Croxby Primary SEND Newsletter - Autumn Term 2025

It’s time to find out about SEND Support at Croxby.

Once a child is placed on the SEND register, a SEND Support Plan will be created. This details key information about the child’s strengths, areas of concern and suggested resources and techniques as well as measurable, personal outcomes for each term. These outcomes are reviewed and updated termly. Parents are also requested to contribute their own views about their child’s SEND needs. The children will then access appropriate resources and interventions to support them to make progress. Children on the SEND register will be closely monitored to ensure they are making progress. Any resources/interventions used will be regularly evaluated and assessed to ensure they are enabling a child to make progress and support them with their learning. If a child is struggling to make progress, despite the interventions put in place, then an increase in termly outcomes and additional provision will be implemented. The school may seek further advice and support from an Educational Psychologist or other agencies such as Speech and Language or the Sensory and Physical Therapy Service etc. An Education, Health and Care Plan may be sought if the child's needs are not able to be met at SEND Support level.

Children's areas of SEND needs are categorised under the following areas:

- Cognition and Learning
- Social, Emotional and Mental Health
- Communication and Interaction
- Sensory, Physical and Medical

Meet Our SEND Team at Croxby

At Croxby Primary, we are proud of the support we offer to children with Special Educational Needs and Disabilities (SEND). We have a dedicated team who work closely with pupils, staff and families to ensure every child is given the opportunity to thrive.

- **Mrs Neighbour – SENCO** As our Special Educational Needs Coordinator (SENCO), Mrs Neighbour leads SEND provision across the school. She works with teachers, parents and outside agencies to make sure children's needs are identified early and the right support is in place.
- **Miss Trulson – Assistant SENCO** Supporting this work is Miss Trulson, our Assistant SENCO. She helps coordinate support plans, liaise with parents to make referrals, monitors provision in classrooms, and ensures teachers are equipped with strategies to meet children's needs.

- **Mrs O'Connor – ELSA & Thrive Practitioner** Mrs O'Connor works directly with children as our Emotional Literacy Support Assistant (ELSA) and Thrive Practitioner. She provides emotional and social support, helping pupils build resilience, develop confidence and feel ready to learn.
- **Mrs Fowlie – SEND Governor** Our SEND governor, Mrs Fowlie, plays an important role in ensuring SEND remains a key focus for the school. She provides challenge and oversight, supporting the leadership team in maintaining high standards of provision.

Together, this team is committed to ensuring every child at Croxby Primary feels supported, included and able to reach their full potential.

All parents of pupils with SEND are offered a termly SEND meeting with Mrs Neighbour, however if you have any questions or queries related to SEND at any other time, please do not hesitate to get in touch using the school's office email address (office@croxbyprimary.co.uk).

Spotlight on ELSA

What is an ELSA?

At Croxby Primary, we are fortunate to have our own **ELSA (Emotional Literacy Support Assistant)**, Mrs O'Connor. An ELSA is a member of staff who has received specialist training from educational psychologists to support children with their emotional wellbeing.

The Support Provided

Our ELSA works with children who may be experiencing difficulties such as:

- Managing emotions (worry, anger, sadness)
- Building self-esteem and confidence
- Developing social skills and friendships
- Coping with change, loss, or bereavement
- Improving resilience and problem-solving skills

Mrs O'Connor offers this support either in her dedicated ELSA room or in our **sensory room**, providing a safe and calm space where children can talk, reflect and learn strategies to help them manage their feelings.

Structure of the Support

ELSA programmes usually run for around **6–12 weeks**, with children attending weekly sessions during the school day. Each programme is tailored to the child's individual needs, ensuring the support is personal and meaningful.

Benefits of ELSA Support

The ELSA approach helps children to:

- Feel listened to and understood
- Develop coping strategies for challenges they face
- Build confidence in themselves and their learning
- Improve relationships with others
- Feel happier and more secure at school

By addressing emotional needs in a supportive and proactive way, ELSA support enables children to be in the best possible place to engage with their learning and enjoy school life. If you believe your child may benefit from ELSA support or have any further questions, please contact Mrs Neighbour via the office email - office@croxbyprimary.co.uk

What is an EHCP?

New Videos to Explain the EHCP Process

The Local Authority has worked closely with parents, carers, young people and professionals to create two new videos that explain the processes around **Education, Health and Care Plans (EHCPs)**. These videos were co-produced with the help of families and are written and voiced by staff and young people, making them clear and easy to follow.

- **Video 1: Education, Health and Care Needs Assessment (EHCNA)** This video explains the **EHCNA process**, which is the (up to) 20-week assessment that looks at whether a child or young person with Special Educational Needs or Disabilities (SEND) requires an EHCP. It talks through the process step by step, explains who you might meet along the way, and highlights where you can go for support if needed. Watch Video 1 here
- **Video 2: EHCP Annual Review** This video explains the **Annual Review process** for an EHCP. Reviews take place at least once a year and involve parents and carers, young people, education settings and professionals working together to look at progress, discuss any changes, and resolve any areas of disagreement. The video takes you through the whole process, provides examples, and answers common questions. Watch Video 2 here

Both videos have been designed to make these important processes clearer for families, children and professionals. They are a helpful resource if you are involved in, or thinking about, requesting an EHCP.

Key Contacts for support in East Riding

Support for Parents of SEND Pupils in East Riding

We know that being a parent or carer of a child with Special Educational Needs and Disabilities (SEND) can sometimes feel overwhelming, and finding the right advice and support is really important. In the East Riding, there are a number of services available to help families:

- **East Riding SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service)** A free, confidential service offering impartial advice and support to parents, carers and young people around SEND. They can help with understanding processes like EHCPs, supporting meetings, and signposting to further help.
- **East Riding 0-25 Team (** Local offer**)** - key functions include:

Support for families: Provides clear information on services for children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND).

Education, Health, and Care (EHC) plans: The team's responsibilities include assessments for EHC plans and identifying appropriate educational provision for pupils with these plans.

Information and advice: The SENDIASS service offers free, impartial, and confidential information and advice to families.

- **East Riding Local Offer (** Local offer) The Local Offer website brings together information about SEND services across the area – including health, education, social care and community support. It's a great starting point for finding out what help is available.
- **Parent Carer Forum** A group of parents and carers who work in partnership with the Local Authority to make sure the voices of families are heard when shaping SEND services. They also offer peer support and events for families.
- **Support in School** At Croxby, our SEND team (Mrs Neighbour – SENCO, Miss Trulson – Assistant SENCO, and Mrs O'Connor – ELSA and Thrive Practitioner) are always available to discuss your child's needs and guide you towards further support if needed.

If you would like more information about any of these services, or need help making contact, please speak to our SENCO team who will be happy to point you in the right direction.

Our Enhanced Resource Provision (Meerkat Classroom)

Croxby Primary is proud to host a Local Authority Enhanced Resource Provision (ERP), which provides specialist support for children with additional needs within a mainstream school setting. The ERP offers tailored learning spaces designed to help children thrive both academically and emotionally. Within the provision, we have the Meerkats classroom, a fully equipped classroom environment that also includes a social area and a calming green space, complete with sensory-supportive lighting and furnishings to help learners regulate their emotions. Alongside this, we have a dedicated Sensory Room, which features soothing lighting and soft flooring, offering pupils a calm and safe space where they can regulate their feelings and emotions when needed. These specialist spaces are at the heart of our commitment to supporting every child’s individual needs.

Children placed within the ERP must have an East Riding Education, Health and Care Plan (EHCP) with identified needs in the area of Social, Emotional and Mental Health (SEMH). Their place is fully supported by the Local Authority, who confirm that the provision is the right setting to meet the child's needs. Applications are made through a consultation process managed by the child's Education, Health and Care Officer (EHCO).

Mental Health and Wellbeing Spotlight

What Is Early Help?

Support for Families When They Need It Most

At our school, we believe that getting the right support early can make a big difference. That's where **Early Help** comes in.

Early Help is a way of supporting children and families *before* things reach a crisis point. It's not about telling you what to do or judging how you're doing as a parent—it's about working together to find practical solutions that make life a bit easier.

You might benefit from Early Help if:

- Your child is struggling with behaviour or anxiety

- You're finding family routines or boundaries tricky to manage
- You're going through a family change like separation, bereavement, or illness
- You're feeling overwhelmed and would like someone to talk to
- You just feel something's "not quite right" and want a bit of guidance

What does Early Help involve?

It can be as simple as a chat with a member of our pastoral or wellbeing team, help accessing parenting support groups, or putting you in touch with services that offer things like counselling, financial advice, or support with housing.

It's completely voluntary, confidential, and designed around what works for you.

We know parenting can be tough sometimes—and no one has to do it alone. If you'd like to know more about Early Help or think your family could benefit, just speak to your child's teacher or contact our school wellbeing lead. We're here to help.

The following information is provided by the NSPCC

What is early help, and what is early intervention?

Early help and early intervention are forms of support aimed at improving outcomes for children or preventing escalating need or risk. Because of this, they are also sometimes referred to as prevention or preventative services.

These services are part of a "continuum of support" and provide help to families who do not, or no longer, meet the threshold for a statutory intervention. 1

Early help and early intervention services can be provided at any stage in a child or young person's life, from the early years right through to adolescence. Services can be delivered to parents, children, or whole families.

Is there a difference between the terms?

The terms "early help" and "early intervention" are often used interchangeably by practitioners. However, many policymakers and researchers make a distinction between the two.

The term "early help," most commonly used in **England**, often covers universal services aimed at improving outcomes for all children, such as

- children's centres
- open access youth services
- health visiting.

Early intervention is often used to talk more specifically about targeted and intensive services addressing individual risks and protective factors, such as:

- behaviour change programmes
- relationship support for parents
- mentoring schemes for young people.

Why are early help and early intervention important?

Providing timely support is vital. Identifying and addressing a child or family's needs early on can increase protective factors that positively influence a child's well-being and decrease risk factors that may be impacting a child's life negatively.

Research suggests that early help and intervention can:

- protect children from harm
- reduce the need for a referral to child protection services
- improve children's long-term outcomes
- improve children's home and family life
- Support children to develop strengths and skills to prepare them for adult life.

Identifying a child or young person who may benefit from early help

Some groups of children may be more likely to need early help than their peers. These include children who:

- have special educational needs
- are disabled
- are young carers
- are showing signs of being encouraged into anti-social or criminal behaviour
- experience difficulties at home, such as domestic abuse, parental substance abuse, or parental mental health problems
- are at risk of being affected by organised crime and county lines
- are in care, leaving care, or preparing to leave care
- have poor attendance at, or are excluded from, school
- are young parents (or about to become young parents)
- are experiencing housing issues

- misuse drugs or alcohol
- are viewing harmful online content or experiencing inappropriate or unsafe online relationships
- are being bullied or bullying others
- have poor general health
- have mental health issues

Providing support to children and families

If you think a child, young person, or family might benefit from extra support, you should record any concerns and speak to your nominated child protection lead.

Your nominated child protection lead will use their knowledge of local services and liaise with professional colleagues to identify potential sources of support. If they think a child may be at risk of abuse or neglect, they should follow your organisation's child protection procedures immediately.

You can also contact the NSPCC Helpline on 0808 800 5000 or by emailing help@nspcc.org.uk. Our child protection specialists will talk through your concerns and give you expert advice.

Working with the child and their family

If your nominated child protection lead believes that early help or early intervention is the most appropriate form of support, they will discuss options with the child and their family. They may ask you to be involved.

Accessing universal services

Many children and families will benefit most from national or local universal services available without a referral from a professional.

While a child's health visitor, GP, or school nurse is often the first point of contact for early support, there are many other services that a family can access directly themselves.

The local authority and local hubs, such as children's centres, the local family support hub in Northern Ireland, and the family information service in Wales, can advise families on locally available services. They can also refer families on to services providing more targeted support.

Although universal services don't require a referral, people may still face barriers accessing them. It's important for professionals to listen to children and families and support them to access the services they need.

Assessing the need for more targeted support

In some cases, your nominated child protection lead may conclude that children and families would benefit from more coordinated or targeted support. This may result in a professional conducting an assessment of needs, which should be undertaken with the consent of, and in collaboration with, the child and their family.

In **England**, the local early help assessment process is set out by the local safeguarding partners. The process should include the appointment of a lead practitioner for each case (such as a GP, family support worker, school nurse, teacher, health visitor, and/or special educational needs coordinator).

Guidance

Guidance across the UK highlights the importance of providing help to children and families as soon as it is needed.

Each nation of the UK has safeguarding and child protection guidance, which states that organisations should identify and support children and families who would benefit from early help or early intervention.

The actual form services take varies depending on local provision.

East Riding Family Help Service (Family help)

The family help offer means support is be available, across the East Riding, for families with children from pregnancy, to them reaching 19 years-of-age (and 25 for children with special educational needs).

The support will be available through Children's Centres, family support teams, and school and community teams across the area.

The school and community teams will work with all schools across the East Riding, having a practitioner attached to every school, who will enable children and families to access help easily and quickly, identifying and addressing any issues early.

They will support good emotional and mental health, as well as provide support to children and families at key transition times in their educational journey. They will promote healthy lifestyles, identify support networks, and help improve school attendance by working closely with other professionals and families to support with any barriers.

The launch of the new family help service follows a full review of the existing support provided, and test and learn projects to trial new ways of working and service improvements.

Croxby's new 'School and Community Practitioner' is called Melanie Robinson. Please let us know if you would like to book an appointment to meet with Melanie to discuss any concerns you may have.