

North Crescent Primary School Special Educational Needs Information Report 2025-2026



This is our Special Educational Needs School Information Report - it outlines what we offer for children and young people with special educational needs and disabilities (SEND) in our school.

Written by Mrs V Mallyon
Last Reviewed: January 2026
Next Review: January 2027

Introduction

Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy. You can find it on our website <https://www.northcrescent.org>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report

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1. What types of SEN does our school provide for?

Our school provides for pupils with the following needs (*as outlined in the SEND Code of Practice 2015*):

| Area of need | Condition |
|--------------------------------------|---|
| Communication and interaction | Autism spectrum disorder (ASD), Speech and Language Difficulties |
| Cognition and Learning | Specific Learning Difficulties, including dyslexia, dyspraxia, dyscalculia, Moderate Learning Difficulties, Some Severe and Complex Learning Difficulties |
| Social, Emotional and Mental Health. | Attention deficit hyperactivity disorder (ADHD), Trauma, Oppositional Defiance Disorder, Pathological Demand Avoidance |
| Sensory and/or Physical | Hearing impairments, Visual Impairments, Multi-sensory Impairments, Physical Impairments |

Often you will find that children's needs overlap and are rarely confined to one area of need which is why we place a lot of importance on taking a holistic view of your child. More information can be found about 'Areas of Need' in the ***Essex Ordinarily Available Documents***. Please use the links on the SENDIASS website to access these documents

<https://www.essexsendiass.co.uk/parents-and-carers/who-to-talk-to/ordinarily-available/>

2. Which staff will support my child, and what training have they had?

Our SENCO is Mrs Victoria Mallyon

Mrs Mallyon has been a qualified teacher for 25 years, She has 9 years experience in the SENCO role and has worked as a primary school teacher and a teacher within a special school across all ages, including primary and secondary age pupils.

Mrs Mallyon achieved the National Award in Special Educational Needs Co-ordination in 2016 and went on to achieve her Advanced SENCO Award and SENCO as Leaders Award in subsequent years. Mrs Mallyon also has a Postgraduate Diploma in Childhood Autism.

Mrs Mallyon works 4 days a week (Mon/Weds/Thurs/Fri) to manage SEND provision across the whole school.

Head of School **Miss Georgina Elson** is a qualified SENCO.

Our Pastoral and Inclusion Lead is Mrs Julie Quick

Mrs Quick has had 13 years experience in this role and has also worked as an LSA previously. Mrs Quick works 4 days a week (Mon/Tues/Thurs/Fri).

She has undergone TPP Training (a trauma informed approach) and led this approach across the whole school. Mrs Quick is also our behaviour lead within the school.

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teachers have completed training in Makaton, The Ordinarily Available, Pathological Demand Avoidance, Autism, Trauma Informed Schools and Therapeutic Thinking

Learning Support Assistants (LSAs)

We have a team of LSAs across the school, including one higher-level teaching assistant (HLTA) who are trained to deliver SEN provision. They are trained to deliver interventions such as Precision Teaching, Toe by Toe, Bearing Away, Attention Autism (Bucket), Speech and Language Interventions (advised by NHS therapists), Emotional Regulation/SEMH Groups, Life Skills, Gardening Therapy, Sensory Diets and Gym Trails.

External Agencies and Experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

Inclusion Partners

Specialist Teachers

NHS / private speech and language therapists

Educational psychologists

Occupational therapists

GPs or paediatricians

School nurses

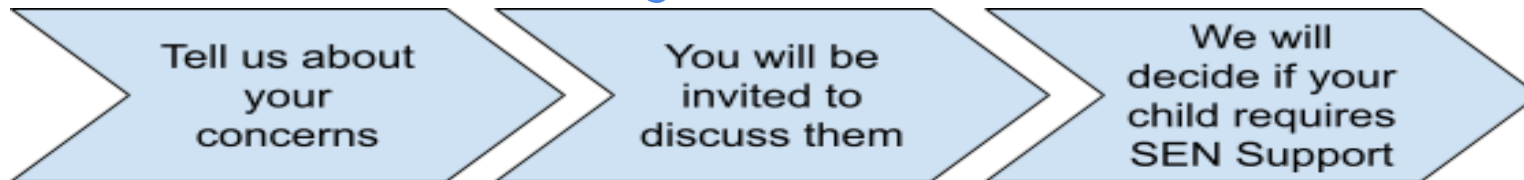
Child and adolescent mental health services (CAMHS)

Attendance Support

Social Services / Family Solutions

Play therapists

3. What should I do if I think my child has SEND?



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra interventions to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO and/or Pastoral & Inclusion Lead, and will contact you to discuss the possibility that your child has SEND.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as an inclusion partner, speech and language therapist, an educational psychologist, or a paediatrician. We will always seek your permission via a CDF9 form before we involve any outside agencies.

Based on all of this information, the SENCO will decide whether your child needs SEND support. You will be informed of the outcome of the decision.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENCO will work with you and the class teacher to create a SEND support plan for them called a One Plan. This is a document that is produced and reviewed termly.

5. How will the school measure my child's progress?

We will follow the 'Graduated Approach' to meeting your child's SEN needs. The Graduated Approach is a 4-part cycle of **Assess, Plan, Do, Review**:

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child has, as well as getting help from external professionals where necessary.

Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer



Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of support and offer help to your child to achieve this.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?


We will provide termly reports on your child's progress via their One Plan document.

Your child's class teacher will aim to meet with you 3 times a year, usually during parent consultation meetings to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best

| | |
|---|---|
|  My North Crescent Primary School One Plan <small>Area of Need: CSE / CSE+ / SEMH / SSP Level of Support: SEN Support / EHCP / EHCIP Date One Plan Started</small> | Name: D.O.B: Year Group: Teacher: Parents / Carers: |
|---|---|

for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher in the first instance. You can get in touch with your child's class teacher, SENCO or Pastoral and Inclusion Lead by telephoning or emailing the school office - admin@northcrescent.org

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey or questionnaire
- Use Widgit symbols to communicate their feelings and preferences.

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality adaptive teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child. Teachers will take guidance from Essex's Ordinarily Available Document and from the SENCO and/or Pastoral & Inclusion Lead.

Adaptations may include:

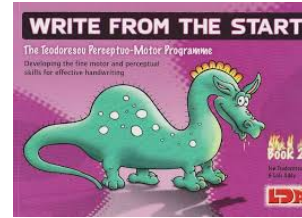
- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Learning Support Assistants may support pupils on a 1-to-1 basis if an intervention requires this level of support.
- Learning Support Assistants may support pupils in small groups.

We may also provide the following interventions:

- Gym Trail
- Sensory Diets
- Precision Teaching
- TEACCH Workstation Approaches
- Makaton
- Communication Board modelling and support
- Toe by Toe
- Individual Speech and Language programmes - guided by NHS therapists



- Bearing Away
- Teodorescu Write from the Start Handwriting Intervention
- Plus 1 / Power of 2 Maths Interventions
- Small Group Maths / English / Phonics Interventions
- Life Skills
- Gardening



Hello



This list is not exhaustive. We take our guidance from Essex's Ordinarily Available Document <https://eucp.essex.gov.uk/media/2507/ordinarily-available-targeted-support-some-pupils-sept2023.pdf> to establish which interventions will be most suitable for each Area of Need.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO and / or Pastoral & Inclusion Lead
- Using Provision Maps to measure progress
- Holding an Annual Review (if the child has an Education Health Care Plan EHCP)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More support hours
- Further training for our staff
- External specialist expertise

If that is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

SENIF Funding and Disability Access Funding (specifically for Nursery aged children) would be our first port of call, followed by an application for an EHCP if we deem it to be appropriate and necessary.

For school age pupils we may apply for temporary IPRA (Individual Resource Agreement Funding) for any children with medical needs or children who are new to our school and require funding to support their transition. Again, we may go on to decide that an EHCP application may be appropriate and necessary.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

We ensure that there are no barriers to our pupils with SEND enjoying the same activities and opportunities as other pupils in our school. However the wellbeing of the pupil will always be at the forefront of any decision we make regarding additional activities.

All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Where applications for admission exceed the number of places available, the following criteria will be applied, in the order set out below, to determine which children to admit:

1. Looked After Children and previously looked after children
2. Children with a sibling attending the school at the time of application and admission
3. Children living in the priority admissions area.
4. Remaining applications.

We will follow all consultation processes to ensure that if an EHC plan names the school and we feel our school is an appropriate placement to meet the needs of your child, they will be admitted before any other places are allocated

13. How does the school support pupils with disabilities?

At North Crescent Primary School we support pupils with disabilities and have taken the following steps to prevent disabled pupils from being treated less favourably than other pupils:

- Disabled toilet with changing area, including a medical bed with adjustable height.
- Use of Widget communication tools and visual aids
- Sensory room and Sensory Garden
- Nurture Nooks and Reflection Tables in each classroom
- SEND Hub for our pupils with complex and high needs, especially autism/speech, language and communication needs

14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

We have a dedicated Pastoral and Inclusion Lead, Mrs Julie Quick, who works closely with our children and families should they require support with their emotional well-being and mental health. Mrs Quick can be contacted via the school office.

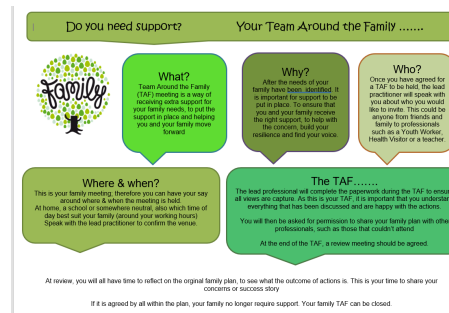
Pupils with SEND are encouraged to be part of the school council and pupil senate.

We provide extra pastoral support for listening to the views of pupils with SEND by using visual aids such as Widget to help those pupils communicate with us.

We run a Wellness Wednesday session before school that we invite some of our more vulnerable pupils or pupils who need support with friendships and relationships to. Pupils receive breakfast and spend time playing games with their friends. It is a lovely opportunity for pupils to have a mid-week check in with our Pastoral Lead.

If we feel your family would benefit from a team approach we may invite you to a Team Around the Family Meeting. You can find out about these here: <https://www.essexsendiass.co.uk/assets/Files/What-to-expect-at-a-Team-around-the-Family-Meeting.pdf>

We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by following our behaviour policy. This follows a logical consequence approach. You can find the logical consequence steps here <https://www.northcrescent.org/attachments/download.asp?file=272&type=pdf>



15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEND is discussed

Schedule lessons / activities with the incoming teacher towards the end of the summer term

Write pupil passports

Prepare Social Stories or Video Stories so that pupils can look at / watch these over the summer

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases (for primary schools)

The SENCO/Pastoral Team of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

Practising with a secondary school timetable



Learning how to get organised independently

Plugging any gaps in knowledge

Attending additional transition visits

Spending time at their new school with the Pastoral Teams

The secondary school may attend One Plan or Annual Review meetings

16. What support is in place for looked-after and previously looked-after children with SEN?

Miss Georgina Elson (Head of School) is our designated teacher for looked-after children and previously looked-after children.

Alongside Miss Elson, Mrs Julie Quick (Pastoral Lead) and Mrs Vicki Mallyon (SENCO & Assistant Headteacher) oversee the education and paperwork for looked-after children and previously looked-after children.

Miss Elson, Mrs Quick and Mrs Mallyon will work together to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Our Trust Concerns and Complaints Policy can be found here

<https://schoolpolicytracker.co.uk/wp-content/uploads/2025/08/1754120984.pdf>

Complaints about SEN provision in our school should be made to the class teacher in the first instance. If the matter cannot be resolved, then this may be escalated to SLT. If your matter remains unresolved then we will refer you to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint to the Local School Board / Executive Leadership Team

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

Admission

Exclusion

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

The contact details of the disagreement resolution and mediation services for your local authority is

Website: <http://www.globalmediation.co.uk/service/special-educational-needs-disability/>

Telephone: 02084411355

Email: sen@globalmediation.co.uk

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's local offer - Essex Local Offer. This is published on their website: <https://send.essex.gov.uk/>

Our local special educational needs and disabilities information, advice and support (SENDIASS) services are:

Essex SENDIASS <https://www.essexsendiass.co.uk/>

Local charities that offer information and support to families of children with SEN are:

SNAP Brentwood <https://www.snapcharity.org/>

Little Heroes Southend <https://littleheroesasd.co.uk/>

National charities that offer information and support to families of children with SEN are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)



19. Glossary

Access arrangements – special arrangements to allow pupils with SEN to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

EHC plan – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

First-tier tribunal / SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision that meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages