



# SEND Policy

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	Signature
Principal	Iain Addison

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# 1. Introduction

**1.1.** This document is the Special Educational Needs and Disability (SEND) policy for Crawshaw Academy. This Policy complies with the statutory requirement laid out in the SEND Code of Practice (September 2014) and has been written with reference to guidance documents:

- SEND Code of Practice 0 – 25 years (2014)
- The Equality Act 2010
- Children and Families Act (2014)
- Statutory guidance on supporting students with medical conditions (April 2014)
- Teacher Standards (2012)

**1.2.** This policy should be read in conjunction with other academy policies including:

- SEND Information Report
- Managing the health needs of young people at Crawshaw Academy
- Child Protection Policy
- Accessibility Policy
- Equality Objectives
- Equality and Diversity Policy
- Positive Discipline (PD) Policy

**1.3.** The academy's provision for students with an identified special educational need and/or disability is coordinated by:

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The SENDCO has responsibility for the day-to-day management of work concerning SEND.

**1.4.** The Principal and Local Accountability Board are responsible for:

- Policy determination
- Resourcing, including staffing
- Holding the academy to account for the progress of students with an identified SEND.

## 2. Intentions

- 2.1. At Crawshaw Academy, we recognise the need to provide an inclusive, supportive and positive learning environment for all students. Crawshaw Academy is ambitious for its students with SEND and has high expectations of them, including an expectation that they will develop the skills to become independent young adults.
- 2.2. Teaching delivered by the class teacher, with planning and delivery based on the starting points of students, is the key to effective learning for all students. The SEND of a student will normally be met in the mainstream provision of the academy, where students will be offered full access to a broad, balanced and relevant education so that they: form positive and healthy relationships; achieve their best; become confident and independent young people; make a successful transition into adulthood and employment/training/education.
- 2.3. Where necessary, adaptations, additional resources (including staffing), or alternative provision may be put in place to ensure students with special educational needs are fully included in all aspects of school life, including the curriculum, extra-curricular programme and school trips.
- 2.4. To ensure that the learning needs of students with an identified special educational need and/or disability are effectively met, the academy provides training to all staff on special educational needs, in relation to both individual students and particular types of needs. This training includes induction for new members of staff as well as on-going Continuing Professional Development (CPD). All training resources are available on the academy network and are accessible to all academy staff.
- 2.5. Students with SEND will have a **pupil passport** in place alongside, where appropriate, their EHC Plan. The passport provides an overview of the students' needs and strategies to support them; it also includes insights gained from the student and, where appropriate, their parent(s) and specialist agencies.
- 2.6. Crawshaw Academy aims to meet the needs of young people with SEND through a comprehensive and robust process involving: identification of need; appropriate provision; assessment of progress and evaluation of impact.
- 2.7. Meeting the needs of young people with SEND successfully requires partnership between all those involved: academy staff, students, parents/carers, health and social care specialists.

## **3. Definitions**

### **3.1. Special Educational Needs and Disabilities (SEND)**

- 3.1.1.** Crawshaw Academy identifies students of compulsory school age as having a special educational need and/or disability if they meet the definition as set out in the Special Educational Needs Code of Practice (2015).
- 3.1.2.** A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a:
- learning difficulty or disability which calls for special educational provision to be made for them, including SEMH;
  - significantly greater difficulty in learning than the majority of others of the same age; or
  - disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

### **3.2. Disabled young people**

- 3.2.1.** Many children and young people who have an identified SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled young people and those with SEND. Where a young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, these will be additionally covered by the SEND definition.
- 3.2.2.** Where a young person is covered by SEND and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEND planning and review.

### 3.3. Broad areas of need

3.3.1. The Code of Practice suggests that it is helpful to see students' needs and requirements as falling within a number of broad areas:

- **Communication and interaction**

Children and young people with **speech, language and communication** needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an **Autism Spectrum Condition** are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

- **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs including: **moderate learning difficulties** (MLD); **severe learning difficulties** (SLD), where children are likely to need support in all areas of the curriculum and may have associated difficulties with mobility and communication, through to **profound and multiple learning difficulties** (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

**Specific learning difficulties** (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health difficulties**

Young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Crawshaw Academy has clear processes to support children, including how they will manage the effect of any disruptive behaviour so it does not adversely affect the learning or wellbeing of other students.

- **Sensory and/or physical needs**

Some young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with **vision impairment** (VI), **hearing impairment** (HI) or a **multisensory impairment** (MSI) will require specialist support and/or equipment to access their learning. Young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## **4. Roles and responsibilities for SEND provision**

### **4.1. The Local Accountability Board is responsible for:**

- 4.1.1.** Ensuring the implementation and monitoring of the SEND Policy
- 4.1.2.** Having regard to the SEND Policy and Code of Practice when carrying out its duties towards all students with SEND
- 4.1.3.** Publishing our arrangements for the admission of disabled students, the steps we take to prevent disabled students from being treated less favourably than those who are not, the facilities we provide to enable access to school and how we plan to further improve access over time
- 4.1.4.** Ensuring the academy provides support for all students with SEND, including the appropriate funding of SEND provision
- 4.1.5.** Monitoring and reviewing the progress and achievement of SEND students
- 4.1.6.** Ensuring SEND is central to the School Self-Evaluation (SEF) and Academy Improvement Plan (AIP)
- 4.1.7.** Ensuring there is a dedicated SEND governor as a primary link between the SENDCo, senior leaders and the Local Accountability Board.
- 4.1.8.** Participating in appropriate training.

### **4.2. The Principal is responsible for:**

- 4.2.1.** The overall management of the policy and provision for SEND students and ensuring that those strategies include working with parents/carers and external agencies to encourage involvement in students' education.
- 4.2.2.** Ensuring SEND is central to the School Self-Evaluation (SEF) and Academy Improvement Plan (AIP)
- 4.2.3.** Monitoring and reviewing the progress and achievement of SEND students
- 4.2.4.** Acting as an advocate for SEND students
- 4.2.5.** Ensuring the curriculum meets the needs of SEND students
- 4.2.6.** Providing Performance Management of all staff and regularly reviewing student progress and achievement.
- 4.2.7.** Consulting with other academies within the MAT, the local authority and other parties where it is appropriate to deliver a coordinated approach to SEND provision within the cluster/area
- 4.2.8.** Participating in appropriate training.

### **4.3. The SENDCo is responsible for:**

- 4.3.1.** The day to day operation of the school's SEND policy.



- 4.3.2.** Oversight of all processes through which the identification of the learning needs of students with a special educational need and/or disability takes place;
- 4.3.3.** Ensuring that, as a result of the identification of need, appropriate provision is put in place, either by the classroom teacher, a member of the SEND team or by the input of colleagues from partner external agencies.
- 4.3.4.** Maintaining a Provision Map which summarises the provision in place for individual students and across the academy
- 4.3.5.** Monitoring and evaluating the impact of provision on student progress and adjusting provision as a result of such activity.
- 4.3.6.** Working in partnership with colleagues, students and outside agencies to set, monitor and review short-term objectives on individual SSPs.
- 4.3.7.** Overseeing the records of all students with SEND.
- 4.3.8.** Taking responsibility for the effective deployment of the TA team.
- 4.3.9.** Liaising with and advising colleagues on matters relevant to SEND.
- 4.3.10.** Overseeing the Pupil Support Plans and related Person Centred Reviews for all students on the SEND register;
- 4.3.11.** Organising and leading review meetings and preparing/distributing all related documentation.
- 4.3.12.** Overseeing the assessment of students for Access Arrangements, which are put in place for formal assessments and examinations.
- 4.3.13.** Liaising with parents/carers of students with SEND.
- 4.3.14.** Managing work with external agencies including the Educational Psychology Service.
- 4.3.15.** Providing professional guidance and delivering SEND related training to teachers and classroom support staff.
- 4.4.** The teachers of SEND students are responsible for:
  - 4.4.1.** Pre-lesson liaison with the relevant HLTA or TA
  - 4.4.2.** Providing effective teaching, which includes personalised planning and resources to meet the needs of all students
  - 4.4.3.** The inclusion of the students within the classroom and ensuring access to all activities and materials
  - 4.4.4.** Monitoring and reviewing the progress of students
  - 4.4.5.** Facilitating student progress
  - 4.4.6.** Being alert to evidence which indicates that a student may need different or additional support to enable them to make progress in their learning and communicating this to the Area Team leader
  - 4.4.7.** Participating in appropriate training.
  - 4.4.8.** The HLTA or TA will support the teacher in delivering the above provision.

## 5. The SEND Register

- 5.1. A register exists of students with an identified special educational need and/or disability in each year group that is maintained by the SENDCo
- 5.2. As a decision is made to add a student to the SEND register, contact with parents/carers will take place to ensure that parents/carers understand why this is happening and what will happen next.
- 5.3. Students on the register are categorised as: SEND Support and SEND S/EHC for those with a Statement or EHC Plan in line with the new SEND Code of Practice.
- 5.4. The SEND Register is available on SIMS (the academy's management information system), the school network and is accessible to all school staff.
- 5.5. The SEND Register is regularly updated which means the numbers of students on the register and the information contained will be subject to change.
- 5.6. The SEND Register details a breakdown of the various SEND needs within the academy and provides details of generic tendencies and triggers as well as suggested strategies for teachers to use to support students to accelerate their progress.

## 6. Identification of need, provision and evaluation of impact on student progress

- 6.1. The Trust and Crawshaw Academy has a responsibility for the identification and assessment of students' needs in line with the SEND Code of Practice. The identification and assessment of SEND students will ordinarily be by the school from which they are transferring, if applicable with provision based on the available information. Any subsequent or additional provision which may be required will be shaped on further investigation of need, where appropriate, and through consultation between the academy, student, parents/carers and any external agencies, as appropriate.
- 6.2. Where a student's special educational need and/or disability has been identified prior to entering Year 7, the SENDCo and team work closely with feeder primary schools and parents/carers to ensure a smooth start to life at Crawshaw Academy. This may involve a TA working with a student whilst they are still in Year 6, prior to their move to the academy or may involve a student making additional visits to the academy before they start in Year 7. This may also include additional transition visits and targeted intervention sessions with key members of staff.
- 6.3. A parent may have concerns that their child has a previously unidentified or new special educational need and/or disability and may bring this matter to the **SENDCo's** attention. Additionally, parents/carers can request an assessment for an EHC plan and would liaise with the SENDCo throughout the process.

- 6.4.** All teachers are accountable for the progress of the students they teach. If a student is failing to make adequate progress and the teacher presents evidence, through their Area Team, to the SENDCo, suggesting that the reason is related to a previously-unidentified or new special educational need and/or disability, the SENDCo will undertake further exploration to identify the possible causes of the slow or stalled progress.
- 6.5.** As part of this further exploration, the SENDCo may talk to the student and/or parent, observe the student in class and examine work completed by the student and/or involve the expertise of colleagues from external agencies including the educational psychologist, academy nurse, other health professionals and specialist teachers, for example, related to visual and hearing impairment. The SENDCo may also select from a range of specialist assessments to produce more detailed information about the factors that are causing a student's progress to be slow or stalled.
- 6.6.** If, on completion of a rigorous exploration, the SENDCo has identified that a student's progress is being held back by a special educational need and/or disability, and that an appropriately strong provision of mainstream teaching is not sufficient on its own to address this, an appropriately graduated response will be employed, in line with the 2014 Code of Practice. Provision for a student could take many forms. For example, a TA may offer some support to an individual student or a group of students in a classroom or, alternatively, a programme of additional activities may be provided for a student which may require a student's withdrawal from a lesson or part of a lesson.
- 6.7.** The progress of students on the SEND Register is carefully monitored. The student's own progress will be assessed by subject teachers and the SENDCo has access to this information. Additionally, through use of the Provision Map, the SENDCO maintains an oversight of the impact of interventions which have been put in place for students to ensure that support which has been put in place is being appropriately effective. Information about their child's progress will be regularly shared with parents/carers.

## **7. Allocation of resources to support the progress of students with SEND**

- 7.1.** Resources will be allocated through the use of available funding to meet the needs of students. This will include the use of Pupil Premium where criteria are met.

## **8. Working in partnership with parents/carers**

- 8.1.** The staff of Crawshaw Academy welcome and encourage the participation of parents/carers in their child's education.

- 8.2.** Parents/carers will be involved in decision-making, the planning of support and the review of provision for students with SEND.
- 8.3.** The staff of Crawshaw Academy will ensure that parents/carers are aware of the Local Offer and will signpost parents/carers to support available from universal, targeted and specialist services for students with SEND.
- 8.4.** The staff of Crawshaw Academy will ensure that students are central to decision-making about their needs and that they are empowered to express wishes and viewpoints about their own future.
- 8.5.** Raising of concerns
  - 8.5.1.** Parents/carers can discuss SEND concerns with the relevant member of staff. This is most likely to be the student's coach or the SENDCo.
  - 8.5.2.** Should a parent's concerns not be addressed, it can be escalated to a senior leader for further consideration.
  - 8.5.3.** Should the concern still not be resolved, parents/carers should refer to the Trust's Complaints Policy. Please see below.

## **9. External links**

- 9.1.** Links with other schools, colleges and education/training providers
  - 9.1.1.** The staff of Crawshaw Academy foster strong links with primary, feeder schools, further education colleges, places of alternative provision, employers and providers of apprenticeships, helping to ensure smooth transitions and transfer of information for students with SEND.
  - 9.1.2.** For students with an EHCP, the SENDCo or representative will attend the Year 6 annual review, where appropriate.
  - 9.1.3.** SEND students will have access to independent careers advice and guidance to support their transition into Post-16 life and adulthood.
- 9.2.** Links to support services
  - 9.2.1.** Links and partnerships are in place with a range of support agencies to ensure student needs are effectively met.
  - 9.2.2.** The following agencies may be contacted by the SENDCo in order to provide support for individual students with SEND.
    - Child and Adolescent Mental Health Service (CAMHS)
    - Targeted Mental Health in Schools (TAMHS)
    - Early Help Assessment Team
    - Children's Services, including SENSAP & SENIT
    - Complex Needs Team
    - Educational Psychology Team
    - Crawshaw Academy Careers
    - Educational Service for Physical Disability
    - Hearing Impaired Service
    - Visual Impairment Service
    - Occupational Therapy Service
    - Children's Physiotherapy Service

- School Nursing Team
- Children's Social Work Services
- Speech, Language and Communication Therapy Service
- Providers of Alternative provision
- Paediatrician
- Optician
- STARS team
- Family Support Service / Cluster Support
- Parent partnerships – SENDIASS
- Bernados
- Behaviour & Attendance Partnership
- Diabetic Outreach Nurse
- Epilepsy Nurse
- Independent Travel Training
- Yorkshire Dyslexia for Access Arrangements
- Virtual School for CLA

## **10. Equality Impact Statement**

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity.

## **11. Complaints**

An individual wishing to make a complaint about anything relating to this policy should refer to the Red Kite Trust Complaints Policy