

# SEND Provision and Support

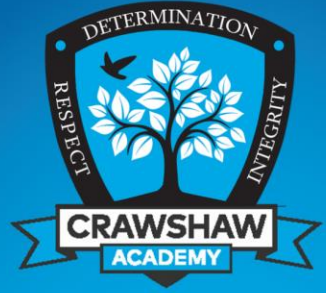
## What has changed since Easter 2025?

- Appointment of Assistant Head SEND and Inclusion
- EHCPs reviewed and provision implemented
- 'SSCL' support room provision changed to an intervention classroom called 'The Link' and a wall separating the social space which is known as The Hub
- The Inclusion Hub- this includes The Hub, The Link, Regulation Room and SENCo office as well as a small office space for assessments and 1:1 work and a space outside SENCo office with 3 computers
- LINGO- private Speech and Language Therapist comes every 2 weeks ½ day on a Friday: 6 assessments and target plans created since September
- Referrals to external agencies
- Language Link screening of Year 7,8 and 9
- SEN register to be in line with the Code of Practice for those who need Wave 2 or Wave 3 intervention due to not making progress. The SEND register was not reviewed regularly enough and was stagnant.
- CPD for teachers on SEND- adaptation, COP, SEND spotlights
- SEND learning walks
- 192 meetings with parents Easter to summer
- SEND review meetings termly and SENCo at Parents' Evenings
- Parental voice more positive



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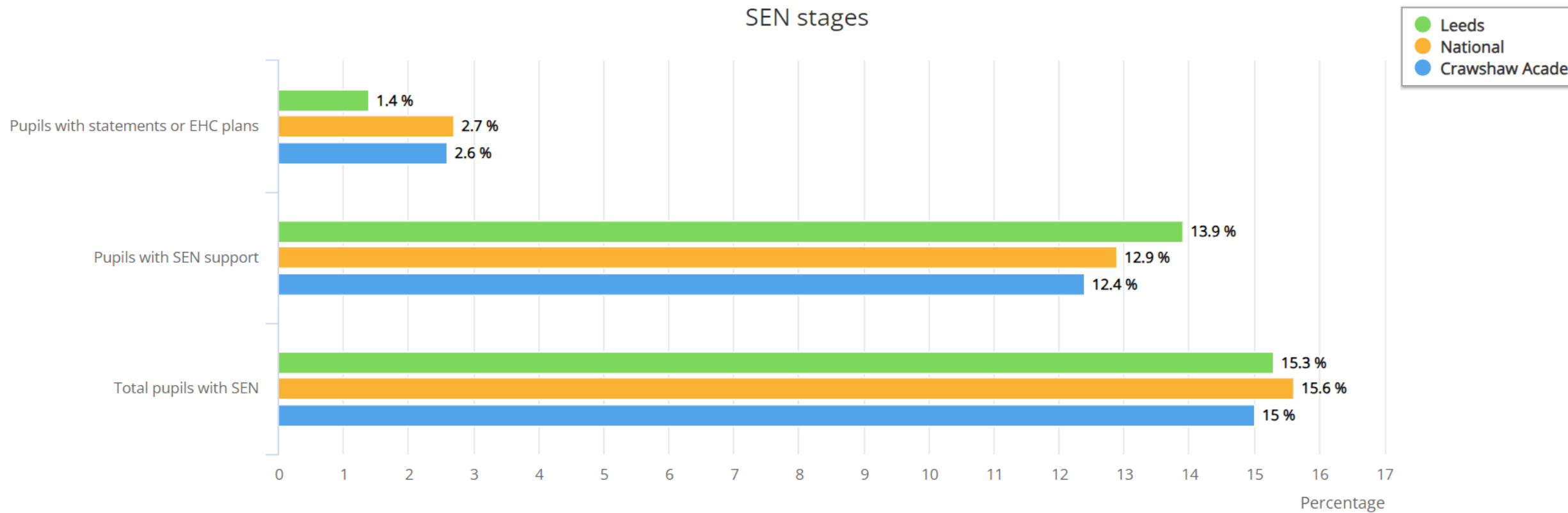
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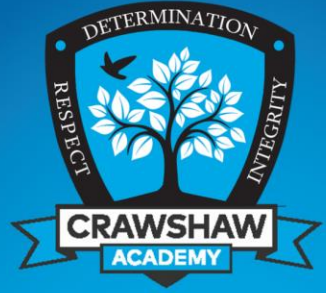
## What has changed since Easter 2025?

- Information to staff- SEND Bulletin weekly, SEND spotlight in briefing and Classcharts sharing key information
- All teachers annotated pupil passports to update them in summer 2025
- Teachers have easy access to EHCPs and Pupil Passports
- Research based interventions
- External agency input and relationships



### SEN stages

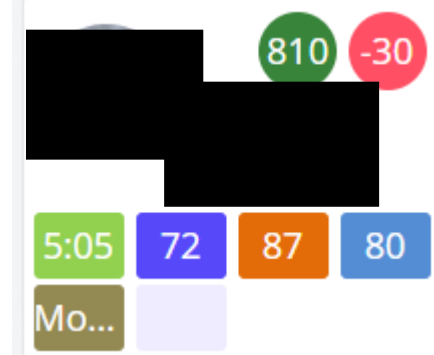
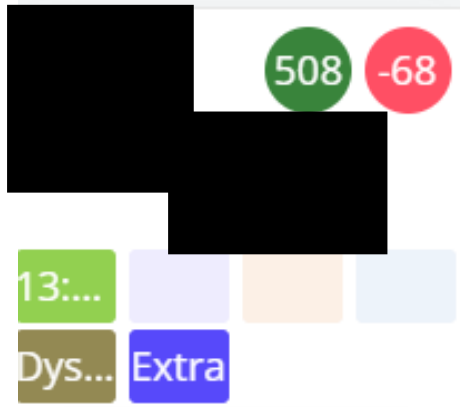




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# Information shared via ClassCharts



## Plans

None found

## Pupil Passport

- Current pupil passport

## Provisions

- SENCO transition handover meeting
- EW - Numeracy
- In Lesson TA Support - 10A/Ma

## Sen strategies

Choose SEN type to display recommended SEN strategies.

SEMH



[www.crawshawacademy.org.uk](http://www.crawshawacademy.org.uk)

## Likes

Dance, Music, Maths and Drawing

## Special Educational Need(s)

Speech, Language and Communication Needs

## What I find difficult

Remembering information- poor working memory

Complex terminology

Understanding spoken language

Emotional regulation- I need adult support to do this

Understanding vocabulary that is age related expectations

I can stammer and struggle to get my words out

Turn taking in conversations

Making appropriate eye contact

Understanding social cues

## Strategies to help me

Speak slowly and clearly: pause between phrases

Use short and simple sentences such as, 'Pen down'

Make sure you have the full attention before giving instructions or information

Give instructions before a practical activity (not during) to allow for processing time

Provide additionally processing time

Encourage them to repeat task instructions back to you

Emphasise key words

Use visual supports such as pictures or gestures

Do not rephrase a repeated instruction, ensure you use the same wording

Support me to make appropriate eye contact and track the teacher

Model conversational rules

Provide guidance and prompts for group work such as

## Access arrangements



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# What has been the impact?

- EHCP attendance has improved
- 6 new EHCPs
- Parental confidence and voice improved
- More parents of students with SEND want their child to go here in September
- Year 7 Parents' Evening very positive about staff understanding needs
- Reduced number of students Persistently Absent
- 2 students awaiting specialist provision
- All Year 7,8 and 9 screened with Language Link: 34 students identified as needed SPLCN intervention. 6 referrals to SALT and 1 student received a diagnosis of DLD
- Lexia UK implemented and students receiving intervention are making progress if 2 hours a week for 6 weeks
- Suspensions for SEND reduced:

Suspensions SEN			
HT1	HT1	HT2	HT2
24/25	25/26	24/25	25/26
36	26	43	27





# Next steps

- All students on the SEND register to have a Learning Plan with personalised targets for that term which are reviewed with teachers, parents and the student. This will also include targeted intervention and external agency reports
- The SEN register reviewed regularly rather than students being on from Primary then staying on all the way through school
- All staff to involved with SEND not just the SENCo
- More SEMH provision
- EHCP coordinator in the Trust who will support 2 days a week
- More assistive technology to be used for students with SPLD- lending library applied for and Docs plus funded by the Trust
- More students to be receiving high level and quality support
- Students on the SEND register or with an EHCP who require an alternative curriculum to complete the Achieve programme instead of an option



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# SEND Update- Curriculum

## Achieve Programme- The Kings' Trust

- The King's Trust Achieve programme is a flexible personal development programme.
- It is designed to support and empower students aged 11-19 (and up to 25 with SEN statement or EHCP) who may need additional assistance to succeed in education.
- It supports education providers by providing learning resources and guidance for you to deliver flexibly in your setting. There is also the option for Achieve learners to gain a King's Trust qualification. Our qualifications are regulated by the appropriate regulatory bodies.
- The Achieve programme helps learners to develop skills and experience for life, whilst building their confidence to realise their potential.

This is suitable from Year 7 so this can be developed to support some of our most vulnerable learners.



FOR SUCCESS



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## Achieve Unit Overview

An overview of the units available for you to deliver on the Achieve programme.

Personal Development and Employability is well suited to being tailored to the individual needs of your learners. Learners may complete a minimum of 2 units to gain a qualification. The Qualification is offered at Entry 3, Level 1 and Level 2 and can be completed in a timescale that suits your learners' pace of learning.

The King's Trust Award, Certificate, Extended Certificate and Diploma in Personal Development and Employability Skills (PDE) recognises a breadth of personal skills, qualities and attitudes required by employers across a range of sectors.

	PDE from September
<b>Award</b>	2 units
<b>Certificate</b>	6 units
<b>Extended Certificate</b>	9 units
<b>Diploma</b>	13 units

