Crown Meadow First School and Nursery

SEND Information Report

This SEN information report is reviewed annually and updated promptly when information changes. Next update: September 2027

September 2026

Headteacher: Ms Hilary Allan

SEND Coordinator: Mrs Rebecca Hanson

Email: Office@crownmeadow.worcs.sch.uk

Chair of Governors: Mrs Tess Davies

Governor responsible for SEND: Mrs Hazel Byrne

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

Crown Meadow is mainstream setting and follows guidance from Worcestershire Local Authority in relation to the provision that is "Ordinarily Available" in Worcestershire Schools. https://www.worcestershire.gov.uk/sendlocaloffer Crown Meadow is committed to being as inclusive as possible, with the needs of SEN learners being met within school wherever possible. Special Educational Needs fall within 4 areas of need: A child may have needs that fall into one or more of the above categories.

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
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

Our Special Educational Needs co-ordinator, or SENCO

Our SENDCO is Mrs Rebecca Hanson she has been a teacher for 25+ years; she was an Early Years Lead at her previous school and has worked closely with families as a Children Centre Teacher overseeing a range of support groups in the local community. She can be contacted via the school office. Email: office@crownmeadow.worcs.sch.uk

Our Special Educational Needs Co-Ordinator (SENCo) receives ongoing SEN training in specific areas and is part of the Worcestershire SENCo Network and attends termly network meetings. Our SENCO is currently undertaking the NPQ SENCO Award in Special Educational Needs.

Class Teachers

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

We regularly invest time and money in training our staff to improve our Quality First Teaching and the equity approach to our inclusive curriculum, embedding the EEF recommendations for '5-a day'.

Teaching assistants (TAs)

We have a team of TAs, including 3 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We also invest in training to develop enhanced skills and knowledge to deliver Wave 2 (short-term support interventions) and Wave 3 (individualised support and interventions). Staff have received training in dyslexia, autism, speech and language needs, social skills, attachment, Lego therapy, nurture and how to support mental health and wellbeing. Information from these courses was cascaded to all relevant staff. Priorities for CPD are made according to the whole school development plan and individual needs within the school.

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:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Mental health services (MELO)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Bereavements support services

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

If parents/carers have concerns about the progress or attainment of your child, please do not keep this to yourself. Come and speak to us so we can work together to meet your child's needs

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
If you think your child might have SEN, the first person you should tell is your child's teacher. Please email the school office or speak directly to the teacher at collection to schedule a meeting.	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.	If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

They will pass the message on to our SENCO, who will be in touch to discuss your concerns. You can also contact the SENCO directly via the school office.	Together we will decide what outcomes to seek for your child and agree on next steps.	

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

All our class teachers have a handover from the previous class/setting to share learning style and any concerns. Staff are aware of SEN 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 support to try to fill it. Pupils who don't have SEN 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 about the child in Pupil Progress meetings and consider next steps, including informing the SENCO using a C**ause for Concern'** form.

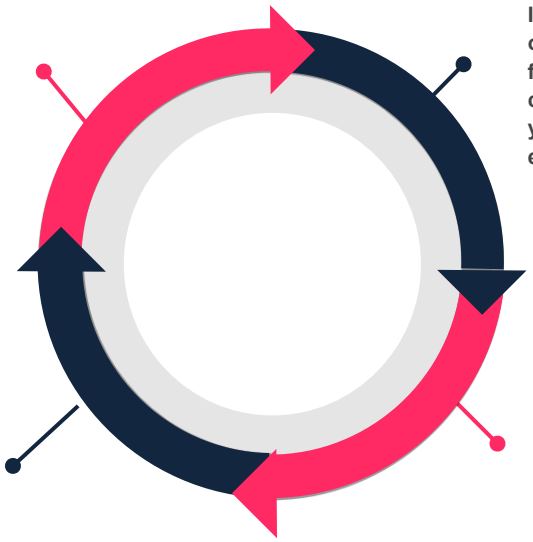
The SENCO may observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your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

School staff will contact you to discuss the possibility that your child has SEN, 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 a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing. If your child does need SEN support, their name will be added to the school's SEND register, and the class teacher/SENCO will work with you to create a **Pupil Profile** and **SEN individual teaching plan (ITP)** for them.

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**.
https://www.worcestershire.gov.uk/graduatedresponse



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.

Parents, staff and children work together as part of this assessment and review cycle during parent consultations, termly reviews and additional meetings where necessary.

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

At Crown Meadow, we believe parents and carers know their children best and are the experts when it comes to your child's needs and aspirations for their future. Your views are very important, and we want to work in partnership with you at every stage, so you have a full understanding of how we're trying to meet your child's needs and that you can provide insight into what you think would work best for your child.

- **Regular Communication** – We keep you informed through meetings, phone calls, and emails, so you always know how your child is doing.
- **Review Meetings** – If your child has a support plan or an Education, Health and Care Plan (EHCP), you will be invited to termly review meetings to discuss progress and next steps.
- **Working Together** – We welcome your ideas about strategies that help your child at home and in school. Together, we will agree on targets and support.

- **Pupil Voice** – We also involve your child in these conversations, so they can share how they feel about their learning and what helps them best.
- **Open Door Policy** – Our class teachers and SENCo are available to meet with you if you have questions or concerns at any time, not just at formal meetings. Please just contact the school office for a meeting or catch us at pick up or drop off times for a quick chat.

We see the relationship between school and home as a partnership, ensuring that every decision made about your child's education is shared and supported.

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 discuss their views with a member of staff who can act as a representative during the meeting, complete a survey, questionnaire or rating scale, prepare a statement, drawing, video recording etc. or attend meetings to discuss their progress and outcomes as appropriate.

At Crown Meadow, pupil voice matters. We want pupils to feel part of the choices we make about their learning. We say:

- We will **listen to your ideas** about what helps you learn and what feels tricky.
- You can **share your views** in meetings or through drawings, writing, or talking.
- We will **set goals together**, so you know what you're working towards.
- You will have **choices** about some of the strategies, equipment, or activities that help you.
- We want you to feel **confident, respected, and included** in planning your learning journey.
- Your thoughts are important — we will always take them seriously

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

Crown Meadow has an inclusive approach and seeks to enable all pupils to reach their full potential. All pupils are taught using Quality First Teaching, and the necessary reasonable adjustments are in place. Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class, including those with SEND.

Quality first teaching (QFT) 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. Our curriculum is designed to be equitable by building on research-backed cognitive science, such as spaced retrieval and interleaving, to help all pupils, regardless of background, absorb and retain information. It achieves equity through coherent, logically sequenced modules, explicit vocabulary instruction, and a focus on building strong subject knowledge, ensuring all students have a rich, connected learning experience and the support needed to achieve their full potential.

We will use adaptive teaching strategies to modify 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.

These adaptations include:

- Adaptive teaching within 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.
- Teaching assistants will support pupils in small groups or 1-to-1 basis, based on teacher direction, and recommendations from external services.

When the school identifies the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and will be invited to a meeting at the school to discuss this further. If planned support does not make a difference, then school may consider that the pupil meets the criteria for special educational needs or disabilities (SEND), and a Pupil Profile and Individual Teaching (ITP) will be created, detailing the exact support the pupil will receive through QFT and any additional interventions at Wave 2 and Wave 3. A copy of this document will be provided to parents. School will regularly monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. SEND review meetings take place on a termly basis and occasionally more frequently if needed.

We may also provide the following support and interventions: These interventions are part of our contribution to Worcestershire's local offer.

https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer

Area Of Need	Condition	How We Support These Pupils
Communication and interaction	Autism	Structured routines, visual timetables, social stories, quiet spaces, social skills groups, support with transitions, staff training on autism friendly approaches
	Speech and language difficulties	Targeted input devised by therapists, language skills groups, use of visuals and chunking information, pre-teach vocabulary, communication aids
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Targeted intervention, multi-sensory teaching, ICT support, extra time, alternative recording Motor skills groups, handwriting/fine motor group, OT programmes, movement breaks Use of manipulatives, tasks broken down step-by-step, targeted teaching, use of visuals, real life examples
	Moderate learning difficulties	Adaptive teaching strategies, overlearning, personalised learning targets, access to tailored interventions, adults support in class
	Severe learning difficulties	Highly personalised curriculum, 1:1 or small group support, specialist teaching strategies, close work with external professionals
Social, emotional and mental health	ADHD, ADD	Movement breaks, quiet workstation, fiddle toys, chunking instructions/tasks, positive behaviour support
	Adverse childhood experiences and/or mental health issues	Emotionally available adult, check-ins, pastoral support, Nurture activities, staff trained in mental health awareness, referrals to wellbeing support
Sensory and/or physical	Level of Deafness	Considered seating position, visual support, staff trained in HI awareness, support from specialist teachers.
	Visual impairment	Enlarged test/resources, high contrast materials, uncluttered learning environment, use of technology, visualisers and magnifiers, support from specialist teachers

	Multi-sensory impairment	Tailored communication approach, specialist equipment, adapted resources, use of technology, close liaison with specialist teachers, personised support plans
	Physical Need	Accessibility adaption, specialist equipment (chairs, writing aids) physiotherapy programmes, support for and mobility

Crown Meadow First School seeks at all times to maximise the potential of all pupils, whatever their needs and abilities, so that all benefit from effective opportunities within the school and the wider community

How does school support cognition and learning needs?		
Wave 1 (Universal Provision) Inclusive strategies embedded in QFT for ALL learners	**Wave 2** (in addition to universal provision) Targeted intervention and support for SOME learners	**Wave 3** (in additional to universal and targeted intervention) Specialist support for a FEW learners
• Quality First Teaching (QFT) and graduated approach throughout the school • Adaptive teaching methods • Equity based curriculum • EEF 5-a-day principles • appropriate challenge level • Learning objectives and success criteria clearly communicated • TA support within class • access to resources such as phonics sound mats and high frequency words • Working walls • Use of ICT • regular additional reading • targeted small group work within class • Practical resources, manipulatives and visual support • Collaborative and self-assessment • Assessment for learning strategies • Termly pupil progress meetings	• In-class additional targeted teacher support • Targeted intervention groups in or out of the classroom • Specific intervention programmes including ELS keep up not catch up, Rapid Reading, Write Dance, Numicon, Precision teaching, Smart moves, Motor skills united • In-class additional Teaching assistant Support (small group or individual) • Pre-teaching of vocabulary and concepts • Opportunities for over learning using spaced retrieval and interleaving • Additional intervention(s) discussed at pupil progress meetings to address lack of progress/barriers to learning • Communication with subject leaders about resources available to support • Targets routinely shared and discussed with pupil	• Child placed on Special Needs Register • Parents informed of continuing needs and next steps for Special Needs support • Individual teaching plan in place with SMART targets. reviewed on a termly basis • Opportunities for personalised over learning e.g. Precision Teaching • Additional meetings with SENCO appropriate • Termly ITP review meetings • Advice and support from the SENCo for the class teacher • Individualised intervention programmes for specific children • Use of adapted and/or specialist equipment • One to one provision by special needs teaching assistants for some pupils with High Needs; EHCP or challenging behaviours • Annual review for pupils with an Education Health and Care Plan • Views of families and child sought and reflected in ITP • Assessments, advice and recommendations from outside agencies as appropriate e.g. Learning support or educational psychology

• Parents evenings and reporting to parents	• Parents informed of additional interventions, targets and the impact of intervention • Impact of intervention measured	• Use of dyslexia pathways to hold dyslexia decision meetings if appropriate

How does school support communication and interaction needs?		
Wave 1	**Wave 2**	**Wave 3**
• Differentiated curriculum planning, delivery and outcomes e.g. simplified language, key words on working wall and word mats • WellComm Language screening in reception for early identification of need • Structured school & class routines • Visual timetables • Use of visual prompts/ICT to make learning more visual • Talking Partners • Collaborative group work • Assessment for learning strategies • Pot of Fairness/No hands up/Lolly stick approach to give all the chance to speak/answer questions • In class strategies to promote language use • Vocabulary enrichment activities	• Visual timetables • Visual cues, use of Widget • Language skills interventions • Social speaking intervention groups • Individual work station • Speech intervention • Listening skills intervention	• Involvement of outside agencies e.g. SALT/ CCN Team • 'Talkabout' programmes • Use of social stories • Individual 1:1 Speech and Language interventions as advised by SALT – delivered by trained teaching assistants • Assisted technologies • Sign -along • Augmented and Assisted Communication – communication boards with symbol

How does school support physical/sensory/medical needs?		
Wave 1	**Wave 2**	**Wave 3**
• Staff are aware of individual children's needs/impairment/disability/medication or emergency treatment procedures • Motor skills developmental screening in reception for early identification of need • Whole staff training in emergency treatment (e.g. Epipen use) • Appropriately trained First aid staff • Administration of medicines procedures e.g. consent forms filled in by parents • Bathroom management facilities • Regular in-class fine motor skills and handwriting exercises as appropriate • Accessible grounds and building • Risk assessment completed as appropriate • Appropriately sized furniture and seating positions considered • Inclusive, varied and high-quality PE curriculum	• Regular withdrawal of small groups for targeted gross and fine motor skill development e.g. Motor Skills united, SMART Moves, Sensory circuits • A sensory rich curriculum/additional sensory activities • Use of equipment such as wobble cushions, pencil grips, table angles, thera-bands, ear defenders, fidget toys • Involvement of sensory support teams/OT • Health Care Plan/risk assessment in place • Advice/recommendations from school nursing team, medical team • Training for named staff for administration of medication e.g. insulin	• Involvement of outside services for advice and recommendations: School nurse, GP, Paediatrician, Occupational therapist, Physical Development Outreach (Chadsgrove), Hearing/Visual impairment Team etc. • Use of personalised, specialist equipment • Adaptations to the classroom/school environment as required e.g. sound boards/specialist furniture • Individualised interventions as appropriate • Involvement of the medical education team • Implementation of specific medical recommendations
How does school support social, emotional and mental health?		
Wave 1	**Wave 2**	**Wave 3**
• Whole school caring ethos and values • Delivery of PSHE/ RSE within class • Opportunities to develop emotional well being • Regular opportunities for mindfulness, outdoor learning, creativity and physical exercise	• Specific intervention programmes such as 'it's good to be me' • Nurture group • Social skills groups – Talk-about • Self-esteem groups • Lego therapy • Check in with key adults	• Individual nurture time with a trained TA for children with specific needs • Meet and greet routines • Referral to Melo or CAMHS • Involvement of outside agencies e.g. educational psychology, CCN team, school nurse, family support

• Class worry monster	• Use of calming space/calming activity box • Worry boxes, emotional cards, emotion zones, journals	• Individual interventions and strategies as advised by outside agencies • Individualised emotion zone boards

9. How will the school help me to support my child's learning?

The school will work closely with you to support your child's learning through regular communication, including parents' evenings, review meetings and written reports. You will be involved in setting and reviewing targets on your child's Individual Learning Plan and we will share strategies that can be used at home, such as games, resources or online tools. Where outside specialists are involved, their advice will be explained clearly so that you know how to help your child at home. We also offer parent workshops and information on our website to support learning. Most importantly, you are always welcome to contact your child's class teacher or the SENDCo if you have any questions or concerns, as we believe that a strong partnership between school and home makes the biggest difference to your child's progress and wellbeing.

10. 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
- Informal review of the impact of interventions after 4 weeks, making changes if no/little progress is noted.
- Monitor across the curriculum to see if skills taught are being used and applied
- Monitoring by the SENCO or external support services if involved.
- Holding an annual review (if they have an education, health and care (EHC) plan)

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

Quality First Teaching is the high standard of adaptive teaching (Wave 1) that we expect all staff to deliver at Crown Meadow. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner, and their families as necessary. All support plans and interventions are monitored for impact, and outcomes are defined at the start of any support plan.

School will use their best endeavours to make sure that a child with SEN gets the support they need, so it may be that your child's needs mean school will need to secure:

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

If the child does not make expected progress, we will undertake further personalised assessment in school and may then consult with external agencies to get recommendations on what will best help your child access their learning. This will inform the Wave 2 or 3 learning plan.

Our finances are monitored and audited regularly, and we utilise resources to support the strategic aims of our setting as well as individual learner needs. The school's notional SEN

budget is used to fund additional support for pupils with SEN. 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.

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

We believe that there should be no barriers to your pupils with SEN enjoying the same activities as other pupils in your school, including physical activities. All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. All pupils are encouraged to go on our school trips, including our residential trip No pupil will be excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

Our Equality Opportunities Policy promotes involvement of all of our pupils in all aspects of the curriculum, including activities outside the classroom. Whenever possible, school support and intervention take place within the classroom or outdoor learning environment, with peers.

Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.

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

At Crown Meadow, we welcome every child and believe that all pupils should have the same opportunities to join our school, whatever their needs. Having a special educational need or disability will never stop a child from being offered a place here.

We talk with families before a child starts so that we can understand their needs and make any adjustments to help them settle in. Where a child needs extra support, we plan ahead, for example by arranging extra visits, introducing key staff, or providing resources that make the transition smoother. If a child has an Education, Health and Care Plan (EHCP), the local authority manages the admission process. If our school is named in the EHCP, we will work with the family and professionals to make sure everything is ready for their start. Our school environment is accessible, and we make reasonable adjustments (such as equipment, seating, or staff training) so that children with disabilities can take part in all aspects of school life.

We are proud to be an inclusive school and want every child to feel welcomed, valued, and supported from day one.

14. How does the school support pupils with disabilities?

At Crown Meadow, we want every child to feel included and supported. For pupils with disabilities, we work closely with families to understand their child's needs. We make reasonable adjustments during admissions and throughout school life, including pre-starting meetings. Teachers will adapt lessons and use resources to make learning accessible. We work with support agencies, like Chadsgrove outreach services for Physical Difficulties and Multi-Sensory Impairments to provide support and resources for individuals with identified needs ensuring the specialist equipment or technology is provided and make sure the school environment is safe and accessible. Training is offered to staff so they can meet a wide range of needs.

We support children's confidence, friendships, and wellbeing. We ensure all pupils can join in trips, clubs, and school activities.

We regularly review support with families to make sure every child can thrive.

15. How accessible is the school?

Where feasible, we make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adhere to The Equality Act 2010.

- We have additional rails and ramps around the school, as well as disabled toilet and changing table. Additional facilities include accessible parking and evacuation plans that consider mobility, hearing and visual needs.
- Please refer to the Accessibility Policy.

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

The school places great importance on children's emotional wellbeing and will work in partnership with you to support your child. Staff will check in regularly with your child and provide opportunities to talk about feelings in a safe and supportive environment. We use strategies such as nurture groups, social and emotional skills programmes, and wellbeing check-ins to help children develop resilience and self-regulation. Where needed, we will share strategies with you to use at home so that your child feels supported in both settings, and we will signpost or work alongside external services, like Lumi Nova app or Melo support service, if extra support is required. Above all, we aim to build positive relationships so your child feels safe, valued and understood, and you will always be encouraged to talk to the class teacher or SENCo about any concerns.

17. What support is available for looked after and previously looked after children with SEND?

Looked after and previously looked after children with SEND receive additional support to ensure their needs are met. Each looked after child has a Personal Education Plan (PEP) which is reviewed regularly to set clear targets for academic progress, wellbeing and wider development. The school works closely with the Virtual School and its Learning Advocates, who provide guidance, monitor progress and ensure that the right support is in place. Additional funding, such as Pupil Premium Plus, may be used to provide targeted interventions, resources or mentoring.

Looked after and post-looked after children are also supported by the Pupil Premium Lead Teacher who will work alongside the SENCO to advocate for their provision and allocation of Pupil Premium funding. Within the Virtual School there is a Previously Looked After Children (PLAC) Adviser and Virtual School Social, Emotional and Mental Health lead, currently this role is Jade Busby, Contact details: email: jbusby@worcestershire.gov.uk telephone: 01905 846125

Strong communication between carers, social workers, the Virtual School, and the SENCo helps us to provide a consistent approach so that every child feels supported, makes good progress, and has the best possible learning experience.

18. How will school prepare and support my child to join the school and to transfer to a new setting?

We have an induction programme in place for welcoming all new learners to our setting. Pupils and families are involved in each step of the process.

- ▪ We have very good relationships with our feeder settings and the settings that most of our pupils move onto; we share information to support pupils' learning and well-being at transition meetings.
- ▪ Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils. This may include; additional transition visits; resources such as photo books; phased starts or reduced timetables; seeking advice on transition from outside agencies.
- ▪ The SENCo meets with the pre-school and Middle School SENCos prior to transition.
- ▪ Independence and aspirations are encouraged throughout the school. Life skills are taught as appropriate.

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

At Crown Meadow, we aim to work in partnership with families and resolve concerns quickly and informally wherever possible. If you are worried or unhappy about any aspect of your child's education or the support they receive, we encourage you to:

1. **Speak to the Class Teacher:** They are usually the best first point of contact. The teacher will keep the SENCO and/or Headteacher informed if the issue relates to SEND complaints
2. **Contact the SENCo:** If your concern is about special educational needs provision, you can arrange a meeting with the SENCo. Please book an appointment via the school office.
3. **Speak to a Senior Leader or Headteacher:** If the issue is not resolved, you may raise it with the Headteacher.
4. **Formal Complaints Procedure:** If you are still not satisfied, you can follow the school's formal complaints policy, which is available on our website or from the school office.
5. **Further Support** – Parents can also seek advice from the local authority or independent services such as Worcestershire SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) who can offer guidance and be a point of contact to help resolve problems that may be encountered by parents with regard to SEN provision and provision for pupils with disabilities (http://www.hwsendiass.co.uk/) .

20.What other sources of support are available for me and my family?

Other school policies linked to SEND policy/SEND Information Report
Teaching and Learning, Behaviour, Accessibility, Assessment, Safeguarding, Equal Opportunities, Attendance.

National SEND Guidance
This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation Part 3 of the Children and Families Act 2014, The Special Educational Needs and Disability Regulations 2014, Equality Act 2010 (section 20), and School Admissions Code,

Other sources of information:
Worcestershire's SEND local offer can be found at:
http://www.worcestershire.gov.uk/sendlocaloffer
Worcestershire's SEND improvement plan:
http://www.worcestershire.gov.uk/info/20546/local_offer_news_and_updates/1614/send_inspection_and_peer_review/1
Worcestershire Parent Partnership:
http://www.worcestershire.gov.uk/cms/send.aspx
Worcestershire Information and Resources:
http://www.worcestershire.gov.uk/cms/earlyyears-and-childcare/information-for-providers/inclusionequality-and-diversity/seninformation-and-resources.aspx
Worcestershire Local Offer:
https://www.worcestershire.gov.uk/sendlocaloffer