

● EXCELLENCE ●

We strive to **improve** and **progress** each day, allowing ourselves to achieve our personal best.

● PURPOSE ●

We apply reason to all that we do, **determined** to achieve our goals.

● AMBITION ●

We have the **desire** and **enthusiasm** to aim higher, with the **motivation** to succeed in our plans for the future.

CARING

We show support and consideration to our school community and those beyond it.

RESPONSIBLE

Recognising that we make the difference to benefit ourselves and others

ADVENTUROUS

We are bold and ambitious, open to opportunities that come our way, unafraid to try new things.

WORK READY

We prepare ourselves for the future by understanding what is required of us to fulfil our career ambitions.

SUPPORTIVE

We help each other to achieve our goals, inspiring others to be the best they can be.

HONEST

We are truthful and sincere to ourselves and our school community. We are welcoming, understanding and accepting of others.

ACTIVE

We want to participate, ready to engage in physically energetic pursuits to keep our bodies healthy.

WILLING

We are ready, eager, or prepared to do something asked of us as part of our school community.

Crawshaw Academy SEND report 2022-2023

Crawshaw Academy, part of the Red Kite Learning Trust, is a fully inclusive mainstream school in Pudsey within the West Wedge of Leeds.

Students of all ages and all abilities will:

- ✓ Be treated as individuals where their individual needs, interests and aptitudes are recognised;
- ✓ Be entitled to have an emerging or evident special educational need identified and assessed. It may not be possible to assess SEN needs in school and we will be able to offer advice as to how this may be accessed;
- ✓ Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident;
- ✓ Receive a balanced curriculum in both content and style of delivery which allow them to make informed choices as they progress beyond the Academy;
- ✓ Be encouraged to strive to achieve their full potential, whatever their abilities;
- ✓ Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe;
- ✓ Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school;
- ✓ Be encouraged to see education as a life-long process to the benefit of all aspects of their life.

Aims

We aim to provide every child with access to a broad and balanced education. This includes the core curriculum offer in line with the *Special Educational Needs Code of Practice 2014*. Our aims are:

- ✓ To ensure that all pupils with SEN have their needs identified in order to support academic progression and continued good physical and mental health and well-being;
- ✓ To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently;
- ✓ To ensure all children can access a balanced curriculum, differentiated as appropriate to their needs;
- ✓ To ensure that all pupils with SEN are able to fully access the curriculum by providing extra support or additional resources where appropriate to address barriers to learning;
- ✓ To ensure that the parents of SEN students are kept fully informed of their child's progress and attainment;
- ✓ To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision.

<p>The kinds of Special Educational Needs for which provision is made at the school.</p>	<p><i>What kinds of SEND do pupils have in your school?</i></p>	<p>High quality teaching that is adapted and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).</p> <p>Students at Crawshaw Academy have a range of difficulties including specific learning difficulties e.g. dyslexia, dyspraxia, Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.</p>
<p>2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs.</p>	<p><i>How do you know if a pupil needs extra help?</i></p>	<p>When your child first joins Crawshaw Academy, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers; primary school teachers; end of key stage 2 levels; literacy and numeracy base line tests; application form information; subject teachers; specialist colleagues and external agencies.</p> <p>Class teachers, Faculty Leaders, Phase leaders and Student Support Workers closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at Crawshaw Academy will further identify pupils with a special educational need. This identification may come from tutors, subject teachers, support colleagues, outside agencies, parents/carers or the pupils themselves. If your child needs to be assessed we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have positive working relationships with outside agencies and a referral can be made to them.</p> <p>We follow a staged and graduated approach to identifying and assessing needs. The triggers for intervention could be concern expressed by a teacher, support colleague or other member of staff, underpinned by evidence, about a pupil who, despite receiving adapted learning opportunities, does not make expected progress.</p> <p>All students with SEND who require additional and different support to others are on the SEN Register which is accessible to all staff. Many students have Pupil Passports and all students on the register have a Pupil Passport. Staff use this information to inform their lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities.</p>

<p>3a. How the school evaluates the effectiveness of its provision for such pupils</p>	<p><i>How will I know that my child is making progress?</i> <i>How do you evaluate provision?</i></p>	<p>All students, including those with SEND, are assessed on a regular basis, in accordance with the Academy's Assessment Policy. Teachers formally assess and review progress at calendared assessment points, which is communicated to parents/carers by a report that is sent home. The SENCO monitors this information and oversees intervention when appropriate, e.g. updating pupil passports. Additionally, parents evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps. All students with an Education, Health & Care Plan (EHCP) have an Annual Review.</p> <p>The Leadership team has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. These are regularly reviewed through regular evaluation. Additionally progress and attainment data for students is analysed for effectiveness and value for money.</p>
<p>3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</p>	<p><i>How do you check and review the progress of my child and how will I be involved?</i></p>	<p>The school will send home reports each year which will show your child's current and target levels as well as reporting on their effort, behaviour, homework and independent learning. Subject Leaders, Faculty Leaders, Phase Leaders and Inclusion staff will monitor and review your child's levels and pick up on any subjects where your child is not making the right amount of progress. We will then put an intervention in place. At the next reporting time we will check whether the right progress has been made.</p> <p>We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through parent's evenings, use of ARBOR, the student planner, email, telephone calls, appointments made with individual teachers, Annual Reviews, reviews of Pupil Passports.</p> <p>The school provides information for parents through newsletters, information on the website, Open/Information days, Parents Evenings and letters home.</p>
<p>3c. The school's approach to teaching pupils with special educational needs</p>	<p><i>How do teachers help pupils with SEND?</i></p>	<p>Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt teaching to meet these requirements. Adapting activities to meet individual needs is part of Initial Teacher Training, and expected in the universal offer of quality first teaching. This may involve using different strategies, more practical/adaptation of resources and activities, the use of additional help and support, for example from a Teaching Assistant. This means your child can access the lessons fully.</p> <p>Within school there are a variety of staff roles to help us fully support your child. There is also a range of interventions and additional subject support available and should your child need this.</p>

		When your child enters Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.
3d. How the school adapts the curriculum and learning environment for pupils with special educational needs	<i>How will the curriculum be matched to my child's needs? How accessible is the school environment?</i>	Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include option choices; additional literacy; nurture groups; intervention groups and number of qualifications studied. Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including a number of lifts to access all areas; disabled toilets, wide corridors and equipment to help with reading and writing. An Accessibility Plan is in place and available from our school website.
3e. Additional support for learning that is available to pupils with special educational needs	<i>Is there additional support available to help pupils with SEND with their learning? How are the school's resources allocated and matched to children's special educational needs? How is the decision made about how much/what support my child will receive?</i>	We have a range of staff to support pupils and address additional needs they may have, including pupils with SEND. This includes our Student Support team, Teaching Assistants and Key Phase Leaders. Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their plan. Teaching Assistants are allocated, where resources allow, to support students in lessons with specialist Teaching Assistants delivery some intervention sessions. Staff liaise with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers. Students with EHCPs will have desired outcomes and provisions to meet those outcomes specified in the plan. The SENCO coordinates how these provisions are implemented in order to achieve the outcomes. Annual reviews involving the student, parents/carers, subject staff and other professionals evaluate progress made towards outcomes. New outcomes may be introduced which suit the student in terms of current need and preparation for adulthood.
3f. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do	<i>What social, before and after school, and other activities are available for pupils with SEND? How can my child and I find out about these activities?</i>	A large range of extra-curricular activities are available at Crawshaw Academy. They are open to all students, including students with SEND. Additionally we run a range of activities to support SEND students including access to Learning Support Unit during unstructured times and before school, Homework Club after school 3-4 Monday-Thursday and Breakfast Club daily from 8am. We also run revision sessions for older students as and when required or where possible support department revision sessions. All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.

not have special educational needs	<i>How will my child be included in activities outside the classroom, including school trips?</i>	
3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs	<i>What support will there be for my child's overall well-being?</i>	At Crawshaw Academy we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a form tutor who will (in most cases) remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor and students. There are additional members of staff who are able to provide pastoral support, these include: Teaching Assistants, Family Support Officer, Attendance Improvement Officer, Safer Schools Officer, Student Support Workers, Key Phase Leaders, Health and Well Being team and Safeguarding Officers. We also have access to additional support for families through the cluster
4. In relation to mainstream schools, the name and contact details of the SEN co-ordinator	<i>Who should I contact if I want to find out more about how Crawshaw Academy supports pupils with SEND? What should I do if I think my child may have a special educational need or disability?</i>	The SENCO is Lynne Bentley, contact details bentleyl@ca.rklt.co.uk You may wish to speak to individual student teachers, form tutor or Student Support Workers in the first instance.
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured	<i>What training have the staff supporting children and young people with SEND had or are having?</i>	We have a Learning Support department which is made up of the SENCO, the Student Support Officer and a number of Teaching Assistants. Many of the Teaching Assistants have responsibility for and training in a specific area for example child mental health, sensory impairment, Down syndrome, autism, speech, language and communication needs, emotional literacy support (ELSA). Within this team we have staff who have a range of experience and who have undertaken training covering various areas of SEND including: <ul style="list-style-type: none"> • NVQ Level 2 & 3 Teaching Assistant qualifications; • behaviour support; • all support staff and a member of teaching staff from each faculty have done AET level 1 autism training and our lead practitioner has completed AET level 2 training; • supporting students with attachment needs; • IRLLEN Screening and visual stress.

		<p>Training is provided to all staff, including teachers and TA's, as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills. Staff who are new to the school follow an induction programme which includes training and information on SEN.</p>
<p>6. Information about how equipment and facilities to support children and young people with special educational needs will be secured</p>	<p><i>What happens if my child needs specialist equipment or other facilities?</i></p>	<p>As a school we can access a range of services including Visual and Hearing Impaired Team, Speech and Language Therapist, Educational Psychologist and the STARS team (ASC support). These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact Tracy Hansen or discuss the issue at the next review/parents evening.</p>
<p>7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<p><i>How will I be involved in discussions about and planning for my child's education?</i> <i>How will you help me to support my child's learning?</i></p>	<p>We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> ✓ Helping them to be organised for their day (including bringing the right equipment and books); ✓ Following the behaviour for learning policy; ✓ Attendance and good punctuality; ✓ Completion of homework; ✓ Checking and signing planner; ✓ Attending parents meetings; ✓ Attending any meetings specifically arranged for your child. <p>The SENCO attends all Parents Evenings. The SENCO welcomes the opportunity to talk through Pupil Passport with parents / carers, appointments can be made with the SENCO by calling school. Regular communication is essential in order to support young people and families, and we welcome and encourage this at Crawshaw Academy.</p>

<p>8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.</p>	<p><i>How will my child be involved in his/her own learning and decisions made about his/her education?</i></p>	<p>Students are encouraged to take part in Pupil Voice activities, regularly evaluate their work in lessons, attend review meetings and parental meetings where appropriate and contribute to target setting and reviewing in order to reflect on their learning and achievements.</p>
<p>9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school</p>	<p><i>Who can I contact for further information? Who can I contact if I have a complaint?</i></p>	<p>In the first instance contact the subject teacher or your child's tutor who may refer your concerns to a more senior member of staff if needed. Alternatively please contact our Assistant Principal for Inclusion Alison Finley. For specific concerns about SEND and how your child's needs are being met please contact Tracy Hansen SENCO. There is a member of the governing body with specific responsibility for SEN-Caity Kisslingberry. The SEN governor and SENCO meet regularly to discuss latest trends, aims and direction of the SEN department.</p>
<p>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary</p>	<p><i>What specialist services and expertise are available at or accessed by the school?</i></p>	<p>As a school we can access a range of services including Educational Psychology Service, careers support; Pudsey Cluster who offer a range of services to support families, Speech and Language Service, STARS (ASC) advice and support, School Nursing Service. These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with SENSAP Team, Leeds City Council and use the Early Help process when appropriate to do so. If you believe your child needs support from a specialist please contact Tracy Hansen or discuss at the next review/parents evening.</p>

<p>organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils</p>		
<p>11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p>	<p><i>Who should I contact to find out about support for parents and families of children with SEND?</i></p>	<p>Leeds SEND Information Advice Service Tel: 0113 378 5020 https://sendiass.leeds.gov.uk/#:~:text=Special%20Educational%20Needs%20and%20Disabilities%20Information%20Advice%20and,carers%20to%20help%20with%20any%20concerns%20or%20questions. Leeds local offer https://leedslocaloffer.org.uk#!/directory/7456 Leeds City Council Special Educational Needs: https://www.leeds.gov.uk/schools-and-education/support-for-pupils-with-send STARS – Autism Outreach Service http://www.starsteam.org.uk Speech and Language Therapy Service https://www.leedscommunityhealthcare.nhs.uk/our-services-a-z/child-speech-and-language-therapy/ Early Help Plans-Common Assessment for Families (CAF): http://www.leeds.gov.uk/residents/Pages/The-common-assessment-framework-%28CAF%29-.aspx Pudsey Cluster Support Services http://pudseycluster.org/</p>
<p>12. The school's arrangements for supporting pupils with special educational</p>	<p><i>How will the school prepare and support my child when joining your school or transferring to</i></p>	<p>We liaise closely with primary schools and provide additional transition support both before your child starts and afterwards, if it is needed. The Year Manager has conversations about every child starting at Crawshaw Academy with the Year 6 teacher. The SENCO will meet the primary SENCO to discuss specific needs and interventions which have been used to support individual students.</p>

needs in a transfer between phases of education or in preparation for adulthood and independent living	<i>a new school or post-16 provision?</i>	The SENCO and Learning Support Team is involved at other transition times, for example the KS3/4 Option Choice process and transition to college / 6 th Form. We arrange for some SEN students to receive advice on careers and encourage students and families to visit colleges to explore post-16 courses. If additional support is needed this will be put in place and information will be handed over on transition. We work closely with the SENSAP team to ensure relevant paperwork is completed for students with EHCPs.
13. Information on where the local authority's local offer is published	<i>Where can I find out about other services that might be available for our family and my child?</i>	Leeds City Council Local Offer information: https://leedslocaloffer.org.uk/#!/directory/7456

Objectives

Identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and our feeder schools prior to the child's entry into the school.

Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.

Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCO, with Leadership support and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. This includes appropriate Post 16 provision for SEN students via the Pudsey Confederation.

Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and for students with EHCPs or FFI funding, providing information annually on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.

Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.

Create a school environment where pupils feel safe to voice their opinions of their own needs. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress from their starting points, and grow to be equipped for their future lives. Provision may change and develop over time.

The information required to be included in this SEND Information Report is stated in **The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report section 6.79.**

