

**SPECIAL EDUCATIONAL NEEDS AND
DISABILITIES (SEND)
AT CROOK PRIMARY SCHOOL**



**OUR INFORMATION
REPORT**



**REVIEWED AND
UPDATED:**

November 2025

OUR SEND INFORMATION REPORT

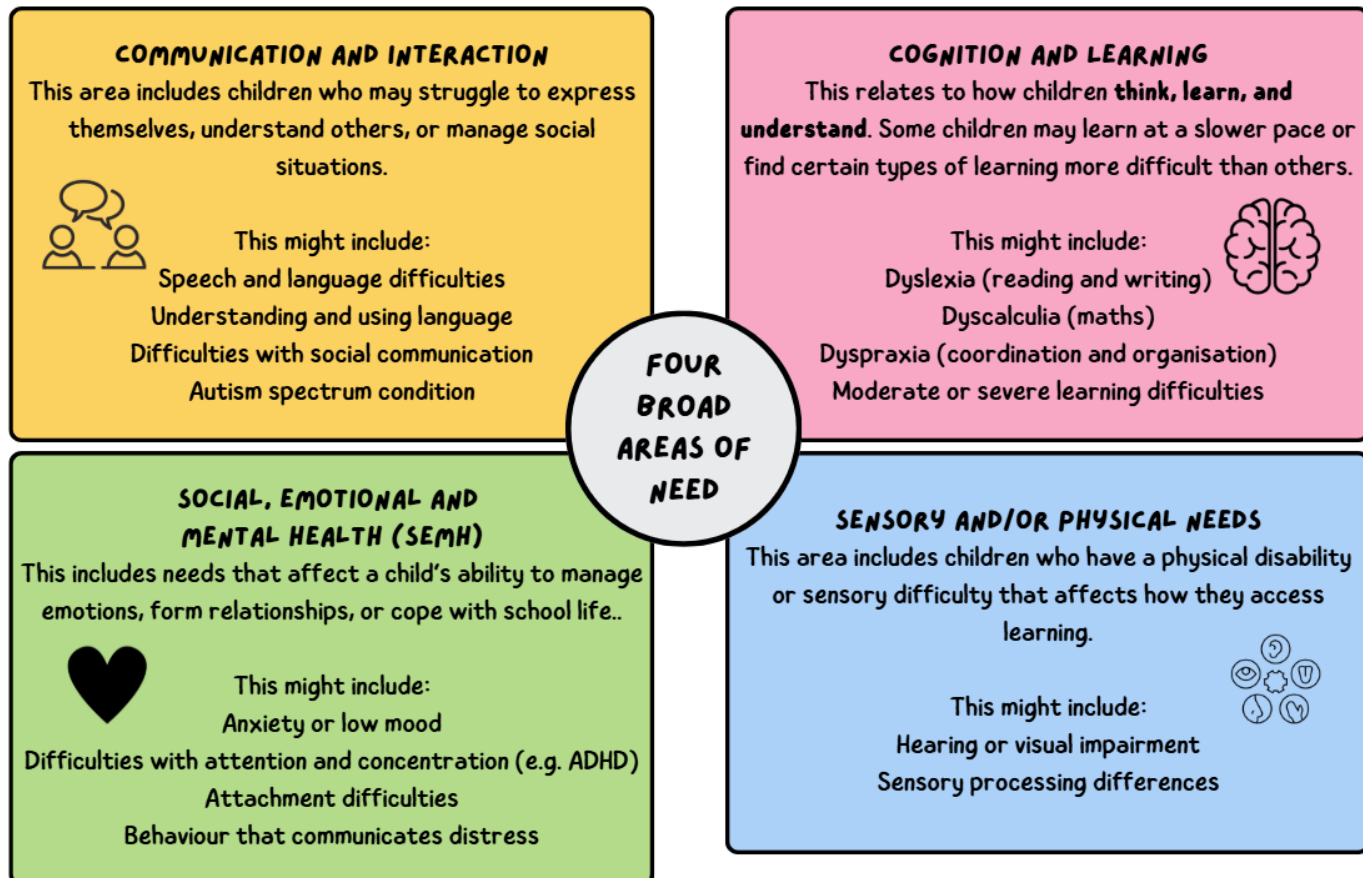
Our SEND Information Report – which is part of [Durham County Council's Local Offer](#) – provides you with information about how we support children and young people with Special Educational Needs and Disabilities (SEND) in our school.

OUR INTENT

At Crook Primary School, we are proud to be an **inclusive**, **nurturing** and **ambitious** community. We believe every child deserves a high-quality education that enables them to achieve their full potential and prepares them for lifelong learning and participation in society. We believe children are disabled not by their differences, but by barriers in the environment, curriculum or attitudes. We are committed to removing these barriers through early identification, high-quality teaching and personalised support.

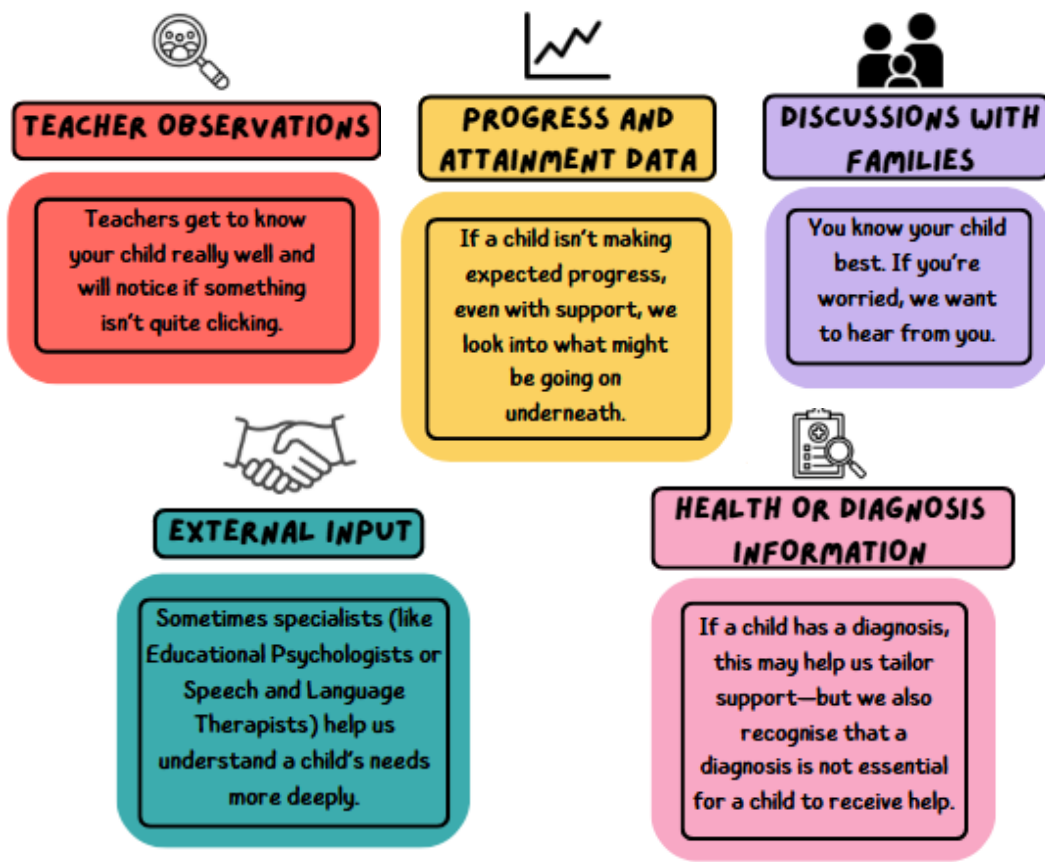
WHAT TYPES OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) ARE PROVIDED FOR?

Crook Primary School provides support for pupils with a wide range of needs. These may include: communication and interaction needs; cognition and learning needs; social, emotional and mental health needs; and sensory and/or physical needs. We also support children with medical needs and disabilities as defined by the Equality Act (2010).

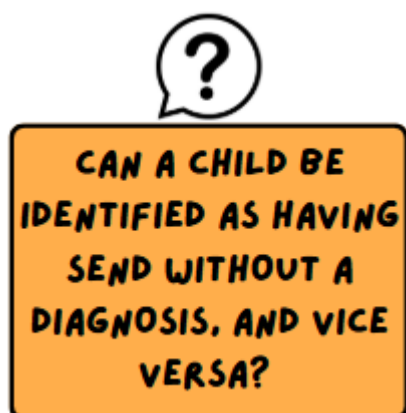


HOW DO WE IDENTIFY CHILDREN AND YOUNG PEOPLE WITH SEND?

We identify needs early through a combination of:



Information is logged on Arbor and CPOMS, and reviewed collaboratively with the SENDCo. Our ethos is to look for barriers, not labels.



A diagnosis can be helpful, but it is **not needed** for a child to be recognised as having SEND. We focus on the **impact** a difficulty has on their learning or well-being.

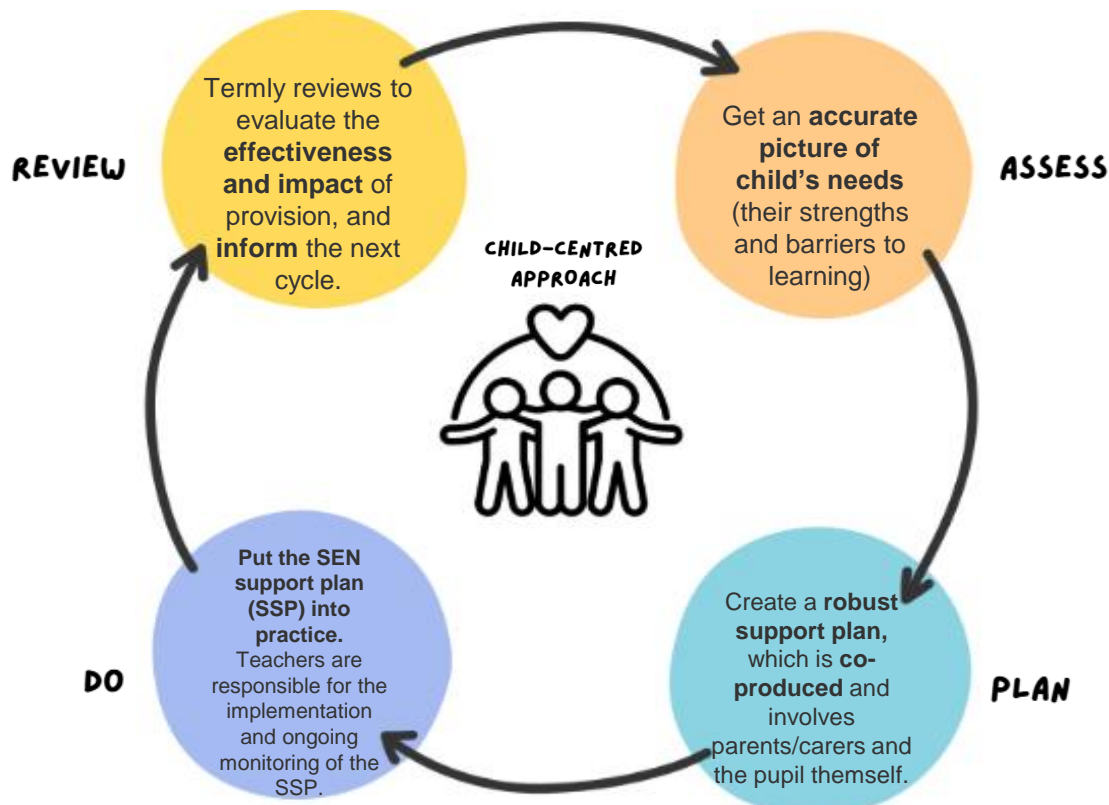
A diagnosis helps us understand your child's needs, but they'll only be added to the SEND register if they **require support that is additional to or different from what's normally offered in class.**

If your child is doing well with quality teaching and small adjustments, they may not need to be identified as having SEND – though we'll still ensure their needs are understood and supported.



HOW DO WE SUPPORT CHILDREN ONCE A NEED IS IDENTIFIED?

We follow **Durham Local Authority's Graduated Response**, using the Assess–Plan–Do–Review cycle. Teachers remain responsible for every pupil's progress. Support is planned and reviewed termly in partnership with parents and pupils. Provision may include in-class adaptations, small-group interventions, or individualised programmes, always designed to promote independence.



WHEN IS AN EDUCATION, HEALTH AND CARE PLAN (EHCP) APPROPRIATE?

For a small number of children, needs may be more complex or require a higher level of support than can be provided through SEN Support alone. In these cases, the school – in partnership with parents, carers and professionals – may request an **Education, Health and Care (EHC) Needs Assessment** from the Local Authority.

This process helps decide whether a child requires an **Education, Health and Care Plan (EHCP)**, which sets out their strengths, needs, outcomes, and the support needed to help them achieve these.

We currently have **ten pupils** in school with an EHCP.

Discussions about whether to request an assessment always take place with the SENDCo and parents/carers, to ensure a shared understanding and decision. An EHC needs assessment is a detailed, collaborative process that can take up to **20 weeks**. It involves gathering evidence from school, parents/carers, and professionals, such as Educational Psychologists, Speech and Language Therapists, or Occupational Therapists.

An EHCP does **not automatically mean one-to-one support**, but ensures that resources and provision are carefully matched to each child's individual needs. Every plan is unique, and is designed to help the child **thrive, learn, and participate fully** in school life.

For more information, please see the [Durham Local Offer](#).



WHAT IS THE ROLE OF THE SENDCO?

If your child has SEND, our SENDCo will:

- Make sure the **right support is in place**, so that your child can learn, achieve and feel confident in school.
- **Work closely with teachers and teaching assistants** to help them understand your child's needs and plan effective support.
- **Ensure your child has an up-to-date SSP**, which outlines their strengths, areas of need, personalised targets, and strategies being used to support them in school.
- **Arrange staff training and guidance** to build confidence and consistency across school when meeting children's individual needs.
- **Keep in regular contact with parents and carers** to share progress, listen to your views, and work together on next steps.
- **Liaise with other professionals** (e.g. Speech and Language Therapists, Educational Psychologists, Health Services) when additional advice or support would benefit your child.
- **Ensure teachers understand that all children learn in different ways**. Some may need more time to embed new skills; others may need activities broken down into smaller steps, with visual prompts and personalised resources to help them access learning successfully.

Our SENDCo is Ms Kathryn Bunce.

Kathryn is currently finishing her NPQ SENCO, due to complete this in April 2026.



WHAT DOES OUR SEND PROVISION LOOK LIKE IN PRACTICE?

We believe that all children learn best when they feel **safe, valued** and **understood**. Our classrooms are calm, structured and flexible, with clear routines and visual supports to promote independence. Every teacher is responsible for ensuring that lessons are accessible to all pupils through high-quality, adaptive teaching.

This means that we:

- **Adapt tasks and expectations** so that every child can participate and succeed, using scaffolding, small steps, and practical resources.
- **Use visuals and modelling** to make learning clear and reduce cognitive overload.
- **Pre-teach and overlearn key vocabulary and concepts**, particularly for pupils who need more time to embed new learning.
- **Provide quiet spaces and regulation tools** to help pupils manage emotions and maintain focus.
- **Encourage peer support and collaboration**, celebrating effort and progress at every stage.
- **Use technology**, where helpful, to record ideas, support reading or writing, or provide alternative ways to demonstrate understanding.
- **Plan for sensory and physical needs**, such as movement breaks, flexible seating, and uncluttered spaces.



Alongside classroom adaptations, we offer a continuum of support, including:

- Small-group and one-to-one interventions for literacy, numeracy, speech and language, and emotional regulation.
- Nurture-based sessions and social skills groups.
- A calm, dedicated learning space for targeted intervention and sensory regulation.



HOW DO WE EVALUATE THE EFFECTIVENESS OF SEND PROVISION?

We evaluate impact through ongoing assessment, pupil progress data, observation, and feedback from pupils, parents/carers and staff. SEND provision is monitored and reviewed by the SENDCo and senior leaders every half term.

All of the above informs the School Development Plan and this Information Report.



HOW DO WE SUPPORT CHILDREN WITH MEDICAL NEEDS?

We follow the Department for Education guidance 'Supporting Pupils with Medical Conditions' (2017). Individual Healthcare Plans and Intimate Care Plans are created and reviewed annually. Staff receive relevant training and medical and SEND needs are coordinated to ensure a holistic approach to support.

For more information, please see our Administering Medicines Policy and our Accessibility Plan.



WHAT ARE PROCEDURES FOR SEND ADMISSIONS?

For information on the admission of pupils with a disability, please see our Accessibility Plan.



HOW DO WE MAKE SURE STAFF ARE APPROPRIATELY TRAINED AND SUPPORTED?

All staff share responsibility for inclusive practice. Ongoing professional development includes whole-staff training, specialist sessions with external professionals (such as Educational Psychologists, Speech and Language Therapists and Occupational Therapists), and in-class coaching. New staff receive induction on SEND processes and expectations.



HOW DOES THE SCHOOL ENSURE ALL CHILDREN ARE INCLUDED IN ALL ACTIVITIES?

We are committed to ensuring all children can access every aspect of school life. We make reasonable adjustments to remove barriers, provide additional adult support if needed, and promote participation in trips, clubs and events. Equality of opportunity and representation are at the heart of our curriculum and wider provision.



HOW DO WE INVOLVE PARENTS AND CARERS?

We believe that **parents and carers know their children best**, and that true partnership leads to the best outcomes. We work closely with families at every stage of the Assess-Plan-Do-Review process, and we aim to make communication open, honest and supportive.

This means that we:



- Involve parents in **planning and reviewing support** for their child each term.
- Offer **informal check-ins** to talk through any concerns or next steps.
- Host half-termly **SEND coffee mornings**, where parents can meet with the SENDCo, share experiences, and hear from visiting professionals.
- Share termly **SEND newsletters** to keep families informed about updates, training opportunities and support services.
- **Maintain an open-door policy** – families can contact the class teacher or SENDCo whenever they need support or advice.
- Families are also encouraged to contact [Durham SENDIASS](#) for impartial information and guidance.

HOW DO WE LISTEN TO AND INVOLVE CHILDREN?



Pupil voice is central to our approach. Children are encouraged to share what helps them to learn and what they find difficult. We use child-friendly language and tools to involve pupils in their own target-setting and review meetings, promoting **self-advocacy and confidence**.

HOW ARE TRANSITIONS SUPPORTED?

Transitions are carefully planned to ensure **continuity and confidence**. This includes handover meetings and visits within school, liaison with nurseries and feeder schools for new pupils, and enhanced transition programmes for pupils moving to secondary school. Our SENDCo works closely with secondary colleagues to ensure information and support strategies transfer smoothly.



WHAT SHOULD I DO IF I HAVE CONCERNS OR A COMPLAINT ABOUT MY CHILD'S SEND PROVISION?

We encourage parents and carers to discuss any concerns with their child's class teacher or the SENDCo in the first instance. If concerns remain, they can be escalated to the Headteacher. Parents may also seek independent advice from [Durham SENDIASS](#).

A formal complaint can be made following the procedure within our 'Complaints Policy'.

Sometimes, parents/carers may have a complaint or concern over matters relating to an outside agency. Where this is the case, the SENDCo is happy to assist families. Such complaints will be managed directly by the outside agency.



WHERE CAN I FIND MORE INFORMATION?

Throughout this report, other policies have been referenced. These policies can be found [here](#).

Suggested policies:




- Accessibility Plan
- Administering Medication Policy
- Behaviour Management Policy
- Children with Health Needs That Cannot Attend School Policy
- Complaints Policy
- Equality Statement and Action Plan
- SEND policy
- Supporting Pupils with Medical Needs Policy

KEY CONTACTS:

Alison Johnson – Headteacher

Kathryn Bunce – Assistant Headteacher, SENDCo

Susan Kitching – SEN link governor

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