

Special Educational Needs and/or Disability (SEND) Information report for Cradley CE Primary School 2026 - 2027

Our vision, 'Believe, belong, be happy; every child, every chance, every day', has the uniqueness of every child at its heart. Underpinned by our vision and values, we ensure that we provide an inclusive and nurturing environment in which all children can flourish. Our broad and balanced curriculum, together with high-quality teaching and strong relationships ensure that every child has every chance every day.

Introduction

This SEND information report is part of the Dudley local offer for learners with special educational needs and/or disability (SEND). This local offer can be found at the following site: <https://fis.dudley.gov.uk/localoffer/>

All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or proprietor's policy for pupils with SEND. The information published must be updated at least annually.

The required information is set out in the SEND Code of Practice 0 -25 Years, published in 2014 and effective from January 2015.

1. The kinds of special educational needs and disabilities for which provision is made at the school

At Cradley CE we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children.

We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

We support a range of special educational needs. These needs fall within the four broad areas of need identified in the SEND Code of Practice. Some pupils may have co-existing needs that may be in more than one category.

Four areas of need with examples:

Communication and interaction	Speech Language and Communication Needs (SLCN) Autistic Spectrum Disorder
Cognition and Learning	Specific Learning Difficulty (SpLD)-Dyslexia, Dyspraxia, dyscalculia
Social, Emotional and Mental Health Needs	Attachment Disorder
Sensory and/or Physical Needs	Visual impairment (VI) Hearing impairment (HI) Physical Impairment Sensory Processing Disorder

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.	At Cradley CE we believe that early identification and assessment is vital to the long term success of each pupil. We follow the SEND Code of Practice: 0 to 25 years and the graduated approach of 'Assess, Plan, Do, Review'. At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. Assessing children's progress is an ongoing process. A child may have already been identified as having a Special Educational Need before they start school by parents or by the child's Nursery and may already have agencies involved. Parents will be informed when the school decides that SEND provision is being made for their child. If school staff are concerned about a child, they take these concerns to the school Special Educational Needs and Disabilities Coordinator (SENDCo) where discussions take place about provisions that need to be made for that child and any outside agencies that need to be involved. Pupil progress meetings and discussion are held every term from which we track and identify children who are not making expected progress. If in those discussions those children are identified to have a SEND need then they will feature in our SENCo meetings to identify interventions and/or support programmes to be implemented and monitored termly to ensure the child makes accelerated progress.	
3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including -	a) <i>How the school evaluates effectiveness of its provision for such pupils;</i>	• Termly pupil progress meetings allow for children's progress to be monitored and discussed. • Our Individual Provision Maps (IPM) allow for progress to be tracked over time and the impact of interventions to be monitored. • Interventions are monitored by the SENCo for delivery and effectiveness on a termly basis. • The SENCO and Assistant SENCo meet regularly to discuss the impact of interventions on each individual child. • At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. • The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

b) <i>The school's arrangements for assessing and reviewing the progress of pupils with SEN;</i>	SEND children will be monitored against progress from teacher assessments as well as targets linked to their interventions.							
	<table><tr><td>Assess</td><td> • Consultation with all parties including pupil, parent/carer/teaching staff/SENCo/specialist advice (as appropriate). • Assessment of need. </td></tr><tr><td>Plan</td><td> • Measurable targets put in place and shared with parents. • Intervention and support put in place with an appropriate start, finish and review date. </td></tr><tr><td>Do</td><td> • Class teacher retains responsibility for the pupil both in the classroom and any interventions that may take place. • Interventions may be provided by teaching staff, teaching assistants, SENCO or specialist agencies. </td></tr><tr><td>Review</td><td> • These are reviewed termly (half termly for targets from 5-minute box) with all relevant parties contributing. • Where an EHCP is in place an Annual Review meeting is held where the needs, outcomes and provision are reviewed. • Short term targets are reviewed termly, as detailed above. </td></tr></table> In line with the SEND Code of Practice: 0 to 25 years we follow the Assess, Plan, Do, Review cycle. When each cycle is completed and the impact reviewed the decision is then made as to whether the special educational need persists or whether it is appropriate to remove the pupil from the SEND register. It may also be appropriate at this stage to make a referral for specialist assessment or statutory assessment (EHCP).	Assess	• Consultation with all parties including pupil, parent/carer/teaching staff/SENCo/specialist advice (as appropriate). • Assessment of need.	Plan	• Measurable targets put in place and shared with parents. • Intervention and support put in place with an appropriate start, finish and review date.	Do	• Class teacher retains responsibility for the pupil both in the classroom and any interventions that may take place. • Interventions may be provided by teaching staff, teaching assistants, SENCO or specialist agencies.	Review
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c) <i>The school's approach to teaching pupils with SEN;</i>	At Cradley we have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children: • have different educational and behavioural needs and aspirations • require different strategies for learning • acquire, assimilate and communicate information at different rates • need a range of different teaching approaches and experiences							

		Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCo and all other members of staff have important day-to-day responsibilities. <i>All teachers are teachers of children with special educational needs.</i> A range of strategies are used which may include, when appropriate: • adaptive classroom teaching • visual supports • sensory regulation • nurture provision • soft starts • targeted social communication support • precision teaching • phonics/reading interventions • speech and language programmes • fine and gross motor support • SEMH support • reasonable adjustments • specialist advice and therapy programmes • Phonics catch-up boosters • Individual Behaviour Plans • Get Moving
	d) <i>How the school adapts the curriculum and learning environment for pupils with SEN;</i>	Pupils at Cradley have access to a broad and balanced curriculum. High-quality, inclusive teaching is the first response to pupils who have or may have SEND. Teachers adapt teaching, resources, scaffolding, explanations, questioning, grouping and the learning environment to meet individual needs. Additional interventions and specialist support complement, rather than replace, high-quality classroom teaching. Whilst taking advice from external agencies if necessary, all teachers will respond to children's needs and make adjustments in a variety of ways. These might include: • Adaptation of furniture and seating • Positive behaviour system • Practical and visual resources • Additional adult support • Use of technology • Adaptation to assessment materials • Use of Social Stories

		Our school is accessible to parents and children with disabilities. Facilities we have at present include: • The main entrances are accessible to those with physical disabilities. • Wheelchair access to the Junior Playground via a tarmac pathway. • The school has disabled toilet facilities. • We ensure that equipment used is accessible to all children regardless of their needs. • After school provision is accessible to all children including those with SEND. • Extra-curricular activities are accessible for children with SEND. <u>Equality Act 2010 and Accessibility</u> Cradley CE Primary School is committed to ensuring that disabled pupils are not treated less favourably than other pupils and that reasonable adjustments are made to enable pupils to access the curriculum, school environment, facilities, activities and information. Disabled pupils are admitted to the school in accordance with the school's published admission arrangements. We work with families to identify and make reasonable adjustments required to support a pupil's successful admission and participation in school life. We consider accessibility needs as part of our planning for teaching, learning, trips, visits, extra-curricular activities and the wider school environment. Our Accessibility Plan sets out the steps we are taking to: • increase the extent to which disabled pupils can participate in the school curriculum; • improve the physical environment to enable disabled pupils to take advantage of the education, facilities and services provided by the school; and • improve the delivery of information to disabled pupils in formats that are accessible to them. Our Accessibility Plan is available on the school website https://www.cradleycofe.com/policies-and-procedures.
	e) <i>Additional support for learning that is available to pupils with SEND;</i>	At Cradley, where a pupil continues to make less than expected progress we would involve external agencies and specialists to offer advice on support and interventions. Any involvement from external agencies will always be agreed by parents and any outcomes shared with them. Outcomes will also be shared with any relevant parties. The agencies we currently work with include: • Speech and Language Therapy Service • Happy Talkers Speech and Language • Dudley Educational Psychology Service • Dudley Learning Support Service • Communication, Interaction, Physical and Sensory Advisory Service (CIPS)

		• SEND and Additional Needs Team (SANO) • Visual Impairment/Hearing Impairment Service • Child and Adolescent Mental Health Services (CAMHS) • Occupational Therapy Service (OT) • Dudley SEND Team • SENDIASS • Behaviour Support Team • Physiotherapy Service • Bedazzle (SEMH) • Children's services
	f) <i>How the school enables pupils with SEN to engage in the activities of the school (including physical activities) together with children who do not have SEN;</i>	At Cradley, pupils identified as having SEND are supported to engage in all activities within school life. Reasonable adjustments are put in place to facilitate participation and access to all opportunities. This includes any before or after school clubs and school trips.
	g) <i>Support that is available for improving the emotional, mental and social development of pupils with SEN;</i>	At Cradley, we recognise that persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. Some life events such as bereavement or change in family circumstances can have a significant impact on a child's emotional health and wellbeing. Therefore, appropriate assessments will be carried out to identify if there are underlying factors related to undiagnosed learning difficulties, communication and interaction difficulties or mental health issues and appropriate support will be put in place. This may include: • nurture provision • targeted nurture groups • individual nurture support • soft starts • alternative lunchtime provision • sensory/regulation support • Boxall Profile where appropriate

		• Family Help • specialist SEMH advice It may also include external specialist support: • Educational Psychology • Speech and Language Therapy • Learning Support Service • School Health Advisor • Child and Adolescent Mental Health Service (CAMHS) If housing, family or other domestic circumstances may be contributing to the presenting behaviour then a multi-agency approach may be appropriate through the Early Help process. Policies on our school website will offer further information: • SEND Policy • Behaviour Policy • Anti-bullying policy • RSHE Policy
	<i>h) Staff expertise and training in SEND needs;</i>	Staff expertise and training We recognise that effective SEND provision depends upon staff having the knowledge, skills and confidence to identify and respond to individual needs. Our SENCo, Headteacher and Assistant SENCo work closely with class teachers and support staff to develop staff expertise and ensure that provision is appropriate to individual pupils. Staff receive ongoing training, advice and support according to the needs of the pupils in school. Training and professional development may include areas such as: • communication and interaction needs, including autism and speech, language and communication needs; • cognition and learning, including dyslexia and other specific learning difficulties; • social, emotional and mental health needs; • sensory and physical needs; • emotional regulation and sensory processing; • adaptive teaching and reasonable adjustments; • speech and language programmes; • supporting pupils with EHCPs and implementing specified provision.

		Where a pupil's needs require specialist expertise beyond that available within school, we seek advice from appropriate external professionals. This may include Educational Psychology, Speech and Language Therapy, Dudley Learning Support Service, CIPS, Occupational Therapy, Physiotherapy, Sensory Impairment Services, CAMHS and other relevant specialist services. Advice from specialists is used to inform assessment, classroom practice, interventions and reasonable adjustments. Where appropriate, specialist professionals provide direct support, modelling or training for school staff so that effective strategies can be embedded within the pupil's everyday school experience.										
4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.	<table><tr><th>Staff member</th><th>Position</th><th>Contact details</th><th>Working hours</th></tr><tr><td>Mrs C Warford</td><td>SENCo</td><td>01384 818230 senco@cradley-p.dudley.sch.uk</td><td>Monday – Friday. Please ring the school office.</td></tr></table> The governing body has identified a governor who is responsible for overseeing the provision for SEN. This Governor is currently Mrs Wilkes. The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.				Staff member	Position	Contact details	Working hours	Mrs C Warford	SENCo	01384 818230 senco@cradley-p.dudley.sch.uk	Monday – Friday. Please ring the school office.
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5. Information about the expertise and training of staff in relation to children and young people with SEN and about how specialist expertise will be secured.	The current SENCo is Mrs Warford (Head Teacher) and Mrs Darby (Assistant SENCo). The SENCo is responsible for: • Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school. • Ensuring that you are: ○ involved in supporting your child's learning ○ kept informed about the support your child is getting ○ involved in reviewing how they are doing • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc. • Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible. The Class Teacher is responsible for:											

	• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCo know as necessary. • Writing Individual/Group Provision Maps and sharing and reviewing these with parents once each term and planning for the next term. • Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. The Headteacher is responsible for: • The day-to-day management of all aspects of the school, this includes the support for children with SEND. • She will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met. • She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. The SEND Governor is responsible for: • Making sure that the necessary support is made for any child who attends the school who has SEND. • Having due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. • Does its best to secure the necessary provision for any pupil identified as having special educational needs. • Ensure that all teachers are aware of the importance of providing for these children. • Report annually to parents on the success of the school's policy for children with special educational needs. • Ensures that parents are notified of a decision by the school that SEN provision is being made for their child.
6. Information about how equipment and facilities to support children and young people with SEN will be secured.	Resources are allocated to support children with identified needs. Every year, provision is mapped out to show how human resources are allocated to each year group and this is reviewed regularly. These resources may include; • staffing • specialist equipment • assistive technology • adaptations • intervention resources • specialist advice/training • external professionals • delegated SEND funding • where appropriate, higher-needs/top-up funding associated with an EHCP
7. The arrangements for consulting parents	"We value the views of children, young people and their families when reviewing our SEND provision. Their feedback helps us to understand what is working well and where we can improve."

of children with SEN about, and involving such parents in, the education of their child.	The class teacher is regularly available to discuss child's progress with parents or any concerns parents may have and to share information about what is working well at home and school so similar strategies can be used. The SENCo is available to meet with parents to discuss child's progress or any concerns/worries that they may have. All information from outside professionals will be discussed with parents and with the person involved directly, or where this is not possible, in a report. The Individual Provision Map will be reviewed and new targets set each term. They will then be sent to parents. Homework will be adjusted as needed to the child's individual needs. Additionally, parents may wish to contact Dudley SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) for further support/advice.
8. The arrangements for consulting young people with SEN about, and involving them in, their education.	Where learning and progress is considered less than expected, pupils and their parents/carers will be invited in by the SENCo to discuss next steps in order to support the pupil. The SENCo or class teacher will then meet with the pupil to discuss their strengths and weaknesses and discuss suitable targets for their Individual Provision Map (IPM). This will include support that they feel would be helpful in order to support their learning. Pupils will be asked: • what they are good at; • what they find difficult; • what helps them learn; • what makes them feel safe and included; • what they would like adults to understand about them; • their views about the support and reasonable adjustments they receive. Depending on their age, pupils with an Education, Health and Care Plan (EHCP) are asked to submit their views on their learning and progress in writing as part of their annual review as well as to attend the review itself.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at school.	If you have concerns about your child's progress you should speak to your child's class teacher initially. The teacher will consult the SENCO, if appropriate, and set up a meeting. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCo initially and/or the Head Teacher. If you are still not happy you can speak to the school SEND Governor. This should be read alongside the school's published Complaints Procedure. Concerns about an EHCP, its contents or the local authority's decisions may involve routes beyond the school's complaints procedure.

10. How the governing body involves bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting the families of such pupils.	At Cradley, we work closely with a range of providers to access specialist support. We commission some support services such as: • Educational Psychology Service We are also supported by health care professionals such as: • School Nurse • Child and Adolescent Mental Health Services (CAMHS) Or other services such as: • Social Workers • Early Help Services		
11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with section 32.	<table border="1"> <tr> <td data-bbox="546 608 734 887"> The contact details of support services for parents of SEND pupils </td><td data-bbox="734 608 1980 887"> Local Authority SEND Team – 01384 814360 Educational Psychology Service – 01384 814359 Learning Support Service – 01384 813736 Speech and Language Therapy – 01384 321375 Visual Impairment Team – 01384 818 003 Hearing Impairment Team – 01384 818003 Physical Disability and/or Sensory Impairment Team – 01384 818003 Occupational Therapists – 01384 366912 </td></tr> </table>	The contact details of support services for parents of SEND pupils	Local Authority SEND Team – 01384 814360 Educational Psychology Service – 01384 814359 Learning Support Service – 01384 813736 Speech and Language Therapy – 01384 321375 Visual Impairment Team – 01384 818 003 Hearing Impairment Team – 01384 818003 Physical Disability and/or Sensory Impairment Team – 01384 818003 Occupational Therapists – 01384 366912
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12. The schools arrangements for supporting pupils with SEN in a transfer between phases of education or in preparation for adulthood and independent living.	We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. <i>If your child is moving to another school:</i> • We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. • We will make sure that all records about your child are passed on as soon as possible. <i>When moving classes in school:</i> • Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. • All Individual Provision Maps will be shared with the new teacher.		

	• If your child would be helped by a book or social story to support them understand moving on, then it will be made for them. <i>In Year 6:</i> • Cradley's SENCo will liaise closely with the SENCo of your child's secondary school, setting up meetings to share vital information. • Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENCo of both schools and parents. • We will advocate for a tailored transition with extra visits to their secondary school if appropriate. • Your child will do focused learning about aspects of transition to support their understanding of the changes ahead. For pupils with an EHCP, transition planning will begin in good time and will form part of the statutory review process, with arrangements tailored to the individual pupil and their next phase of education. This review must give clear recommendations as to the type of provision the child will require in future years. In some instances, specialist services involvement and guidance in transition may be required, for example Autism Outreach.
13. Information on where the local authority's local offer is published.	The Dudley local offer pages provide information on a range of support services: Dudley MBC Local Offer information: Current Local Offer. Dudley SEND Team Telephone: 01384 814360, Email: enquiries.senteam@dudley.gov.uk Website: www.dudley.gov.uk/localoffer. Dudley SENDIASS Provides impartial information, advice and support to young people and parents, covering special educational needs (SEN), disability, health and social care. Telephone: 07900 161363 Email: dudley.sendiass@dudley.gov.uk Website: SENDIASS DUDLEY
14. Information regarding disagreement resolution and mediation	We aim to work collaboratively with children, young people and their parents and carers to resolve concerns at the earliest opportunity. If a disagreement relating to SEND provision, an Education, Health and Care Plan (EHCP) or the statutory assessment process cannot be resolved, parents and young people can access independent information, advice and support through Dudley SENDIASS. Dudley also provides information about disagreement resolution and mediation in relation to Education, Health and Care Plans and statutory assessment decisions. Further information is available through the Dudley SEND Local Offer.

	Dudley SENDIASS: Telephone: 07900 161363 Email: dudley.sendiass@dudley.gov.uk Dudley SEND Team: Telephone: 01384 814360 Email: enquiries.sendteam@dudley.gov.uk
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Reviewed by: Mrs Neale

September 2026

Review date: September 2027