SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION REPORT

Do you have a child with Special Educational Needs or a disability, or are you not sure and think that you might need additional help and support for your child? This report is written to help you find key contact information and also to tell you about our approach to provision for our pupils with Special Educational Needs and Disabilities.

Key Contact Information There are lots of people who can help you identify your child's needs and work with you to ensure they get the best support and provision. In the first instance we recommend that you speak to your child's class teacher, but the people below can help too.	
Headteacher	Monique Clark
SENDCo	Monique Clark
SEND Governor	Rebecca Webb
Contact Details	Crookham CE Infant School Gally Hill Road Church Crookham Hampshire GU52 6PU School Age Range: 4-7 years
Email	sendco@crookham-inf.hants.sch.uk adminoffice@crookham-inf.hants.sch.uk
Telephone	01252 615547
Hampshire's Local Offer	www.hants**localoffer**.info *Here you can find advice on a range of SEND services within Hampshire.*
Hampshire SENDIASS	https://www.hampshiresendiass.co.uk *Here you can find confidential and free advice on a range of SEN issues.*
School SEND policy	*You can read our school SEND policy by following the links from our website* Policies | Crookham Church of England Aided Infant School (crookhaminfants.co.uk)
At Crookham Infant School we try to make our communication with you, and yours with us, the best it can be. *We hope you will use these communication summary sheets from our website Parents/Policies to help you:* - *SEND Leaflet for Parents and SEND Steps Identification Chart for Parents* - *Communication With Parents*	

Information and Guidance	
At Crookham Infant CE (A) Infant School, we provide a broad and varied curriculum for all of our children driven by our Aims and Vision. Lessons and activities are planned within year group teams in accordance with the National Curriculum Programmes of Study and progress and attainment is monitored and tracked formally during the term and on an ongoing daily basis. Lessons and activities are skills based with children experiencing and applying skills to a range of topics and situations. Lessons are adapted to meet the needs of ALL of the children to ensure access and progression of skills. Children may be taught in whole class groups, small groups with a teacher or Learning Support Assistant (LSA), or 1:1 to develop application of skills. Children with SEN engage in activities within the school alongside pupils who do not have SEN as stipulated in the SEND Code of Practice 2024.	
What kinds of SEND do you provide for?	The range of needs that we plan and provide for fall in to four broad areas: • Communication and interaction • Cognition and learning • Social, emotional and mental health difficulties • Sensory and or physical needs
What is your policy on identifying and assessing SEND needs?	You can read more about how we identify needs and plan to meet them in our SEND policy available on our website from the link: Policies | Crookham Church of England Aided Infant School (crookhaminfants.co.uk) Identification starts with a good knowledge of your child, and you can help us build that picture.
How do you assess and review the progress of pupils with SEND?	All children are assessed against their age-related expectations across the curriculum. Where children are working below their age-related curriculum, we assess and celebrate small steps of progress using criteria appropriate to their age and stage of development.
How do you work with parents?	Our pupils benefit from a strong working partnership between home and school and we offer an open-door policy. We therefore regularly consult with you as parents on all aspects of your child's education, including reporting to you on your child's progress towards outcomes, how they learn best, how we plan, teach, assess and review. Sometimes this might be a meeting or a telephone conversation or sometimes a written report.
How are children consulted about their education?	We also involve our pupils as far as possible in their learning journey and regularly 'conference' them about their views. As part of the review cycle for children's individual learning plans and EHCPs we capture and consider the voice of the child.
What is your teaching approach to SEND pupils? Will my child with SEND engage in	We tell you more about our teaching approach in our SEND policy available at: Policies | Crookham Church of England Aided Infant School (crookhaminfants.co.uk) Our first approach is the same for all pupils – with or without SEND – we adopt a Quality First Teaching approach and get to

all school activities?	know them as an individual and a valued member of our school 'Team Crookham'. A key foundation of our teaching approach is to be as inclusive as possible. We are solution-focussed to enable all our pupils to engage in our broad and rich curriculum.
What additional support for learning is available to pupils with SEND?	Within high quality inclusive teaching we provide appropriate scaffolds so that all children can access the curriculum. Where children require additional learning support we may also provide additional interventions in order to enable them to keep up or catch up, or to make progress from their own starting points.
How do you adapt the curriculum and environment?	We use our best endeavours to make 'reasonable adaptations' based on the individual needs of the child. For example, you might see 'visual timetables' on display in our classrooms to support children who find moving from one activity to another particularly challenging or you might see a learning support assistant using Makaton or PECS to communicate with another child. We adopt the use of SEND Smart classrooms to support easy access for SEND for all. We also consider and reflect on our Ordinary Available Provision (OAP) to make sure we provide an inclusive environment and curriculum.
How will equipment and facilities to support children with SEND be secured?	It may be that your child's needs mean that we need to secure extra equipment or facilities, more support staff hours, further training for our staff or external specialist expertise. If funding is needed beyond the necessary costs covered by the school, we will seek funding from the local authority.
Do your staff have expertise with SEND? Does this include SEND pupils who are 'looked after' children?	We have an experienced staff team who over the years have worked with children with a range of SEND. However, each child is different and there are times when we need to invest in continuing professional development and further training to meet a particular need. We have a Designated Teacher for our 'looked after' children who will work closely with our SENDCo to ensure the best provision for these SEND pupils.
How do you support children's social and emotional needs, prevent bullying and prepare them for transition to Junior School?	Our school ethos of 'Team Crookham' promotes the value of love for others. We work hard as a staff to nurture all our pupils and to prepare them well for the next stage of their lives. Our School ELSA (Emotional Literacy Support Assistant) is part of our professional team and can provide specialist support on a range of issues, including preventing bullying. We also work with other agencies to ensure our children have all the pastoral support they need to thrive at our school and beyond!
Do you work with other professionals?	We regularly work with a number of other professional agencies from both the Health and Social Care sectors. Examples of these professionals might include Speech and Language Therapists, Occupational Therapists and the Primary Behaviour Service.

How will I know your provision is effective for my child? What if I want to raise a complaint?	Evaluation of our provision is a core part of our work in education and we implement regular 'plan, do, review' in our school improvement cycle. As well as self-evaluation our provision is regularly subject to review by others including governors, local authority audit teams, Diocesan and Ofsted inspection. We hope that you will feel able to raise all concerns with us whether large or small and our communication summary sheet (mentioned above) will help you know how to do this. You can also find our Complaints Policy on our website: https://www.crookhaminfants.co.uk/policies/

We hope that you have found our SEND Information Report useful. Please do ask us if you would like to know more. Remember that our SEND Policy contains more detail on a number of areas including teaching strategies and adaptation. Our school curriculum maps for each year group are also a useful source of information on curriculum coverage and these can be found on our website on the children's class pages.

As a school we are able to signpost families to outside agencies and organisations to support you as best as we are able. Hampshire details information relating to many aspects of SEND and may be able to provide you with further support above that of the school.

https://www.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/send-local-offer/

Glossary

EHCP: Education Healthcare Plan.

An EHCP is for children who need more support than is available through special educational needs support. If necessary, school staff will discuss with you if they feel that it would be beneficial to have an EHC assessment. Parents can make their own request for the local authority to carry out an EHC assessment

SEND: Special Educational Needs and Disability

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if 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 or mainstream post-16 institutions For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

SENCO: Special Educational Needs Coordinator (teacher with designated responsibility)

IEP: Individual Education Plan

A document that identifies specific targets a child needs to work on for their next steps of progress. The targets will details strategies and support required to achieve this. These are reviewed termly.

In Class Intervention: Children requiring small group intervention within the classroom

Early Intervention: Children requiring extra support in the form of interventions held outside the classroom

SEN Support: Children who are on the SEND Register but don't meet the criteria for an EHCP or where evidence gathering for EHCP assessment process is underway.

SEN Support Guidance for Schools: Hampshire Criteria for Special Educational Needs

LSA: Learning Support Assistant

ELSA: Emotional Literacy Support Assistant (helps children with emotional, social and behaviour well-being)

Nurture Groups: Small group led by LSAs to support children with emotional, social and behaviour well being

Social Groups: Small group led by LSAs to support children with social understanding and behaviour well being