



Crawshaw Academy Special Educational Needs Policy - March 2024

Special Educational Needs and Disability (SEND) Local Offer

The Children and Families Bill 2014 affects the way children with SEND are supported in schools; the changes came into effect September 2014. The key principles of the new legislation are:

- Young people and their families should be involved in discussions about the support they need; they are at the centre of planning. Their knowledge and experience of the student's need are key to the formulation of subsequent plans and support.
- Education, health and care plans (EHC) replaced statements of special educational needs and are reviewed annually.
- Schools use a single school-based category (K) for students who need additional support. This can be a range of physical, sensory or learning difficulties.

Some children need increased support to access learning because:

- They have a significantly greater difficulty in learning than the majority of children of the same age.
- They have a disability defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities compared to others of the same age.

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

If you think your child may have special needs contact Mr Thomas, SENDCO. The SENDCO is responsible for coordinating the support for students with special educational needs and disability (SEND) and developing the school's SEND Policy to make sure all students with SEND get a consistent, high quality response to meeting their needs in school.

How will school support my child?

Phase Leaders, Year Leaders, Faculty/Curriculum Area Leaders, Subject Teachers and Form Tutors are responsible for checking the progress of your child and in the first instance identifying, planning and delivering any additional help and support your child may need (this could be coursework catch up, homework support, mentoring support for that subject) and letting the SENDCO know as necessary. The Inclusion team constantly monitors and supports students with SEND.

When a student is referred to the SENDCO information is gathered from a variety of sources to establish if a student needs additional support. If this is the case, an individual Pupil Passport may be produced which will provide information about how your child learns best and what support should be provided.

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

At KS3 students who it is felt would benefit from additional literacy support may have intervention lessons as part of their timetable. This is a small class size where core literacy skills are reinforced to support work covered in lessons across the curriculum. Student's literacy levels are tested at the beginning of the programme and throughout the year as appropriate to monitor progress in liaison with the Literacy Co-Ordinator.

In addition, Lexia, a literacy programme may be provided for a small number of students who have significant difficulties with reading and spelling and this has proved particularly successful for students with dyslexic traits or a formal diagnosis of dyslexia.

Speech and Language programmes are provided for a small number of students who have difficulties with normal social interaction or specific difficulties, for example, pronunciation of sounds.

An alternative pathway may be offered for some students at KS4 and this will be in discussion with the phase leader.

Class teacher input via excellent targeted classroom teaching (Quality First Teaching) ensures that the teacher has the highest possible expectations for your child and all pupils in their class.

All teachers adapt work to provide for the needs of students in their groups; for some students, Teaching Assistants work in the classroom to provide additional support. Teachers use the Pupil Passport to put specific strategies in place (suggested by the SENDCO and outside agencies) to support your child to learn.

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

In addition to the normal reporting arrangements, students with a Pupil Passport will have this reviewed periodically and parents/carers may be invited to contribute to this with students. Parents/carers can request a meeting with the SENDCO at any time and should contact school to do this; it is not necessary to wait for parents' evening if you have concerns which you would like to discuss. The SENDCO is available at all parents evenings to talk to parents/carers.

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

Form Tutors are the first point of contact for all students.

Each year group has a Year Leader and a Phase Leader who has overall responsibility for that year group.

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

School has access to a wide range of internal and external agencies and professionals. You are able to request referrals via the SENDCO:

- Speech and Language Therapist
- STARS – Support with students with Autistic Spectrum Condition (ASC)
- Complex needs team
- DAHIT-Hearing Impaired Specialist Team
- Visually Impaired Specialist Team
- Cluster support including, Family Support, counselling
- Attendance Improvement Office
- Post 16 Specialist

- ASC Lead Practitioner
- Mindmate Spa
- SENIT
- Medical services such as physiotherapist, occupational health
- Onsite Health and Well Being team
- Safer Schools Officer

What training do staff supporting children with SEN have?

The SENDCO is a qualified teacher. We have a team of 4 qualified Teaching Assistants (TAs). All TAs benefit from ongoing professional development, including specialist training for those who have specific responsibilities.

The SENDCO provides SEND training for all staff as part of their continual professional development.

All teachers are teachers of pupils with special educational needs.

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

All after school activities and school trips are open to all students with SEND. Some students will have a risk assessment if there are concerns regarding health and safety. Trip leaders make the final decision as to whether trips and activities are suitable for individuals and the rationale will always be discussed with parents/carers.

How accessible is school?

The majority of school is accessible for all students, however, the tower block does not have a lift and therefore the top two floors will not be accessible to students with significant mobility issues. Where necessary, classes will be moved to allow access for all.

Where possible, school provides specialist equipment, e.g. modified IT equipment, for students with individual needs.

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

In addition to the normal transition process at KS2, additional support is given to students identified as vulnerable by primary school. This may include visits to primary school, additional visits to secondary school, SENDCO transition from KS2 to KS3, meeting with parents and SENDCO.

The option choice process at KS3 is already quite extensive (including input from the Inclusion department). If parents/student require any further support, it is provided.

The KS3/4 transition process is quite extensive, including input from the Inclusion department. As part of the careers advice provided, students with high levels of need are given an early careers interview to support decision making at this stage. If a child with an EHCP is going on to a setting in KS5, a representative from the school or college may be invited to the annual review in Year 11 to discuss individual support needs and how these needs might be met. We support SEN students with applications for post 16 settings and can help prepare them for interviews etc.

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

The school's Notional Inclusion Budget is formula funding that is used to support all SEN students. For high needs students who have needs which cannot be met within the notional budget, additional funding through Funding for Inclusion (FFI) can be applied for which may be used to ensure that the more specialist support they need

is provided. These applications will be made by the SENCO as the young person enters Year 7 and Year 10 only.

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

All parents are strongly invited to support students through the normal school processes:

parents' evenings, information evenings, transition events, support with homework, accessing the website etc.

The governing body has a Link Governor with responsibility for SEN, Ffion Hughes, who can be contacted through school.

Who can I contact for further information?

The first point of contact for parents of students with SEN needs is Mr D Thomas (SENDCO). Main school reception will put you through to the Inclusion department or you may prefer to email:

CASENDsupport@ca.rklt.co.uk