra support. This looks at how many points or months behind they are compared to an average child of their age. See below:

Wave System Sept 2022

This is **guidance** - there will be children who do not fit this!

level	Triggers/ indicators	Action Plan
<u>Wave 1</u> Quality first teaching.	1-2 points behind 2 to 4 months behind	- Class teacher to have discussion with parents. A summary of this discussion to be added to CPOMS (Parental contact-wave/SEND discussion). - Add to provision map. - Use differentiation to support weaknesses/areas of difficulty. - Also consider organisation, groups, support and resources. - Small group interventions
<u>Wave 2</u> Teacher led with advice/support from the <u>SENCo</u> .	3-5 points behind 6 to 10 months behind	- All of the above. - If <u>interventions</u> carried out by class teacher or TA where appropriate.
<u>Wave 3</u> Teacher led with increased support from the <u>SENCo</u> .	6-9 points behind 12months-18months behind 1 year – 1 ½ years behind	- All of the above. - Added to SEN register. Pupil Passport. (It is the class teacher's responsibility to create 3 targets and share with relevant <u>TAs</u>. Once a target has been achieved a new one can be added). - Parental involvement every term with <u>SENCo</u> to share/discuss Pupil Passport. - Outside agency involvement.
<u>Wave 4</u> <u>SENCo</u> led	9 points or more behind 18months or more behind 1 ½ years or more behind	- All of the above. - Application for an EHCP or an EHCP is in place.

		In addition to this, ongoing assessment information from a range of sources is used to identify and assess pupils to see if they have SEND which requires additional support. This includes information from parents/carers; previous and current school teachers (including nursery); end of key stage outcomes; base line testing; specialist colleagues and external agencies. As pupils progress through the school there are regular assessments and subsequent monitoring of their progress. This comes in many forms and could be carried out by the class teacher, teaching assistants, outside agencies and SENCo to ensure that the provision being provided suits the needs of the individual and is having impact. Staff use information provided, to inform appropriate lesson planning which includes differentiation and/or adjustments so that all pupils can access all areas of the curriculum. Targeted interventions are planned, delivered and evaluated where appropriate, for pupils with SEND this may include small group or individual work. Miss Alicia Johnson is our SENDCo and can be contacted by email a.johnson@creshwood-p.dudley.sch.uk or by phone 01384 818 315 should you have any questions or queries.
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3a. Arrangements for consulting with parents of children with SEND and involving them in their child's/children's education including assessing and reviewing their progress towards outcomes.	<i>How will I know how my child is getting on in school?</i>	Reviews take place at regular intervals for pupils with a passport or an EHCP (using both internal and external data). Parents are invited to these review meetings to contribute to the targets and to understand how home and school can work collaboratively. All pupils, including those with SEN are assessed on a regular basis. Teachers formally assess and review progress and attainment at least 3 times a year. The outcomes are used to monitor progress and inform future planning and targets. Additionally, parents' evenings provide opportunities for parents/carers to discuss progress, attainment and next steps.
3b. Arrangements for consulting young people with SEND and involving them in their education	<i>How will Crestwood Park Primary School listen to and involve my child, with SEND, in planning for their education?</i>	Crestwood Park Primary School prides itself on its strong pastoral care and parents/carers are encouraged to contact and interact with school if they have concerns about their child/children. Pupils are encouraged to talk about their education and the provision they receive. This is fed into their Pupil Passport. For statutory annual reviews of EHCPs, pupils are given the opportunity to share their views via a written comment which is then discussed at the Annual Review Meeting.

4. The school's arrangements for supporting pupils in moving between phases of education and preparing for adulthood	<i>How will the school prepare and support pupils with SEND when joining Crestwood Park Primary School or transferring to a new school?</i>	In addition to the details listed in section 2, here at Crestwood Park we support children's transitions with: Liaison with pre-school agencies, Reception Induction days, transition work for Reception- Year 1, KSI –KS2, KS2 to secondary schools and any other movement between year group where deemed appropriate. For pupils with SEND, examples of further support include close liaison with the previous settings, additional visits for transition and staff training to prepare them for children's specific needs. Where appropriate, targets for Pupil Passports are set in order to promote independence in preparation for adult life. For example, our curriculum aims to teach children to behave well in social situations, and so a target might be to ask for and collect the register independently from the office. Here at Crestwood Park, we believe that right from the start of their school journey, children should be given the opportunity to prepare for the future. There are 4 key pathways to prepare children for adulthood, employment, independent living, community inclusion and health. With that in mind, twice a week we plan structured activities to enhance these skills for targeted children. During these activities children are able to be in around their local area, socialise with peers and the public, learn how to cross a road, pay for an item in a shop and much more. All these things we feel are incredibly important as children begin their teenage/adult years.
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5. The school's approach to teaching pupils with special educational needs	<i>How do staff help pupils with SEND?</i>	All teachers are teachers of pupils with SEND. All staff have high expectations of all pupils, including those with SEND. Teaching staff are informed about your child's individual needs and have experience and/or are appropriately trained to adapt our curriculum to meet these requirements. Within school there are a variety of staff roles to help us fully support your child. There are a range of internal interventions that are implemented when needed, additional to this are external agencies that offer specialist provision/support as necessary. The Headteacher continues to ensure that funding is readily available to provide an appropriate level of support for pupils with SEND.
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6. How the school adapts the curriculum and learning environment for pupils with special educational needs	<i>How will the curriculum be matched to my child's needs?</i> <i>How accessible is the school environment?</i>	All pupils, follow the CPPS Curriculum, which is underpinned by the National Curriculum. There are a small number of pupils who may have a specifically adapted curriculum to match their individual needs, interests and abilities, including AAT adapted from our local special school provision. However, the 'intent' and 'impact' aims of our curriculum apply to all children. Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by staff. We have a range of different facilities to help SEND students throughout our school including a wheelchair lift, a disabled toilet, a power assisted front door, wheelchair access to all classrooms and a 'mile track' accessible for wheelchair
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7. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured	<i>What training have the staff supporting children and young people with SEND had or are having?</i>	users. These facilities mean the school is fully DDA compatible. For further information, please see our Accessibility Policy available on the school website. The school's Continued Professional Development Programme addresses emerging needs and is regularly reviewed. This programme may involve using different strategies and more practical adaptation of resources and activities, with the aim that all pupils can access the lessons fully. Staff who are new to the school follow an induction programme which includes training and information on pupils with SEND. Other opportunities for training both externally and inhouse could include: supporting students with ASD; ADHD; Attachment Issues, Physical and sensory difficulties, Speech and language difficulties, Social emotional and mental health difficulties; Amanuensis training, Access arrangements, Child Protection, First Aid, Crestwood Park Primary School buys into appropriate local authority traded services as well as private sector professionals including an Educational Psychologist and Counselling Services. The school would also liaise with outside agencies for more specific training for newly identified needs.
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9. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs	<i>What social, before and after school, and other activities are available for pupils with SEND?</i> <i>How can my child and I find out about these activities?</i> <i>How will my child be included in activities outside the classroom, including school trips?</i>	A large range of academic, sporting and other extra-curricular clubs are available at Crestwood Park Primary School. All children have access to these clubs. The Extra-Curricular activities are listed on the school website and in newsletters. Further information can be given via the school office. All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all children and your child's specific needs and the reasonable adjustment which may need to be made, can be discussed in order for them to join such a trip.
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10. Support that is available for improving the emotional, mental and social development of pupils with special educational needs	<i>What support will there be for my child's overall wellbeing?</i>	At Crestwood Park Primary School we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of pupil support and guidance. All pupils, including those with SEND participate in curriculum work linked to Emotional, Social, Health and Wellbeing. In addition, identified children are supported through counselling, play therapy, nurture group work, drawing therapy, bereavement counselling and time to talk. Members of our staff are able to provide much of this support, however, where necessary, outside agencies are involved. Excellent relationships have been established with a number of external agencies for example: Speech and Language team, CAMHs, CIPS team and Dudley Learning Support Service. There is also an independently employed Educational Psychologist and Counsellor. Crestwood Park Primary School has a strong anti-bully ethos all year round which includes the annual anti-bullying week. All school staff work collaboratively to ensure that there is clarity and pupil safety at all levels.
11a. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils	<i>What specialist services and expertise are available at or accessed by the school?</i>	Crestwood Park Primary School can access a range of services including; Children's Services, the Educational Psychologist; Speech and Language Service; Occupational Therapy Service; Learning Support Service; CIPS team; Learning Support Service and Counselling. These services are contacted when necessary and appropriate, according to pupils' individual needs. The school works closely with Dudley LA and uses the Early Help process when appropriate to do so.

11b. Pupils with SEND who are also LAC (Looked After Children)	<i>Is there anything different for LAC pupils?</i>	The designated LAC leader (Mrs Liz Kennedy) updates the Governing Body, on a termly basis about the needs and progress of all pupils who are 'Looked After'. This includes any who have SEND.
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12. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.	<i>Who should I contact to find out about support for parents and families of children with SEND?</i>	The Dudley local offer pages provide information on a range of support services: Dudley MBC Local Offer information: http://www.dudley.gov.uk/resident/localoffer/ Dudley SEN Team, Westox House, Dudley MBC, Phone: 01384 814214. Website at: www.dudley.gov.uk/localoffer/ Dudley SENDIASS (formerly Dudley Parent Partnership Service) provides impartial information, advice and support to young people and parents, covering special educational needs (SEN), disability, health and social care. Helpline number: 01384 236677 Address: Trafalgar House, 47-49 King Street, Dudley, DY2 8PS http://www.dudley.gov.uk/resident/learning-school/parentalsupport/dudleysendiass/ Child and Adolescent Mental Health Service(Camhs): http://www.dwmh.nhs.uk/child-adolescent-mental-health-servicescamhs/ Young Minds http://www.youngminds.org.uk/
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13. Information on where the local authority's local offer is published	<i>Where can I find out about other services that might be available for our family and my child?</i>	Dudley MBC Local Offer information: https://www.dudley.gov.uk/residents/dudley-local-offer/
14. Arrangements for handling complaints from parents of children with SEND about the provision made at the school	<i>What do I do if I feel my child is not having their needs met?</i>	In the first instance parents/carers should speak to their child's class teacher. If concerns are not satisfactorily resolved, then parents/carers can Mrs Liz Kennedy (Head teacher) or Mrs Ally Cadman or Ms Amy Bullas (Deputy Head teachers). This can be by visiting school, telephone, letter or email. There is a complaints policy available on request or via the school website. All contact details are also available on the website.