

## Crawshaw Academy SEN Information Report 2025/2026:

Review date: September 2026

The SEN information in this document marks Crawshaw Academy's contribution to the Local Offer by Leeds Local Authority (which can be found at <http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx>).

This document will be updated throughout the year, as its content is further developed through consultation with staff, students, parents and carers.

We hope you find the information below useful. If you think your child may have Special Education Needs, please contact our SEN team on [sendsupport@ca.rkl.co.uk](mailto:sendsupport@ca.rkl.co.uk) to arrange a meeting to discuss your views. If your child has Special Educational Needs and you are concerned about their progress and/or support in school, please contact our SEND team or discuss with their Head of Year. You can also telephone the school reception to be put through via 0113 532 3810.

<b>Ethos</b>	<p>Crawshaw Academy has an inclusive ethos where every child, regardless of any potential barriers to learning, is supported to attain their full potential. We believe that outstanding classroom teaching is fundamental to achieving this, so we ensure that carefully targeted differentiation is evident in all planning. We also believe that targeted interventions provide a powerful tool for supporting students and enabling them to access the curriculum. We work closely with SENSAP and the Educational Psychologist, as well as a range of other outside agencies, to ensure that provision is in place for students with higher level needs.</p> <p>The academy supports the principles of the Equality Act 2010, and will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent students being put at a substantial disadvantage.</p>
<b>Identification of SEN</b>	<p>SEN falls in to four broad categories (please see appendix for more details):</p> <ul style="list-style-type: none"><li>• Communication and interaction;</li><li>• Cognition and learning;</li><li>• Social, emotional and mental health difficulties;</li><li>• Sensory and/or physical needs.</li></ul> <p>Some students' Special Educational Need will be apparent on admission to the Academy. For others, the need may become apparent at a later time. There are several ways a need might be identified:</p> <ul style="list-style-type: none"><li>• Concerns raised by parents, teachers or the student</li><li>• Data and information about the student from their previous school</li><li>• A range of assessments are used to identify strengths and weaknesses to identify areas of need and to provide staff with more information. The following are used: Cognitive Ability Test (CATS); Language Link to identify Speech, Language and Communication Needs, GL Dyslexia Portfolio, Boxall Profile, GL NGRT reading tests and visual stress tests</li><li>• Students will be tested for their reading age when they come to the academy and those with a reading age below 8 years will access reading intervention during form time; this will depend on the type of reading difficulty. The interventions include: Lexia Uk, reciprocal reading and rainbow reading</li><li>• Initial assessment by subject teacher(s).</li><li>• Review of progress data throughout the year.</li></ul>

	<ul style="list-style-type: none"> <li>• Data collection from subject areas termly</li> <li>• Teaching Assistants – working with students around the academy</li> <li>• Specialist Intervention Teaching Assistants</li> <li>• Form Tutors – who can raise concerns from tracking positive discipline in the student planner and reviewing progress data</li> </ul> <p>If a teacher has any concerns regarding a student they will complete a referral on the staff portal which will then be allocated to the appropriate team and member of staff.</p>
<b>Implementation and Monitoring of SEN</b>	<p>In Crawshaw Academy, the Graduated Approach is followed:</p> <ol style="list-style-type: none"> <li>1) <b>Assess:</b> Monitoring of data, referrals from parents or staff, observations in lessons, assessment tools and samples of work are some of the ways students' strengths and difficulties are assessed. In some cases, an external agency such as a Speech and Language Therapist may become involved to conduct an assessment</li> <li>2) <b>Plan:</b> Where it is decided to provide a student with SEN support, if not already on the SEN register, parents/carers will be formally notified. Working with the parents/carers and the student, the SENCo will agree the interventions and support that will be put in place, the expected impact on progress and other outcomes</li> <li>3) <b>Do:</b> All staff working with the student will be aware of the plan, and excellent classroom teaching will be the main driving force for improvement, supported by the planned interventions</li> <li>4) <b>Review:</b> At the agreed date, but at least every term, the progress of the student will be reviewed, and the impact and quality of the support and interventions will be evaluated. The views of parents/carers and students will be carefully considered. The process of Assess, Plan, Do and Review will then start again.</li> </ol> <p>At any time, with the parent/carer's consent, relevant outside agencies may be contacted for support and, where there is need, an Education, Health and Care Plan (previously known as a Statement of Special Needs) can be requested.</p>
<b>Leadership</b>	<p>At Crawshaw Academy, the SENCo, Emma-Jane Ghataurhae is the Assistant Headteacher for SEND and Inclusion.</p> <p>Emma-Jane Ghataurhae is a qualified English teacher and has a Masters in Special Educational Needs.</p> <p>Specialist Literacy teachers: Helen Tymon and Maryam Hasnain</p> <p>SEND Administrator: Lucy Ross</p> <p>Teaching Assistants: 9</p> <p>Lead Practitioner level 3 autism trained: Miss Green</p>
<b>Collaboration with Students and Parents</b>	<p>Every student on the register has a Pupil passport which sets out areas of difficulties and strategies to be used to about how to meet individual needs and support that student. We review targets, progress and interventions with every student on the SEND register and their parent or carers three times a year. Parents and students will complete a questionnaire to gain the views from both the parent and child about the provision and support in place. Every parent and student is invited to an SEN review meeting termly to review the plan. Teachers annotate pupil passports to work collaboratively in providing feedback to support students.</p>

	<p>Education, Health and Care Plans (EHC Plans) are provided for students who would previously have had Statements of SEND, and are reviewed annually with parental involvement. Annual Reviews are held in accordance with statutory guidance, and emergency reviews take place when it is felt by parents and/or professionals that amendments need to be made to the EHC Plan.</p> <p>Annual reports are shared with the Governing Body showing what provision looks like across school and how children with SEND are performing in school.</p> <p>Feedback from parents and students with SEND is sought and collated at every SEN review day.</p>
<b>Budget</b>	<p>The SEND budget in the Academy is used in a number of ways to support students with additional needs. A proportion of the budget is spent on staffing, including 9 Teaching Assistants, all of whom support small groups or individuals with additional needs. Additional resources are purchased using the SEND budget. These include overlays for students with Dyslexia and/or Irlen's Syndrome, resources to support the reading interventions, Language Link, assistive technology, site licences for supportive technology and software to further enhance access to the curriculum, for example laptops for students identified as having Dyspraxia and reading pens for students with Dyslexia.</p> <p>Our budget is also used to fund a Service Level Agreement with the Educational Psychologist and a private Speech and Language Team (SALT), who attends the Academy fortnightly to assess and carry out programmes with individual students.</p>
<b>Admission of disabled students</b>	<ol style="list-style-type: none"> <li>Applications will be considered in line with the published admission arrangements for all students. An applicant's disability will not prevent him/her from being offered a place and integrated into the Academy unless: <ul style="list-style-type: none"> <li>The content, structure and delivery of the curriculum are such that the student would be prevented from fulfilling a major part of it;</li> <li>The Academy would be unable to provide suitably trained staff or facilities to allow the requirements of the National Curriculum to be met.</li> </ul> </li> <li>The Academy will aim to provide students with a disability with the appropriate support to enable them to be fully integrated. The Academy will not treat a student with a disability less favourably than any other student and will make reasonable adjustments to ensure the full participation and integration of disabled students. Teaching assistants will support teaching staff as required to help ensure that disabled students have equal access to the curriculum.</li> <li>As far as resources allow, the needs of disabled students will be taken into account in the design, structure and flexibility of teaching methods and delivery. Where a curriculum area is organised in such a way that a disabled student cannot fully participate, alternative provision will be made.</li> </ol>
<b>Policies</b>	<p>The following policies and reports are reviewed annually and are available on our website:</p> <p>SEND Policy  Admissions policy  Behaviour Policy  Attendance Policy  Homework Policy</p>

	<p>Pupil Premium Strategy and Catch-Up Funding Report</p> <p>Curriculum Overview</p> <p>Complaints Policy</p>
<b>Curriculum, teaching and learning</b>	<p>Our curriculum at Crawshaw Academy ensures that every student achieves their potential and has the opportunity to engage with subjects that interest them.</p> <p>Through careful planning of activities, including physical activities and trips out of school, the academy will ensure that all parts of the curriculum are accessible to students with SEND. Where necessary, risk assessments will be carried out, and all necessary adjustments made, to ensure all students can partake in activities.</p> <p>In Year 9, 10 and 11 students are given the opportunity to focus in on areas of interest by taking Option subjects in addition to their core subjects. All students study English, English Literature, Maths, Science and RE, and all students take the European Computer Driving Licence. The vast majority of students also study History or Geography.</p> <p>We have effective teaching across the academy which is monitored closely by Heads of Department and Senior Leadership. Student Support Plans are reviewed termly by teaching staff as well and new targets are suggested. The SENCo and her team provide additional objectives and strategies to assist staff who teach students with Education, Health and Care Plans (previously known as Statements of SEND). The SEND department supplies key information and support to all teachers of students with SEND, and shares good practice and advice from outside agencies.</p> <p>We provide an extensive transition programme for Year 6 students, which includes meetings with Primaries, as well as additional days for our more vulnerable students, including those with SEND.</p>
<b>Assessment</b>	<p>Assessment is on-going and takes place within every lesson. Teachers use the marking policy and formative assessment to inform their planning. There is a calendared assessment timetable which ensures that summative assessments take place every term. Regular progress checks are carried out by staff, and the outcomes shared with parents and pupils. Quality First Wave Teaching is a minimum, with work adapted to meet the needs of all children. Where additional support needs are identified through assessment, teachers inform the SEND team through the staff portal who will initiate appropriate interventions (where applicable) and monitor their impact termly. The SENCo is responsible for organising and assessing for Access Arrangements for external examinations in year 10 and year 11.</p> <p>The following assessments are undertaken:</p> <p>NGRT</p> <p>GL Dyslexia Portfolio</p> <p>Yarc</p> <p>Salford</p> <p>CTOPP2</p> <p>DASH2</p> <p>Language Link</p> <p>CATS</p> <p>IDL Numeracy and Literacy Assessment</p> <p>Students reading age, SATS and Language Link scores are on Classcharts for all staff to see to inform their planning and support for students.</p>
<b>Training</b>	<p>Teachers are encouraged to develop their own expertise, and are offered training in</p>

	<p>areas that will support the learning of students. Teaching Assistants receive training from the Local Authority, external agencies and the SEND team attend regular SENCo Forums and Networks, as well as a range of courses provided by the Local Authority to ensure they are up-to-date with current policies and procedures for students with SEND. Teachers receive a weekly staff SEND bulletin with a CPD bitesize and a weekly SEND spotlight in staff briefing. SEND CPD is calendared and tailored to the needs of development required.</p> <p>We regularly invite speakers in who represent different types of SEND, such as members of the STARS and SALT team. All departments have a representative at the forum who ensure that tracking and intervention plans are in place for SEND students not yet making expected progress.</p> <p><b>Recent CPD includes:</b>  Effective management and deployment of Teaching Assistants  Supporting students with Speech, Language and Communication Needs  Emotion Coaching</p>
<b>Partnerships</b>	<p>Crawshaw Academy is part of the Red Kite Learning Trust and works collaboratively with the other academies, hosting joint training sessions for teaching staff, pastoral staff and within the SEND departments. In July 2025, the RKL at Temple Learning Academy hosted 'Make a Change' where all of the schools had workshops and lectures from a range of internal and external speakers. Staff were able to choose their own workshops. We engage with a number of groups and agencies including the Children's Social Work Service, SENSAP (Special Educational Needs Statutory Assessment Process), the Bramley Cluster, CAMHS, School of Nursing, the STAR team, SALT, SENIT(Special Educational Needs Inclusion Team), Social Services, Paediatricians, Education Transport, Transport training specialist service, Dyslexia Action, Dyslexia Yorkshire, Specialist Transition Team, IGEN, Educational Psychologists, CLA Rep at the Virtual School for CLA, DAHIT (Deaf And Hearing Impaired Team), VIT (Visual Impairment Team), School Nursing Service, Occupational Therapy, Physiotherapy, Diabetes Team and the Epilepsy Team. The SENCo is also part of SENCo Networks in Leeds.</p>
<b>Complaints</b>	<p>Any complaints will be dealt with in line with the academy's complaints policy. Complaints should be put in writing to the Academy Headteacher Mr Addison.</p> <p>Parents and carers should feel confident to bring any problems or concerns to the attention of the academy SENCO. Academy staff are here to support families and students.</p>

## Frequently Asked Questions:

## **What do I do if I think my child may have special educational needs?**

*Contact the SENCo (Mrs Ghataurhae) and she will discuss your concerns with you and put everything in place to assess whether your child needs SEN support. You can also raise this with the Head/Assistant Head of Year who will share your concerns.*

## **How will school support my child?**

*Crawshaw Academy will support your child in all aspects of academic and social development. We have a highly skilled team of teachers who provide quality first wave teaching in fully inclusive classrooms. To further support students who are identified as requiring additional support, we also have a team HLTAs and TAs, who have experience of working with students with SEND. Our Teaching Assistants deliver a number of intervention groups providing additional support such as:*

*Reciprocal reading*

*Rainbow reading*

*Lexia UK*

*Language Link*

*Language, Behaviour and Emotions*

*Zones of Regulation*

*Understanding Me*

*Social skills*

*Talkabout teenagers*

*IDL Literacy, Numeracy and well being*

*They also deliver 1:1 sessions and small group interventions for a range of targeted areas of need such as Speech and Language Therapy, fine-motor skills, Phonics, Numeracy and exam practice amongst many others. The SEND team oversees interventions and evaluates their impact termly or in line with the research for the intervention. Parents receive a letter*

## **How will the curriculum be matched to my child's needs?**

*The curriculum will be matched to your child's needs through, in the first instance, Quality First Teaching and appropriate differentiation. Certain resources might be allocated to support and make learning easier, e.g., a Visual Timetable or a Laptop Computer. Additional interventions might be appropriate – this might be 1:1 or small group work.*

## **How will I know how well my child is doing and how will you help me support my child's learning?**

*In addition to normal reporting arrangements, there will be opportunities to discuss your child's progress with the SENCo, or another experienced member of staff, at least three times a year. A pupil passport will be drawn up in collaboration with you and your child at the meeting, in order to keep staff fully informed about your child and to enable us to track their progress together; it will also include any information from diagnostic reports and external agency advice. We offer a number of other opportunities for you to be involved with school life – these include Meet the form tutor, Open Evening, and Parents' Evenings.*

## **What support will there be for my child's overall well-being?**

*We place your child's well-being at the centre of our school. Key members of the inclusion team can initiate a referral to the Support and Guidance team for the Bramley cluster in collaboration with parents/carers and their child*

*We ensure that reasonable adjustments are made to meet your child's needs.*

### **What specialist services and expertise are available or accessed by the school?**

*Our staff can offer a variety of support. Our pastoral and behaviour team are fully trained to deliver a variety of social, emotional and behavioural support. Some of the key organisations we work with are:*

*SALT- who deliver and train our staff in Speech and Language Therapy*

*The STAR team- who support our students on the Autistic Spectrum*

*IGen- who help students to access information about careers*

*CAMHS- who support with Social, Emotional and mental health issues.*

*Yorkshire Dyslexia- which provides both students and staff with support and advice.*

*SENIT- Special Educational Needs Inclusion Team*

*Educational Psychology team*

*This is done through a 'One inclusion' referral form where you will be asked to complete and sign a form.*

### **What training are the staff supporting children with SEND having/had?**

*Training is on-going and revisited on a regular basis. Staff have been trained to support children with a range of additional needs, including Autistic Spectrum Disorders, Pathological Demand Avoidance (PDA), Dyslexia, Speech, Language and Communication Needs. Staff who support children with SEND are also trained in the interventions they deliver by internal and external members of staff. If further support with an individual student is needed, we can request referral to the relevant service through the 'One Inclusion' form: e.g. STAR team, SALT, SENIT, etc.*

### **How will my child be included in activities outside the classroom?**

*All children take part in activities and school visits. Planning and consultation with parents/carers would ensure all the appropriate support and resources are in place so that any child can access what the school has to offer. Individual risk assessments are carried out when necessary.*

### **How accessible is the school?**

*The Academy has disabled access and facilities, including lifts to the upper floors. If a student cannot access the tower block, then the class is moved/changed. If additional facilities and equipment were needed, we would seek support and advice from the Local Authority.*

### **How will the school help my child on transfer to the next phase of education?**

*Transition arrangements and plans will be discussed at the review meetings which take place on a regular basis and the parents/carers and student would be fully involved in this. We offer one to one meetings with a careers advisor, and make sure that each student is fully aware of the post-16 opportunities available. We also offer guidance and support from a specialist careers advisor including arranging visits at FE Providers and help with the application process.*

### **How are the school's resources/funding allocated and matched to children's needs?**

*If your child needs additional support and resources, then the SENCo, Head Teacher, Parent/Carer and, if necessary, advice from SENSAP will be sought in order to make sure the correct amount of support is in place. The local authority requires the SENCo to hold Annual funding reviews for students who receive top up funding.*

### **How are parents involved in the school and how can I be involved?**

*The Academy holds regular Parent forum meetings to discuss a variety of issues. You can also raise any concerns or discuss any ideas you have to improve the academy at Consultation Evenings.*

### **Who can I contact for further information?**

*First point of contact would be the school administration team. If you wish to discuss your child further, then a meeting can be arranged with the relevant member of staff. This might be your child's tutor, Subject Teacher, Head/Assistant Head of Year, SEND administrator or the SENCo.*

## **Appendix 1: Areas of Need**

### **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 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**

- Children and 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 children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.



- Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behavior so it does not adversely affect other pupils.

### **Sensory and/or physical needs**

- Some children and 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 multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and 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. Information on how to provide services for deafblind is available through the Deafblind guidance.
- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.