Howard Primary School

SEND Information Report 2025-2026

Introduction

Welcome to our SEND information report which is part of the Croydon Local Offer for learners with Special Educational Needs (SEN) and /or disabilities. This information is updated annually.

At Howard we believe that all our pupils are entitled to an inclusive education where they can make progress and achieve their full potential, irrespective of special educational needs or disability. It is our intention that all children receive a broad and balanced curriculum which enables them to develop the skills, knowledge and self-confidence to make a successful transition to their next stage in education and ultimately into adulthood. At Howard Primary, Quality First Teaching meets the needs of the majority of pupils through personalisation and differentiation to remove barriers to learning.

Identifying the Special Educational Needs of pupils

The Code of Practice 2014 defines SEN as follows: "A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. We refer to the Term "Special Educational Needs" if a child:

1. has significantly greater difficulty in learning than the majority of the children his or her age in one or more areas of learning.
2. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post16 institutions.

The difficulty or disability may relate to:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

What should I do if I think my child may have Special Educational Needs?

Who should I contact to discuss the concerns or needs of my child?

Class Teacher	If you have concerns about your child you should firstly speak to your child's class teacher. The class teacher is responsible for: • Adapting and refining the curriculum to respond to strengths and needs of all pupils. • Checking on the progress of your child and the identification, planning and delivery of any additional support. • Contributing to devising personalised learning plans which may be incorporated into Support Plans to prioritise and focus on the next steps required for your child to improve learning. • Meeting with parents, ensuring they are kept informed regarding their child's needs and how these needs are being addressed in school. • Advising parents how best to support their child's learning at home. • Applying the school's Inclusion policies. Liaising with the SENDCO as well as other involved staff (e.g. TAs, staff delivering intervention programmes, Subject Leaders).

Special Educational Needs and Disability Coordinator (SENDCO):	The SENDCO's role is to coordinate provision for children with SEND in addition to developing the school's SEND policy. This is achieved through a collaborative approach: • Being involved in supporting a child's learning and access to the curriculum in consultation with teachers.

Miss H Carr senco@howard.croydon.sch.uk	• Supporting staff by advising with regard to 'next steps' e.g. intervention, referrals, professional development opportunities. • Informing parents, with the teacher, about the range and level of support offered to their child. • Being available to meet with parents as necessary e.g. joining meetings with the Educational Psychologist (EP), Speech and Language Therapist (SALT) and other professionals or to offer advice/reassurance on an informal basis. • Including parents when reviewing how their child is progressing. • Being party to discussions regarding planning successful transitions to a new setting (class or school.) • Liaising with a range of outside agencies including: Educational Psychologist (EP), Speech, language and communication therapists (SALT) Occupational Therapists (OT) Physiotherapists Child and Adolescent Mental Health Service (CAMHS) Visual Impairment service Hearing Impairment service Pupil Referral Unit Specialist teachers e.g., Autistic Spectrum Disorder, Dyslexia, physical disabilities School nurse Health Service Social Services & Educational Welfare Special schools

	Parents in partnership (PIP) The Virtual School (Children Looked After) A range of professionals are consulted who can offer advice and support to help pupils overcome difficulties, provide specialist advice to staff and facilitate training to ensure that all staff are skilled and confident in meeting a range of needs.
Headteacher: Miss Jo Handley office@howard.croydon.sch.uk	**The Head teacher is responsible for:** The day to day management of all aspects of the school, including the provision made for pupils with SEND and all relevant policies.
SEND Governor: Ms Tammy Butcher office@howard.croydon.sch.uk	**The SEND Governor is responsible for**: Supporting the school in evaluating and developing the quality and impact of provision for pupils with SEND across the school. Discussing progress of pupils with SEND with teachers, SENDCO, Headteacher and Governors.

Support for children with Special Educational Needs The following questions and responses will give you some more information about Special Educational Needs at our school.	
QUESTION:	**ANSWER:**
How does the school know if children need extra help and what should I do if I think my child may have special educational needs?	We track the progress of all our pupils and regularly discuss any concerns we have as well as celebrate achievement. We have systems in place to use data to support tracking. Parents are encouraged to speak to the Class teacher first and then with SENDCO about any concerns they have. For children who are unable to follow the National Curriculum, we use a tracking system called BSquared.
What additional support can be provided in the classroom?	All pupils are given 'Quality First Teaching' where lessons are differentiated and pupils are given work at their own level according to their needs. All teachers are responsible for creating and maintaining classroom environments that support all learners. Sometimes this is with the direct support of a Teaching Assistant. A Teaching Assistant (TA) is a member of staff who is trained to work under the direction of a class teacher and Year Group Leader. In our school, TAs are trained to support the learning of small groups, 1:1 and delivering interventions to targeted groups. Pupils with SEND may be given different tasks to achieve. Prior to entry, we liaise with pre-schools, previous schools and parents/carers. We share information and identify needs. We seek to match provision to need and the Leadership Team closely monitors the impact of specific interventions on pupil progress. Progress and impact of interventions are regularly shared with the pupil and their families at parent consultations.

	If additional funding is allocated from SEN to a child through an Education Health and Care Plan, we will use this funding to provide additional support to the pupil; this may be an additional person OR a specific resource OR a mix of different things as outlined in the Education Health and Care Plan. If we think your child needs additional support from a TA on a regular basis, we will tell you. If your child had TA support in another school or setting, we would like you to tell us please. We also utilise pupil premium funding, where relevant, please contact our Head Teacher, Miss J Handley for further information.
What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?	Access arrangements – which includes readers, scribes, extra time, small classroom for pupils with SEND needs. We act upon advice given by outside agencies for example hearing impaired (HI) children sit near the front.
How will I know if my child is making progress and how will you help me to support my child's learning?	We regularly share progress feedback with all our learners and their families. We offer 3 parent consultations each year and each child is given an annual report in the summer term. It may be appropriate to hold further meetings during the year with the family, parents and outside agencies. We share what can be done by families at home to support the learning at school and our open-door policy gives parents the opportunity to speak to school staff.
What training are the staff supporting children and young people with SEND had or are having?	Our Special Needs Co-ordinator (SENDCO) is an experienced qualified teacher. . We regularly invest in training our teaching and support staff. The SENDCO ensures our staff are updated on all matters pertaining to special educational needs and disability. Staff also undertake training where possible specific to individual needs. The SENDCO meets regularly with other SENDCOs and attends training from the local LA termly.
How will my child be included in activities	As an inclusive school, we involve all our children in all aspects of the curriculum, including activities

outside the classroom including school trips?	outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met and parents/carers are consulted and involved in planning.
How accessible is the school environment?	Being a Victorian building does lead to difficulties in access for some pupils and adults with certain mobility needs. However, wherever possible access is planned for and whenever building works take place access and mobility issues are a priority. We have one disabled toilet on the ground floor (by the main office) and one on the second floor by the Reception and Y2 classes.
What happens when my child with SEND transfers to Secondary School?	We work closely with local Secondary schools to help make this transition as smooth as possible and to ensure that individuals needs are catered for. We often set up extra visits for children with SEND to help this process. Our SENDCO attends a formal transition meeting with secondary school SENCOs/ Inclusion Leads in the Summer term. That allows for support plans and information to be shared before pupils start at secondary school. If your child has an Education Health Care Plan we arrange a transition meeting at the end of Year 6 and invite high school colleagues. In this way Parents can be confident that the correct provision is available for their child at transition.
How is the decision made about what type and how much support my child will receive?	In response to data tracking and working with the pupil, their families and other staff, the Class Teacher and SENDCO consider a variety of options for suitable provision before deciding on a course of action. All interventions are monitored for impact and outcomes are defined at the start of any intervention.
Who should I contact if I think my child needs extra support?	Contact can be made through your child's class teacher, SENDCO (Miss H Carr) or Headteacher (Miss J Handley).
What interventions are available for my child at Howard Primary School?	

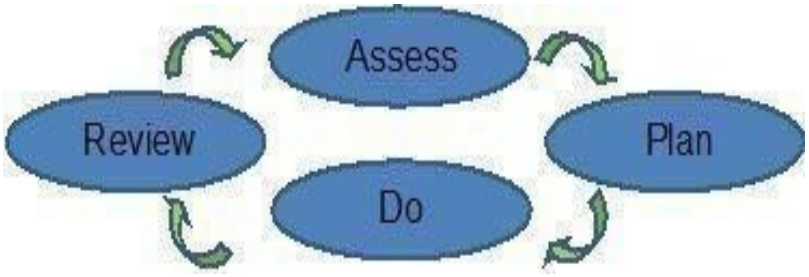
Reading - a range of reading support is available for children across all year groups. This may take the form of one-to-one reading, additional phonics using RWInc and Fresh Start supporting decoding or reading high frequency words, additional guided reading groups, reading intervention programmes such as LEXIA, Echo Reading, comprehension support and booster groups (PIXL).
Writing - Depending on the age and ability of the children, we run fine motor skills groups to develop handwriting, language groups to develop grammar and vocabulary and spelling groups to develop spellings and punctuation.
Maths - Maths support can be given in a variety of ways including one-to-one support, targeted maths resources, differentiated maths meetings, group intervention programmes (PIXL) and booster groups after school.
Speech and Language Therapy - We have regular visits from a Speech and Language Therapist from Words First. As language needs are a high need in our school, we screen all Reception children using a programme called NELI (Nuffield Early Language Intervention). We ran language groups such as Talk Boost KS1 and KS2, Chatter Tots.
Emotional Support –
We use Zones of Regulation both at a whole school and at a targeted level. At targeted level we run a 17 weeks Zones of Regulation programme in small groups or 1:1.
We also have 3 staff members who are qualified to deliver programmes from 'Mindfulness in School Programme' (MISP).
We liaise with outside agencies such as Bereavement Support, Educational Psychologist and SEND locality to source appropriate support for a pupil who is struggling emotionally.
Our staff has undertaken training on Childhood Adverse Experiences (ACE) and we are building on our trauma informed knowledge.
Mrs Powell is our trained ELSA (Emotional Literacy Support Assistant) who delivers short emotional literacy interventions.
Miss E Ancel is our qualified Senior Mental Health Lead.
Miss Ancel is our qualified Yoga Teacher.
Miss Ancel is our Mental Health First Aider.
We are part of MHST Wave 12, an NHS mental health /wellbeing initiative, which has enabled us to offer the following free services: • Counselling sessions with Mr Wiggan, qualified counsellor

• 1:1, Group or parent sessions with Miss Reid-Smith, qualified Education Wellbeing Practitioner. She offers support in the areas of behaviour, anxiety, low mood.	
What external teaching and learning do you offer?	• School trips for each year group. • Visitors to school. • We are part of the Children's University that promotes learning outside the classroom. https://www.childrensuniversity.co.uk
What is the school's policy on administering medication?	For medication to be administered in school it must be prescribed by a doctor and have a named chemist label on it or for 'over the counter medication' be in its original packaging with dosage instructions. Normally we can only give medication which is needed four or more times a day and/or before food; Parents/Carers must sign a consent form at the office on the first morning they need the medicine to be administered. For further information please contact Mrs Newlands on 0208 6884216
How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child/young person?	Staff names and responsibilities are on the school website or available from the school office. https://www.howard.croydon.sch.uk/teaching_staff/

Assessment, Planning, Do and Review

If a child is identified as having SEN, we will provide support that is 'additional to' OR 'different from the differentiated approaches and learning arrangements normally provided as part of high quality first teaching' intended to overcome the barrier to their learning.

When providing support that is 'additional to' OR 'different from' we engage in a four-stage process:



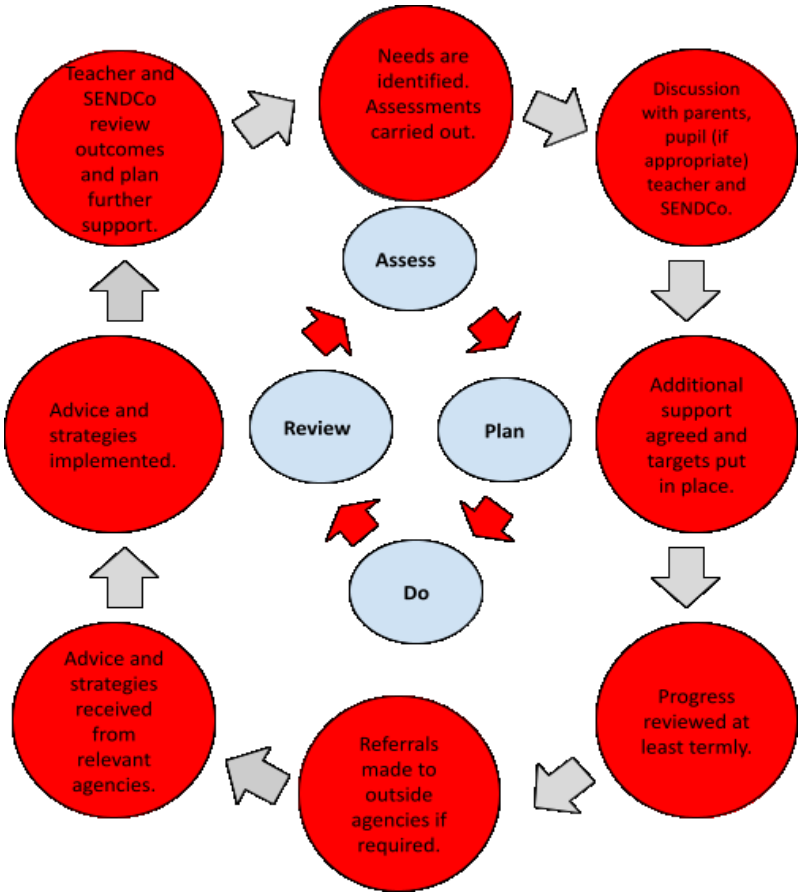
Assess = Class Teachers, SENCO and /or Parents and Carers identify pupils as needing SEN support. In some cases, additional advice may be needed and this will take the form of referrals to external agencies such as Speech and Language Therapist (SALT), Occupational Therapy (OT), Educational Psychologist (EP).

Plan = Evidence based interventions and support are agreed with all parties concerned and put in place. Targets are set and a time frame agreed for a review. The plan is called Pupil Support Plan.

Do = Class Teachers retain responsibility for working with the pupil. They will work closely with the Teaching Assistant (TA) or specialist staff. The SENCO will support the class Teacher and TA by advising on the effective implementation of the support.

Review = The progress made by the pupil against the targets set at the Assess and Plan stage are reviewed in line with the agreed review date. Class Teachers, SENCO, together with the parent and pupil, will decide whether good progress has been made or not. Further support might be sought from external agencies and where, appropriate, a referral for an Educational Health Care Plan (EHCP) or SEN Locality might be agreed on.

If there are concerns over a child's progress the following cycle will take place:



Children who are receiving SEND support will have a 'Support Plan' and this will include strategies and targets to help your child work towards overcoming any difficulties.

This will consider your child's strengths as well as areas of difficulties. Identified additional provision will then be carried out until the next review.

Support Plans will be reviewed each term and you will be invited to discuss this at parents' evenings or at a separate meeting if necessary. You and your child will be invited to contribute to reviewing your child's progress. In some cases, it may be necessary to increase or change the nature and level of support to help your child make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist or Speech and Language Service.

A referral for support from an outside agency will only be made with your consent.

Children who have an Education, Health and Care Plan (EHCP) will have an additional annual review of their progress which involves all adults involved in the child's education.

Assessing the Impact of Intervention

The interventions used will be those that are proven to make a difference for most learners.
A baseline assessment will take place at the beginning of an intervention – this will provide the point of reference for measuring progress made by a child – and a target outcome set.
Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and/or intensity. The termly reviews will involve children and their parents or carers, as well as class teachers, and a record kept of agreed actions.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This might involve: Speech & Language Therapy services, Occupational Therapist, Physiotherapist, an Advisory Support Teacher or Educational Psychologist or health services such as a Paediatrician.

Where a child has an Education, Health and Care plan (EHCP), there will be an annual review held in addition to the termly review meetings, considering the views of the child, their parent or carer, and all other professionals involved with the child.

Further Information
To find out more about what Croydon LA can offer your child please follow these links.

Croydon Local Offer:
https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page

Parents in Partnership (PIP)
https://localoffer.croydon.gov.uk/kb5/croydon/directory/service.page?id=vpURTf3M0v4

DfE Code of Practice Special Educational Needs and Disability
Code of Practice Jan 2015
https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf