

Croxby Primary School
SEND Information Report 2026–2027
Special Educational Needs and Disabilities



1. Contact details

School	Croxby Primary School
SENDCo	Clare (C) Neighbour
Role	Designated Teacher for SEND and Inclusion
Telephone	01482 846171
Email	office@croxbyprimary.co.uk
Address	Croxby Primary School, Bricknell Avenue, Hull, HU5 4TN
Website	www.croxbyprimary.co.uk
Headteacher	Rebecca Wright
Chair of Governors	Duncan Shaw

For enquiries regarding Special Educational Needs and Disabilities, please contact the SENDCo through the school office.

2. Our ethos and commitment to inclusion

At Croxby Primary School, we are committed to providing an inclusive, ambitious and nurturing learning environment where every child is valued and supported to achieve their full potential. We believe that all children should receive a high-quality education that is accessible to all and enables them to develop academically, socially and emotionally, regardless of their individual needs.

Our aim is to provide effective and appropriate interventions that remove or reduce barriers to learning and enable children to develop their independence. Through strong relationships, adaptive teaching and targeted support, we aim to ensure all pupils can access a broad and balanced curriculum and feel safe, included, respected and successful.

We work in partnership with parents, carers, pupils and external professionals to identify needs early and provide effective support through a graduated approach of assessing, planning, implementing and reviewing provision.

3. School policies

The following policies provide further information about the school's approach to areas that may affect children with SEND. They are available on the school website: www.croxbyprimary.co.uk.

- SEND Policy
- Behaviour Policy

- Anti-bullying Policy
- Health and Safety Policy
- Child Protection and Safeguarding Policy

4. School context and admission numbers

The two supplied reports contain different school roll and SEND figures. One report states that the school has 370 children on roll, with 16% of pupils at SEND Support and 4% with EHCPs. It describes the SEND Support figure as slightly higher than the national average and the EHCP figure as higher than the national average, with the higher EHCP figure linked to the school's Enhanced Resource Provision.

The other report states that the school has 351 pupils, with 13.6% at SEND Support and 3.4% with EHCPs. It describes the SEND Support figure as broadly in line with national figures and the EHCP figure as higher than the national average.

Both sets of figures have been retained so that no information from either source is lost. The school should confirm the current figures before publishing this report.

5. Types of SEND the school provides for

Croxby Primary School is an inclusive mainstream primary school that provides support for pupils with a wide range of Special Educational Needs and Disabilities. In line with the SEND Code of Practice, pupils' needs may fall within one or more of the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

Support is tailored to individual needs and may include adaptive teaching, additional interventions, specialist resources, advice from external professionals and personalised provision.

6. Identification and assessment

Early identification is essential to ensure children receive the right support at the right time. Teachers continually monitor pupils' progress, attainment, behaviour, attendance, social development and emotional wellbeing.

Concerns may be identified through classroom observations and assessments, discussions with the SENDCo and senior leadership team, and regular assessment opportunities in Reading, Spelling and Maths. Staff consider whether a child may have a specific barrier to learning associated with SEND or may be working below peers and need help to catch up.

Other sources of information include:

- Ongoing teacher assessment and screening tools
- Discussions with parents and carers
- Pupil voice
- Information from previous educational settings
- Advice from external professionals
- Medical information

Where a possible barrier to learning is identified, a pupil may be added to the school's SEND Monitoring Record. This records areas of difficulty and strategies to try. The child's progress is monitored closely and further testing may be undertaken to understand their needs. If needs increase or provision is not meeting needs, the school will consult parents and consider placing the child on the SEND Register.

7. Learning Support Plans and the graduated approach

When a child is placed on the SEND Register, an individual Learning Support Plan (LSP) is developed in partnership with parents and carers, staff and, where appropriate, the child. The plan identifies the child's strengths, areas of concern and need, desired outcomes, strategies and resources, provision being delivered, staff responsibilities and review arrangements.

Plans include measurable personal outcomes for each term and are reviewed and updated termly. Parents are invited to contribute their views and suggestions for supporting their child at home. Children on the SEND Register are monitored closely, and the impact of resources and interventions is evaluated.

Staff can use the Local Authority's Ordinary Available Provision (OAP) document, which suggests strategies and provision for each of the four broad areas of SEND. If a child is struggling to make progress, outcomes may be increased and additional provision implemented. The school may seek advice from an Educational Psychologist or other services, such as Speech and Language or the Sensory and Physical Therapy Service.

8. Education, Health and Care Plans (EHCPs)

If a pupil is not making progress in their area of SEND and Ordinarily Available Provision is insufficient to meet their needs, the school may, with agreement from the child's parents, request an Education, Health and Care Needs Assessment. If an EHCP is granted, it can help fund additional provision above OAP.

Parents of pupils with SEND can request an assessment for an EHCP at any time. The Local Authority will decide whether the child's needs meet the relevant criteria. Annual Reviews take place for pupils who have EHCPs.

9. Who to talk to about a child with SEND

Parents who are concerned that their child may have Special Educational Needs are encouraged to speak to the child's class teacher first. The teacher can refer the matter to the SENDCo where appropriate. If school has concerns, the class teacher will usually request a meeting with the parent or carer; a further meeting with the SENDCo may be arranged to discuss the child's needs.

10. Support and facilities available

Support is allocated according to each child's needs and requirements, in discussion with parents, teachers, the SENDCo, senior leadership team and outside agencies where appropriate. Support is reviewed and adjusted when required, including when pupils move between key stages. Depending on the child's needs, support may include:

- Additional adult support in the classroom from a teacher or teaching assistant, including specific learning or social-development interventions
- Small-group interventions for identified needs
- Differentiated teaching and personalised learning; where required, pupils may access learning from a different phase
- Adapted and practical resources, displays, table-top reminders and visual timetables
- Assistive technology where appropriate
- Home-school books and communication through school systems
- Peer support, such as Playtime Buddies
- Personalised support through an individual Learning Support Plan
- Support from outside agencies and professionals, including direct work with pupils and advice for staff
- Access to the school's Enhanced Resource Provision, where appropriate
- Individual or group sessions with the school's ELSA (Emotional Literacy Support Assistant)
- Intervention groups to support learning, physical and emotional needs

11. Enhanced Resource Provision (ERP)

Croxby Primary School hosts an Enhanced Resource Provision (ERP), predominantly for pupils with significant Social, Emotional and Mental Health needs. An ERP is a facility within a mainstream school, with additional funding, to build expertise and resources to support pupils with high-level needs, including pupils who may live outside the area normally served by the school.

The ERP at Croxby is being developed to provide for pupils with severe and complex special educational needs who require a level of specialist support that may not normally be available in mainstream schools. The Squirrel Classroom is the key base and acts as a transition classroom to support pupils moving into a mainstream classroom.

Where possible, pupils accessing the ERP are supported to transition into mainstream classes for at least part of their learning and to access learning and social opportunities alongside

mainstream peers where appropriate. The ERP includes pupils already on the school roll and pupils placed by the Local Authority. Further information is available on the school website.

12. Staff awareness and adapting teaching

All pupils on the SEND Register have an LSP that outlines their strengths, areas of difficulty, and the resources and techniques that work for them. At the start of the school year, the SENDCo communicates with adults working in each class to discuss pupils' needs and any important information. The SENDCo also liaises with Senior Midday Supervisors about pupils who may need support at lunchtime.

High-quality teaching is the first response to supporting pupils with SEND. Teaching may be adapted through:

- Adaptive teaching approaches and differentiated activities, individually or in small groups
- Visual supports and structured routines
- Targeted questioning
- Suitable practical equipment and visual resources
- Additional adult support, individually or in small groups, where needed
- Over-learning and pre-teaching to help embed learning
- Assistive technology where appropriate

These approaches are regularly reviewed and updated to ensure they remain suitable and effective.

13. Evaluating the effectiveness of SEND provision

The effectiveness of SEND provision is monitored and evaluated regularly through:

- Progress and attainment data
- Review of Learning Support Plan outcomes
- Pupil voice
- Parent and carer feedback
- Attendance information
- Behaviour and wellbeing data
- Intervention monitoring
- Reports and recommendations from external professionals

This information helps the school assess the impact of provision and ensure that support continues to meet pupils' needs effectively.

14. Working in partnership with parents and carers

Parents and carers are recognised as experts on their children and key partners in the SEND process. Support and communication include:

- Two parents' evening meetings each year with the class teacher
- Termly SEND parents' meetings in school, by telephone or by email
- Regular meetings with class teachers, telephone calls and informal discussions
- Reviews of Learning Support Plans, with opportunities for parents to contribute and suggest ways to support learning at home
- Annual Reviews for pupils with EHCPs and annual reports to parents
- An open-door approach to speaking to class teachers, the SENDCo and other relevant staff
- Communication through school systems
- Meetings with the SENDCo where appropriate
- Advice from the school's ELSA on areas such as managing poor sleep and low-level anxiety

Where appropriate, families may be signposted to external support organisations, including SENDIASS, KIDS and the East Riding Local Offer.

15. Pupil voice

Pupils are encouraged to share their views and participate in decisions about their education wherever appropriate. Children may contribute through:

- Learning Support Plan reviews
- Annual Review meetings
- Pupil voice activities
- Discussions with teachers and support staff
- Wellbeing and pastoral support sessions

Understanding children's views helps ensure that support is meaningful and reflects their individual strengths, needs and aspirations.

16. External services and professional support

The school may seek advice and support from external professionals when required, including:

- CAMHS (Child and Adolescent Mental Health Services)
- Educational Psychologists (Local Authority and Trust)
- Speech and Language Therapists
- SaPTS (Sensory and Physical Support Services)
- Communication and Interaction Specialist, including support for autistic pupils
- Mental Health Support Worker
- Sensory and Physical Therapy Service

The professionals involved will depend on the individual pupil's needs.

17. Staff expertise and training

Staff are regularly consulted about their SEND training needs. Training is provided using expertise from within school and from external professionals and may be offered to teachers, teaching assistants and Midday Supervisors as appropriate. Training may include:

- Autism
- ADHD
- Speech, Language and Communication Needs
- Social, Emotional and Mental Health needs
- Attachment and trauma-informed practice
- Dyslexia-friendly approaches
- Adaptive teaching strategies
- Medical needs

The SENDCo provides ongoing guidance to staff and attends regular training and courses. The SENDCo also attends Local Authority SENDCo forums and termly SENDCo cluster meetings to develop knowledge and share good practice. The earlier report states that the SENDCo has achieved the National Award for SENDCOs, a master's-level qualification.

18. Accessibility

Croxby Primary School is committed to ensuring that pupils with disabilities can access the curriculum, physical environment and information provided by the school. Reasonable adjustments are made where required to support participation and inclusion.

One of the supplied reports states that the school is accessible for wheelchair users, has ramps where required and an alarmed disabled toilet. It also states that an Induction Loop System is fitted in all classrooms for hearing-impaired pupils who use hearing aids. Further details can be found in the school's Accessibility Plan on the school website.

19. Transition between settings and phases

Transition support is tailored to each child's needs when moving into Foundation Stage, a new class or phase, or to secondary school. Support may include:

- For children entering Foundation Stage, the SENDCo or class teacher may attend meetings to understand the child's needs, liaise with and visit the nursery setting, arrange extra visits to school and introduce the child to support staff
- For pupils moving to a new class or phase, meeting their new teacher or teaching assistant, spending time in the new classroom, and creating a transition book to use over the summer holidays
- For pupils moving to secondary school, liaison with the receiving school's SENDCo, sharing relevant information and arranging additional individual or group transition visits

The type and amount of transition support depends on the individual child's needs.

20. Complaints and resolving concerns

The school operates an open-door approach and encourages parents and carers to speak to their child's class teacher about concerns, including additional needs or support. Parents may also contact the SENDCo or a member of the Senior Leadership Team.

In the event of a complaint, the school encourages discussion with the class teacher, SENDCo and Headteacher to try to resolve the matter in the first instance. The school's Complaints Policy is available on the school website and should be followed for a formal complaint. Parents may also seek impartial advice and support from organisations specialising in SEND, including SENDIASS or KIDS.

21. East Riding Local Offer

The East Riding Local Offer provides information about support for children and young people with SEND:

https://www.eastriding.gov.uk/local-offer/?utm_source=eastridinglocaloffer.org.uk

The school website is www.croxbyprimary.co.uk. Further information about the ERP and school policies can be found there.

Working together for inclusion

At Croxby Primary School, we are proud of our inclusive ethos and commitment to supporting every child to succeed. Through strong partnerships with families, effective collaboration with professionals and personalised provision, we strive to ensure all pupils feel valued, included and able to achieve their very best. Our aim is to create a learning environment where pupils are celebrated for their strengths, supported with their challenges and empowered to thrive both in school and beyond.

Click on this link to access the Local Authority's (East Riding) Local Offer for children with SEND.

https://www.eastriding.gov.uk/local-offer/?utm_source=eastridinglocaloffer.org.uk