



Croxby Primary SEND Newsletter

Summer Term



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 with one of the staff members below, using the school's office email address (office@croxbyprimary.co.uk).

Class Teacher - concerns or questions related to learning or provision in the classroom.

Miss Trulson - concerns or questions related to speech and language or ASC/ADHD referrals.

Mrs Neighbour - any other concerns or questions related to SEND.

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

What is an EHCP?

EDUCATIONAL HEALTH & CARE PLAN

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 SEND team who will be happy to point you in the right direction.

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.

Supporting Your Child with SEND During Transition to a New Class



Moving to a new class can feel exciting but also uncertain—especially for children with Special Educational Needs and Disabilities (SEND). With the right support, this transition can be positive and successful.

Why Transition Can Be Challenging

Children with SEND may:

- Find change unsettling or anxiety-provoking
- Need extra time to adjust to new routines and expectations
- Feel worried about new adults, peers, or environments
- Rely on familiarity and predictability

How Parents and Carers Can Help at Home

1. Talk About the Change Early and Positively

- Discuss the new class, teacher, and classroom in advance
- Focus on reassuring messages: *“Your new teacher will help you just like your current one.”*
- Encourage your child to share any worries

2. Use Visual Supports and Social Stories

- Look at photos of the new classroom or teacher (if available)
- Create a simple “transition story” explaining what will happen
- Use visuals, calendars, or countdowns to show when the change will happen

3. Maintain Routines

- Keep home routines consistent where possible (bedtime, morning routines)
- Predictability at home helps children feel secure during change

4. Practise Key Skills

- Encourage independence (e.g., organising belongings, dressing for PE)
- Role-play situations such as introducing themselves or asking for help
- Rehearse any new routines they may encounter

5. Support Emotional Wellbeing

- Validate feelings: *"It's okay to feel nervous about change."*
- Use calming strategies your child knows (breathing, quiet time, fidget tools)
- Identify a "safe person" at school they can go to if they feel overwhelmed

6. Visit or Familiarise

- Attend transition visits or meetings
- Walk past the new classroom or explore the school environment
- Discuss what the day might look like step-by-step

7. Share Important Information with School

- Let staff know about:
 - Your child's strengths and interests
 - Triggers or anxieties
 - Successful strategies used at home
- Keep communication open—email, meetings, or home-school books

8. Encourage Friendships

- Talk about familiar peers who will be in the new class
- Arrange playdates if helpful
- Practise social scenarios and conversation starters

Working in Partnership with School

Schools will support transition through:

- Information sharing between teachers
- Transition visits or "moving up" days
- Individual transition plans where needed
- Gradual or phased starts for some pupils

Additional Information:

For additional information regarding any of the following areas, please see the previous Croydon SEND Newsletters from the Autumn and Spring Term, which can be found in the SEND area on the school's website.

Autumn Term:

- Spotlight on ELSA
- ERP (Meerkats Classroom)
- Early Help for families

Spring Term:

- Feedback from the SEND parent questionnaire
- EBSA (Emotional Based School Avoidance)
- SEND Sleep Service
- After School Restraint Collapse
- Emotion Coaching