

Areas of Need

The SEND code of practice sets out four broad areas of need:

Communication and interaction

A child or young person has speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Cognition and learning

A child or young person who learns at a slower pace than others of their age, has difficulty in understanding parts of the curriculum, has difficulties with organisation and memory skills, or has a specific difficulty affecting one particular part of their learning such as dyslexia, dyspraxia or dyscalculia.

Social, emotional and mental health

A child or young person with social and emotional difficulties which present in different ways including being withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Sensory and/or physical

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

How do we assess?

At Cradley children are monitored closely so their additional needs will be highlighted early. Our main ways of identifying pupils will be by:

- Talking to parents
- Rigorous monitoring of pupil progress.
- Talking to staff
- Talking to external agencies
- Talking to pupils themselves;

Children will also be put on the SEND register if they have a formal diagnosis, are receiving timetabled speech and language intervention(s), or are receiving regular pastoral support.

The Graduated Response

At Cradley we use the Graduated Response. This means that a child's needs are assessed and individual targets are planned. This is implemented and reviewed on a regular basis.



Levels of support

At Cradley we are proud that when Ofsted inspected us in 2024 they said,

“Pupils with special educational needs and/or disabilities (SEND) are fully included in all aspects of school life and have equal opportunities to succeed.”

We ensure we meet the needs of all our pupils through a welcoming and supportive approach to our whole community.

Level 1 - For all pupils

Nearly all children will have their needs met by teaching or support that is available to all children in a school. This could include extra time and support from their teacher or some other form of help planned to ensure a child makes expected progress with their education.

Level 2 – School Individual Plan

This is for children who may require further support to help them meet age related expectation. We will then complete an IEP or IBP which is an individual plan for the child that sets out in small steps how the child's needs will be met.

Level 3 – School Plan Plus

If a child is not making progress at Level 2 we may take help from external agencies to create highly tailored interventions.

Level 4 Request for a Statutory Assessment

In the minority of cases, some pupils who need long term support at a highly targeted level may require an Educational Health Care Plan.

What if I think my child has SEN?

The SEN code of practice says a child has SEN when a child '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'

There are half termly "drop in" sessions with Miss Guy which any parent can attend. No appointment is needed for these 1:1 sessions. You can also raise any concerns with your class teacher who will be able to listen and discuss your concerns with Miss Guy where necessary.

Parental Involvement

We will work together with you, valuing your involvement in your child's education through:

- Structured conversations
- Parents' Evenings
- Termly meetings to review and set new targets on your child's provision map
- 1:1 meetings through our SEN drop in sessions

For more information visit:

- www.cradleyschool.org.uk/sen
- Email the SENDco
vguy@cradley.hereford.sch.uk
- Pop into the school office to arrange a meeting

Agencies we work with:

- School Nurse
- Learning Support Team
- Speech and Language Therapy
- Behaviour Support Team
- Educational Psychology
- Hearing/Vision Impairment Team
- Early Help Hub

Our Team

- Accredited SENCo with National SENCo Award
- 2 Thrive Practitioners
- 1 Mental Health First Aider
- All staff "Sing-a-long" level 1 trained
- Inclusion Governor
- EAL Lead
- Trained First Aiders



CRADLEY CE PRIMARY SCHOOL



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SEN Information Leaflet for Parents and Carers

