



Crane Park Primary School's SEND Information Report

January 2026

Type of School: Mainstream Community

At Crane Park School, we believe that all members of our school community should learn to succeed together. We recognise that all individuals have fundamental human rights and therefore adopt a rights-based approach to equality. We shall develop practices that promote the right for everyone to participate in all aspects of life within school by promoting initiatives that remove barriers to participation and by actively promoting equality and social inclusion.

All Hounslow Schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen. Crane Park Primary School will work with our admission authority, Hounslow LA, to ensure that the admissions process supports this policy of inclusion.

This offer of Special Educational Need and Disability will tell you:

- Who to talk to if you are worried about your child's learning
- How the school knows if your child may need support
- What to expect if your child is getting support
- What to do if you still have concerns.

For further information also see SEND Policy; Behaviour Policy; Bullying Policy; Safeguarding Policy; Teaching and Learning Policy and Complaints Policy – all these policies are accessible on our school website.



School Based Information	Staff	Summary of Responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with Learning and/or Special Educational Needs [SEN]?</p>	<p>SENCO Mrs Satbir Sidhu</p> <p>Deputy Designated Safeguarding and Attendance Officer Mrs Debbie Piper</p>	<ul style="list-style-type: none"> • Responsible for: • Coordinating all the support for children with special educational needs [SEN] and developing the School's SEN Policy to make sure all children get a consistent, high-quality response to meeting their needs in school. • Along with the relevant teacher, ensuring that you are: involved in supporting your child's learning; kept informed about the support your child is receiving and involved in reviewing how your child is doing; part of planning ahead in order to meet your child's needs. • Liaising with all the other people who may be coming into school to help support your child's learning, e.g., Speech and Language Therapy. • Ensuring all teachers update their class SEN Registers [a system for ensuring all the SEN needs of students in this school are known] and making sure that there are excellent records of your child's progress and • Providing specialist support for teachers and support staff in the school so they can help your child [and other students with SEN in the school] achieve the best possible progress and outcomes in school. • Producing Individual Support Plans in conjunction with the relevant teachers and support staff [the SEN Code of Practice promotes the role of the teacher in supporting children's needs]. • Completing Annual Reviews. • Completing requests for support from other agencies in local government and those contracted by the school using the portal or Referral form [for example Social Care, Speech and Language Therapy, Occupational Therapy, SENSS, CAMHS]. • Acting as the designated teacher for Looked After Children. • Working with the Headteacher and Governing Body to ensure compliance with the Equality Act 2010. • Ensuring the SENCO works closely with the SEND Governor • Working with other providers to ensure a smooth transition between placements for children.



School Based Information	Staff	Summary of Responsibilities
	<p>Class Teachers Teaching/Learning Leaders Subject Leaders</p> <p>Headteacher – Ms Alison Small</p> <p>SEN Governor – Ms Felicity Sulma</p>	<p>Responsible for:</p> <ul style="list-style-type: none"> • Ensuring all children receive high quality teaching. • Checking on the progress of your child. • Identifying, planning and delivering any additional help your child may need [this could be things like targeted work and/or additional support] and informing the SENCO, as necessary. • Using Individual Support Plans [ISPs] and reports from other specialist agencies when planning for your child’s lessons. • Ensuring that all staff working with your child in school are supported to deliver the planned work and programmes for your child so that they can achieve the best possible progress and outcomes. This may involve the use of additional adults, outside specialist help and/or specially planned work and resources. • Ensuring that the School’s SEND Policy is followed in their classroom and particularly for all the students they teach with any SEND. <p>Responsible for:</p> <ul style="list-style-type: none"> • The strategic direction and day-to-day management of all aspects of the school, including the support offered to children with SEND and ensuring appropriate deployment of the delegated SEND budget. • Ensuring that your child’s needs are met, though in practice day-to-day responsibility and accountability are delegated to the SENCO and Class Teachers. • Ensuring that the Governing Body is kept up to date on any issues in the school relating to SEND. <p>Responsible for:</p> <ul style="list-style-type: none"> • Making sure that the necessary support is in place for any child who attends the school who has SEND. • Ensuring that the SEND Information Report on the website is kept under review and reflects current practice at the school (paragraph 6.79 SEN Code of Practice).



B. HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in the school will get support that is specific to their individual needs. This may be provided by the Class Teacher or may involve: Other staff in the school. Staff who will visit the School from the Local Authority Central Services such as the Sensory Service [for students with a hearing or visual need] Educational Psychologist and other staff from outside agencies such as the Speech and Language Therapy [SALT] Service or Occupational Therapy Service.

Below are details of what we offer at Crane Park Primary School together with questions that you as parents or carers may want to ask, with our response as a school. Having read through these, should you have further questions, please do not hesitate to contact the Inclusion Team, where we will be happy to help in any way that we can.

What are the different types of support available for children with SEND at this school?	Types of support provided	What would this mean for your child?	Who can get this kind of support?
WAVE 1 - (Inclusive Quality First teaching for all pupils)	Class teacher input via high quality targeted classroom teaching (Quality First Teaching)	<ul style="list-style-type: none"> • Ensuring that the Teacher has the highest possible expectations for your child and all students in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like 	<p>We aim to ensure that all children in school benefit from Quality First teaching as part of excellent classroom practice.</p> <p>There will be communication with the pupils and parents on what type of support will be put in place and what the expected outcomes are.</p> <p>The way the school carries out this is explained in the section 'How will the school let me know if they have any concerns about my child's learning in school'</p>

		<p>using more practical learning.</p> <ul style="list-style-type: none"> • Putting in place specific strategies [which may be suggested by the SENCO or outside staff] to support your child to learn. • Providing additional opportunities for learning when needed. • Differentiation for all learners and adaptation for learners is what we strive for as a school. 	
<p>WAVE 2 (Additional interventions to enable children to work at age related expectations or above)</p>	<p>Where children have identified by the Class Teacher as needing some extra support in school, specific group work in a smaller group of children. This group may be:</p> <ul style="list-style-type: none"> • Run within the normal classroom setting or elsewhere. • Run by a Teacher or Teaching Assistant who has had training to run such groups. <p>This might include catch up literacy or numeracy groups, intervention group during the school day.</p>	<p>Your child's Class Teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/ learning and needs some extra support to help them make the best possible progress.</p> <ul style="list-style-type: none"> • S/He will plan group sessions for your child with targets to help your child to make more progress. • A Teaching Assistant or Teacher will run these small group sessions • These groups are likely to be a short-term intervention 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Children will have been identified by the Class Teacher as needing some extra support in school to enable them to make appropriate progress.</p>

		<ul style="list-style-type: none"> • Your child will be placed on the SEN register and the school cycle of SEN Support will begin. • You will be asked to come to a meeting to discuss your child's progress and to help plan possible ways forward. • Further meetings will be held at regular intervals to review progress against the agreed outcomes with you. • Your child's views will be sought as part of the review process and recorded on their Individual Support Plan (ISP). 	
<p>WAVE 3 (Additional, highly personalised interventions)</p>	<p>More specialised and possibly longer-term intervention which is likely to involve advice / action from external professionals either inside or outside of school. This might include:</p> <ul style="list-style-type: none"> • small group or 1:1 work, Speech and Language work, support for a Specific Learning Difficulty, or providing specific resources to support learning. 	<ul style="list-style-type: none"> • Your child will have been identified by the class teacher/SENCO (or you will have raised your concerns as needing more specialised input instead of, or in addition to, excellent class room teaching and intervention groups. • You will be asked to come to a meeting to discuss your child's progress and to help plan 	<ul style="list-style-type: none"> • Children whose learning needs continue and where expected progress is not being made despite relevant and purposeful action having been taken by the school.

	<ul style="list-style-type: none">• Local Authority central services such as the Sensory Service (for students with a hearing or visual needs).• Outside agencies such as the Speech and Language therapy (SALT) Service or• Occupational Therapy Service that the school commissions	<ul style="list-style-type: none">• possible ways forward. Further meetings will be held at regular intervals to review progress against the agreed outcomes with you.• You may be asked to give your permission for the school to refer your child to a specialist professional e.g., a Speech• Language Therapist, and Dyslexia Specialist and Educational Psychologist.• This will help the school and yourself understand your child's particular needs better and be able to support them more effectively in school.• The specialist professional will work with your child to understand their needs and make recommendations, which may include:• Making changes to the way your child is supported in class e.g., some individual support or changing some aspects of teaching to support them better.• Support to set more focused targets which will include their specific expertise/advice.	
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		<ul style="list-style-type: none"> • A group run by school staff under the guidance of the outside professional. • A group or individual working with an outside professional. • The school may suggest that your child needs some agreed individual or small group support in school. They will discuss with you what strategies will be put in place. • SEN register (if this has not already happened) and the school cycle of SEN support will begin. 	
<p>WAVE 3 + (Where the level of needs is high and involves cross-agency support)</p>	<p>Specific individual support for your child. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual support. Expected progress has not been made despite appropriate interventions from the school.</p>	<ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a • Education Health Care Needs Assessment of your child's needs. • You will meet with the SENCO to make an application that reflects the needs of your child as both you and the school perceive them. 	<p>Children whose learning needs are severe, complex, and lifelong and they cannot manage with the ordinary available provision available within schools. Hence their needs are significantly beyond the ordinary available provision.</p>

	<p>Your child may also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none">• Local Authority central services such as the Sensory Service (for students with a hearing or visual need) and Educational Psychologists• Outside agencies such as the Speech and Language therapy (SALT) Service or Occupational Therapy Service.• A list of contact details is included at the end of this document.	<ul style="list-style-type: none">• After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs appear complex enough to justify a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support which they currently offer.• After the reports have all been sent in the Local Authority will decide if your child's needs require provision which it is necessary to formally set out in an Education Health and Care Plan to enable your child to make good progress. If this is the case, they will write an Educational Health and Care Plan. If this is not the case, they will ask the school to	
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		<p>continue with the support currently provided and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</p> <ul style="list-style-type: none"> • The SEN EHC Plan will outline the long- and short-term goals for your child. These will include provision which needs to be made for your child. • The additional money given to the school may be used to support your child with whole class learning, to run individual programmes or small groups including your child. 	
<p>How can I let the school know if I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's Class Teacher initially. You can do this in person, making an appointment by telephone or email. • If you are not happy that the concerns are being managed and that your child is still not making progress you should always speak to the class teacher, first then the SENCO – Mrs Satbir Sidhu. • If you are still not happy you can speak to the Headteacher, Ms Small. • If you are not happy with this response please contact the SEN Governor- Ms Felicity Sulma via the school • You may, at any time, access the school's complaint procedure which is available on the school's website. • Contact details are at the end of this document; alternatively, please come into school. 		
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> • At Crane Park Primary School there are 3 key data collection points during the academic year. 		



	<ul style="list-style-type: none"> • Following these data collections, pupil progress meetings are held by Headteacher, DHT/SENCO and all Year Groups to discuss any concerns Class Teachers may have. Your child’s Class Teacher may contact you to discuss your child’s progress and alert you to a specific concern. • There are termly meetings between the Headteachers, Deputy Headteacher/ SENCO and Year Groups to review the progress of all children across all subjects. This is another way your child may be identified as not making as much progress as they could be. • If your child is then identified as not making progress across a range of subjects the school will set up a meeting to discuss this with you in more detail. At the meeting: <ul style="list-style-type: none"> i. We will listen to any concerns you may have ii. We will plan any additional support your child may receive iii. We will discuss with you any referrals to outside professionals to support your child’s learning • In addition, once a year, the school will send you a written report in which Class Teachers will outline how your child is progressing and suggest ways to improve. • In the Autumn and Spring Terms, parents’ evenings are also held where you can discuss your child’s progress directly with the Class Teacher. • Your child’s Class Teacher will review your child’s ISP with you at meetings and record your views on this document. There will be an additional opportunity in the Summer Term to review your child’s ISP with the Class Teacher as there is no parents’ evening in that term. 	
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • The school budget, received from Government, includes money for supporting children with SEN. • The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. • These decisions take into account information about SEN in the school, including: <ul style="list-style-type: none"> i. The children getting extra support already or the children needing extra support ii. The children who have been identified as not making as much progress as would be expected. • The Headteacher will make decisions on the allocation of this budget based on the identified needs of pupils and with the aim of closing the gap between SEN pupils and their peers. 	
	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> • Teaching Assistants • Commissioned Dyslexia Teacher from SEND5



<p>Who are the other people providing services to children with a SEN in this school? Contact details are at the end of this document</p>		<ul style="list-style-type: none"> • Play Therapist • Educational Psychology Service • Occupational Therapist and Speech and Language Therapist • Behaviour Support from Woodbridge Park Service
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> • Visits by a Speech and Language Therapist (delivered by Health but paid for by the Local Authority – pre-school pupils only) • Support from Special Educational Needs Specialist Service (Visual or Hearing-Impaired pupils or SENNS teams)
	C. Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> • School Nurse • Child Development Team • CAMHS
<p>How is the decision made about the type and how much support a child will receive?</p>	<ul style="list-style-type: none"> • Consideration of each pupil's need is made on an individual basis. • Initial support is through specific strategies carried out by the class teachers to address individual targets in class. • Intervention groups are targeted and measure impact through entry and exit data. These targets and programmes of support are recorded and reviewed termly by the individual running the intervention. • Some pupils may need additional support throughout their time at Crane Park Primary School; other pupils may only need it for a short time. • Individual pupil need will dictate the frequency and level of intervention needed. Often this will be driven by reports and advice received from outside professionals. • For a very few pupils, we may request that an application for Statutory Assessment be made to the local authority. This will be discussed through consultation between parents and school staff. Please ask if you would like more information about this process. • For pupils with Education, Health and Care Plans, the type of support needed will be detailed on their plan. This is discussed at an annual review meeting with parents and professionals. 	



<p>What specialist services and expertise are available or accessed by the school?</p>	<ul style="list-style-type: none"> • Sometimes we need to consult an outside agency for their more specialist expertise. The agencies consulted by the school include: • SEND 5 Team – Dyslexia Consultant • The SEN Specialist Support Team (advisers for visual and hearing impairment and physical needs) • The Educational Psychology Service • CAMHS (Child and Adolescent Mental Health Service) • Social Services • Heart of Hounslow Health Centre (School Nurse, Speech and Language and Occupational Health) • Privately contracted Speech and Language and Occupational Therapists • We obtain parental permission before referring a pupil to an outside agency for support with their learning. • The SENCO will co-ordinate support from external agencies and keep parents informed.
<p>How are the teachers and support staff in school supported to work with children with a SEN and what training do they have?</p>	<ul style="list-style-type: none"> • The SENCO's job is to support the teachers in planning for children with SEN. • The school runs staff training to improve the teaching and learning of children including those with SEN. This includes whole school training on developing an understanding of the ordinary available provision and the four areas of needs of need which consist of communication and interaction, cognition, and learning, social, emotional and health difficulties and sensory and physical needs. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class or subject area. • This school runs staff training about the use of additional adults in the classroom and how to meet the needs of all learners. • Staff regularly attend network meetings so that they are aware of national and local developments as well as accessing the bite size training sessions for EYFS offered by the local authority.
<p>How will the teaching be adapted for my child with learning needs?</p>	<ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of children in their class, and will adapt teaching to ensure that your child's needs are met. Visuals and manipulatives will be used to support the child. Tasks will be broken down into manageable bite sizes so children can access and instructions will be clear, ability/age appropriate.



	<ul style="list-style-type: none">• Specific resources and strategies will be used to support your child individually and in groups. Work should always be adjusted to match your child's individual needs.
How will the school know if my child needs extra help?	<ul style="list-style-type: none">• All children joining the school are supported by the Year Leader and this is an opportunity for you to tell us about the additional needs of your child.• We will also collect information on your child's progress from their previous school.• In addition, the school carries out its assessments for Early reading e.g., phonics assessment.• Your child's progress is then regularly monitored through our cycle of data collection.• All this information is used to assess and review your child's progress and identify appropriate support or interventions.
How will we measure the progress of your child in school?	<ul style="list-style-type: none">• Your child's progress is continually monitored by his/her teachers and support staff.• Progress is reviewed formally every term and recorded via the school's data collection using best fit judgements.• Children who require a high level of intervention will have an ISP which will be reviewed every term and the plan for the next term made, although interventions will be reviewed every six weeks. Both children with an ISP and their parents will be invited to review the provision and discuss progress as well as next steps.• The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.• The SENCO and Year Leaders will also review the progress of SEN intervention groups to inform further action.
What support do we have for you as a parent of child with SEN?	<ul style="list-style-type: none">• We would like you to talk to us so we know what you are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child and can share what is working in both places.• There are opportunities to speak to your child's teachers across the year at parents' evenings but you are welcome to contact us at any other point if you are worried about your child's work and progress.• The SENCO or Year Leaders are also available to meet with you to discuss your child's progress or any concerns/worries you may have related to your child's needs.



	<ul style="list-style-type: none">• All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a written report. The SENCO / Inclusion Team members will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.• If your child has a high level of need you will be invited into school to review their progress as part of our review cycle.• We can help you to contact other agencies and voluntary organisations within our community who can offer further support and advice to you as a parent/carer. This includes SEND Information and Advice Service and all details can be found at the end of this document (below).
How have we made this school accessible to children with SEN?	<ul style="list-style-type: none">• We endeavour to ensure that the equipment and resources used is accessible to all children regardless of their needs.• We provide targeted support with homework at lunchtime and after school.• Key words and literacy resources are used across the school to support learning.• If appropriate, specialist equipment may be purchased for the student to use e.g., pen/pencil grips, concentration aids. Such decisions will involve the class teacher, SENCO and Headteacher]• The school buildings permit easy access for students with limited mobility – there are no stairs within the building.• There is a dedicated disabled parking space available.• There are disabled toilet facilities around the school building.• As a school we are happy to discuss individual access requirements.
How will we support your child when they are joining or leaving this school or moving to another Key Stage?	<ul style="list-style-type: none">• We recognise that ‘moving on’ can be difficult for a child with SEN and we will take steps to ensure that any transition is as smooth as possible.• If your child is joining the school:• Pupils joining us in September in Early Years will be visited at home by their prospective class teacher or teaching assistant or attend an induction meeting in school.• Early Years pupils joining us in September will visit the school with their parent(s) prior to starting, spending time in their new classroom.• For pupils joining the school during the school year the Attendance officer will give a tour when needed. Parents are actively involved with this.• We will also collect information on your child’s needs from their previous school to help us plan the support which might be needed.



	<ul style="list-style-type: none">• In addition, the school carries out its own screening and assessment tests for all new admissions• Depending on the needs of the individual pupil the SENCo will offer parents visits, observations, transition support and advice as appropriate. <p>If your child is leaving the school:</p> <ul style="list-style-type: none">• Year 6 pupils meet a member of staff from their new secondary school during the summer term – secondary staff meet pupils here and pupils also have the opportunity to visit their chosen secondary schools.• A member of staff presents individual pupil reports and files to the Secondary school SENCos in the summer term.• If your child has an EHC Plan, the SENCO will also meet with you and your child to discuss and advise on transition in Year 5.• We will share information on your child’s needs with their next school to help them plan the support which might be needed.• We will make sure that all records about your child are passed on as soon as possible. <p>When moving years in school:</p> <ul style="list-style-type: none">• Information about your child will be shared with their new teachers.• We will also support children to make a successful transition with activities and they will meet their new Class Teacher in the summer term where possible.
<p>What support will there be for my child’s overall well-being?</p>	<ul style="list-style-type: none">• At Crane Park Primary School, all staff have responsibility for the welfare of the pupils.• Relevant staff are trained to support the medical needs of pupils including those with allergies.• Medical care plans are written with parents where appropriate.• Safeguarding and child protection procedures are in place. The named person is Ms Small; her deputies are Mrs Sidhu and Mrs Piper.• Our Behaviour policy is available on our website and is followed by all staff, focusing on positive Behaviour choices.• High quality PSHE teaching, the school’s commitment to use the Thrive model which emphasizes the importance developing significant relationships to support to all pupils.

	<ul style="list-style-type: none"> • Vulnerable pupils are identified by staff and we operate Thrive nurture sessions where staff monitor the well-being of these pupils and focus on the vital relational functions • Where SEN pupils have additional emotional, mental, and social needs, they will be supported by ELSAs and they may also be offered additional intervention groups to develop social skills or to support their wellbeing. These needs will be identified by the class teacher in conjunction with other professionals involved with the child – parents and pupils will always be consulted should this provision be needed. Social skills groups and individual mentoring sessions support some identified pupils. • The school supports vulnerable families and individuals, referring individuals to outside agencies and directing parents to the counselling and support services that they may need. • Attendance is monitored regularly to ensure all children have good attendance and arrive punctually. Please speak to Ms Vucenovic if you would like more information about attendance.
<p>How does the school listen to pupil's views?</p>	<ul style="list-style-type: none"> • There are a number of ways in which pupils are able to tell us what they think about their experiences in school. <ol style="list-style-type: none"> i. Pupils and parents complete a questionnaire twice a year, which enables us to see what you think about our school so we can identify areas to improve. ii. Students with a high level of need or an EHC Plan in place have an opportunity to tell us what they think as part of the annual review process. iii. Our School Council meets regularly where pupils are encouraged to express the opinions of their class peers. iv. Pupils' and parents' views are recorded termly as part of the review of ISP documents wherever possible as well as at other meetings. v. Pupils have regular access to work and be supported by ELSAs. vi. All classes use PSHE activities to discuss and develop pupils' social, moral, spiritual, and cultural understanding, where all pupils will have an opportunity to express their views (supported by an adult if necessary).



How will my child be included in activities outside the classroom?	<ul style="list-style-type: none">• We make every effort to include all pupils in school trips, with additional adults attending if considered necessary by the Teacher in Charge. If an individual risk assessment is required, we will write this in order to ensure that everyone is fully included; this will be in addition to the general risk assessment that is completed for every trip.• We will also help prepare your child for any changes in their school day, such as school trips, creative curriculum weeks and sports day.• We offer a range of extra-curricular clubs and activities to all pupils. As a school, we aim to make every club accessible to all pupils and we are happy to talk to parents and pupils should there be any concerns.
How do Governors make sure that the needs of SEN pupils are met?	<ul style="list-style-type: none">• We have an appointed SEN Governor, Ms Felicity Sulma, who meets with the SENCo to discuss the provision of support for pupils with special needs and the outcomes of the provision.• The DHT/SENCO presents a SEND report about SEND to Governors on a regular basis, including that concerning the progress of pupils with special needs.• In light of information on the support to, and progress made by, pupils with additional needs, the Governing Body assess the effectiveness of the school's provision for SEN on a regular basis and make the necessary changes to ensure the school's resources are appropriate to meet the needs of the pupils.• Governors meet with subject leaders regularly to review learning walks, lesson observations and pupil progress data as well as finding how adaptations are being made to ensure all learners including SEND make good progress.



C. Who can I contact to get further information?

<p>At Crane Park Primary School</p>	<p>Mrs Satbir Sidhu, Deputy head SENCO Ms Alison Small Headteacher Mrs Debbie Piper, Designated Safeguarding Lead and Attendance Officer All can be contacted on 020 8831 0841 or office@cranepark.hounslow.sch.uk</p> <p>If you are not satisfied with the school's response to your concerns and you wish to make a complaint please contact in writing; Ms Small Headteacher, Crane Park Primary School, Norman Avenue, Feltham, TW13 5LN</p>
<p>Within the Local Authority</p>	<p>SENDIASS is a free, independent and confidential service that supports parents of children with special needs - contact SENDIASS on 020 8583 2607 or SENDIASS@hounslow.gov.uk https://www.hounslow.gov.uk/send-local-offer</p> <p>Social Care: as well as general enquiries, Hounslow Social Care has a team that works with children with disabilities. Here are the contact details: Social Care team for children with disabilities 020 8583 2672 Children's Services 020 8583 6600 Option 2 Email (both teams) childrensocialcare@hounslow.gov.uk</p> <p>Hounslow's Family Services Directory, which gives links to many services offering advice and support can be found at https://fsd.hounslow.gov.uk/synergyweb/</p> <p>Details of London Borough Hounslow's Local Offer can be found here: https://fsd.hounslow.gov.uk/SynergyWeb/Local Offer/</p> <p>The Early Help Hounslow Team can offer support to children and families. Information regarding this process can be found here: https://fsd.hounslow.gov.uk/synergyweb/Earlyhelpandsafeguarding.aspx</p>



	<p>The Early Help Hounslow team can also be contacted on 020 8583 6600 Option 2 or childrensocialcare@hounslow.gov.uk</p>
	<p>Hounslow SENSS provides specialist support for disabled pupils in school. The team can be contacted through school or on 020 8583 2874 or email enquiries.senss@hounslow.gov.uk</p>
	<p>If you are unsure who would be the most appropriate source of advice or support, please contact a member of the Inclusion Team and we will be happy to discuss your needs further to identify who to contact.</p>
Other Agencies and voluntary organisations	<p>Health Services that offer advice and support can be accessed in a number of ways. You may wish to contact your GP in the first instance. Occupational Therapy Services can be contacted on 020 8973 3480 Speech and Language Therapy Services can be contacted on 020 8973 3480 Child Adolescent Mental Health Services (CAMHS) can be contacted on 020 8483 2050 http://www.westlondoncamhs.nhs.uk/</p>
	<p>All three services are based at Heart of Hounslow Health Centre, 92 Bath Road, Hounslow, TW3 3EL.</p>
	<p>There are many charities and other voluntary organisations in the local area who can offer advice and support. Hounslow's Family Services Directory has a comprehensive list on its website at https://fsd.hounslow.gov.uk/synergyweb/</p>
	<p>Links to advice and support for families can be found at https://fsd.hounslow.gov.uk/synergyweb/LP_Familysupport.aspx</p>
	<p>Links to counselling and support can be found at https://fsd.hounslow.gov.uk/synergyweb/HealthandEmotionalWellbeing.aspx</p>
	<p>If you would like help to find support and advice, please ask a member of the Inclusion Team and we will be happy to help.</p>