

Crofton Academy



SEN Information Report 2025

Version	Date	Description	Reviewers/ Approvers	Next Review Date
2023V1	September 2023	Update to previous report incorporating best practice	LHa/VEI	September 2024
2024V2	September 2024	Update to previous report incorporating best practice	LHa/VEI	September 2025
2025V3	September 2025	Update to previous report incorporating best practice	LHa/VEI	September 2026

Academic Year 2025-2026

The Kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition and speech and language difficulties
- Cognition and learning, for example, moderate learning difficulties, dyslexia and development coordination disorder (DCD)
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) and anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties and epilepsy

Identifying pupils with SEN and assessing their needs

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to that normally available to pupils of the same age.

A SEN is identified via a range of information and assessment which includes:

- 1) Year 7 transition information from feeder schools.
- 2) Subject and pastoral referral based on internal targeted assessments and progress across subject areas.
- 3) Diagnostic assessment including internal assessment and information from external professionals.
- 4) Access Arrangement testing in preparation for Key Stage 4 examination.

This may include progress in areas other than attainment, for example, social and communication skills. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Where a child or young person is looked after by the Local Authority and have SEN

Within the Academy, support is matched to need. This arrangement is the same for children and young people who are looked after by the local authority and have SEN.

Where a looked after child is on the SEND register, PEP's will be aligned with the EHCP, if one applies, or with any school support documentation.

Consulting and involving pupils and parents

The school aims to work in partnerships with parents and carers in line with the recommendations in the SEND Code of Practice. We will work to enable and empower parents and pupils to ensure that they have a voice. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and parents/carers will be invited to review meetings to discuss their child's progress, where we encourage you to bring a friend or relative to meetings if you wish to do so.

Parents/carers are encouraged to use the Parent Partnerships Service for support and advice and we will formally notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress, and attainment and behavior.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. All teachers are expected to use the individual SEND student information made available to them to inform the planning and delivery of lessons. This includes EHCPs, School Learning Plans, Pupil Profiles, diagnostic data and professionals' reports.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this.

If your child is moving to another setting:

- We will contact the school SENDCO and ensure they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- When moving years in school year groups, information about your child will be shared with their new teachers.

In Year 11:

- If your child has a statement or EHCP they will meet with our Careers Advisor to create a plan for their Post 16 education. The advisor will be asked to attend or provide a written report for the Annual Review
- If your child does not have a statement or EHCP the plan will be created with parents/carers and the pastoral team/SEN staff.
- The SENDCO, personal development team and/or Key Mentor may support your child in finding a new school/college.

- If necessary, the SENDCO will work with you to arrange visits to new schools/colleges for your child.

How do we support transition from Year 6 into High School?

- There is a highly structured transition program with a range of events including transition visits, a Year 6 information evening and induction day during which all SEND learners and their parents/carers have an opportunity to meet the SENDCO and Assistant SENDCO.
- Visits to the feeder schools by SENDCO and Assistant SENDCO. This may include additional one to one visits for vulnerable/SEND learners to speak with primary staff and conduct observations.
- Attendance at Year 5 and 6 Annual Reviews if we are invited.
- First two days of term are for Year 7 only.

Our approach to teaching pupils with SEN

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement.

Teachers are responsible and accountable for the progress and development of the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be adapted for individual pupils.

We will also provide the following interventions:

- Fresh Start – A systematic synthetic phonics programme to accelerate progress for struggling readers.
- Toe by Toe – A highly structured cumulative and multisensory literacy programme to develop reading (decoding) and spelling skills.
- Numicon – A visual and kinesthetic tool that uses action, imagery and conversation to help learners to structure their experiences of numeracy.
- Power of 2 – A highly structured cumulative numeracy programme to develop numeracy skills.
- Personalised programmes with external professional input for those who need it.
- Referrals to outside professionals including WISENDSS, Speech & Language therapists, and Educational Psychology for assessment and interventions - including advice on internal support programmes, classroom strategies and suitable resources.
- Where appropriate, small group and 1:1 support or specialist programmes including developing skills to manage anxiety, self-management, understanding spoken language, expressive language, social stories and social skills.
- Intensive pastoral support for those that need it from group tutors, learning mentors, school counsellor, Educational Psychologist, school nurse, and other areas of the pastoral team.
- Risk Assessments, Personal Evacuation Plans and Health Care Plans in place where appropriate.
- Targeted Emotional Literacy assessments and intervention.
- Access to a broad range of external support agencies including Future in Mind, Team Around the School and CAMHS.
- School Nursing Service and emergency medical room available in school.
- Provision such as lift passes, toilet passes, leaving lesson early passes etc. in place where appropriate. These are regularly reviewed.
- Modified papers for lessons and examinations- where required e.g. colour of paper, size of font.
- Where required, appropriate resources such as magnifiers used in lessons for specific pupils that need this.
- Visual Stress assessments to provide coloured overlays for those who need it.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by flexible grouping, explicit instruction, metacognitive strategies and scaffolding.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Personalising our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- We provide support with homework clubs and access to the library during lunchtime, before and after school.
- Key words, dual coding and Frayer models are used across the school to support learning.

Additional support for learning

We have 1 SENDCO, 1 Assistant SENDCO and 14 full/part time Learning Support Assistants who are trained to deliver interventions such as social communication, literacy and life skills.

We work with the following agencies to provide support for pupils with SEN:

- WISENDSS
- VI and HI Team
- NHS Physiotherapy
- Future in Mind
- CAMHS
- SENART
- Social Services
- West Yorkshire Police
- Occupational Therapy
- School Nursing Team
- Team Around the School
- Education Psychology

Expertise and training of staff

Our SENDCO has 10 years of experience in this role and has worked as a Director of SEND across a local Multi Academy Trust.

We have 1 SENDCO, 1 Assistant SENDCO and 14 full/part time Learning Support Assistants who are trained to deliver provision. In the last academic year, staff have been trained in:

Safeguarding;
Trauma Informed Practice;
PDA;
Supporting SEND in the classroom across a number of subjects
Key Mentor Role;
Equality, Diversity and Inclusion;
Sensory Play and Brain Breaks;
Prevent Duty;
Supporting pupils with epilepsy;
Supporting pupils with diabetes;
Manual handling;
Therapeutic approaches;
Supporting bereavement;
Understanding eating difficulties;
Supporting the mental health of adolescents and young people;

Adding value to the role of the LSA;
ELSA;
SALT.

Securing equipment and facilities

- The Academy budget, received from the Education Funding Agency, includes money for supporting children with SEN.
- The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.
- The Headteacher and the SENDCO discuss all the information they have about SEN in the school, including the children getting extra support already, those children needing extra support and the children who have been identified as not making as much progress as would be expected. They then decide what resources/training and support is needed.
- Support and resources are allocated and readjusted annually in line with the four areas of need of those pupils on the SEND Register.
- A SENDCO and Assistant SENDCO lead the day to day management of the SEND department. This is overseen by the member of SLT with overall responsibility for SEND.
- SEN resources and provision are developed and procured in line with the priorities stated in the School Improvement Plan. The plan is agreed annually by Governors and monitored through the appropriate governor subcommittee.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term;
- Reviewing the impact of interventions after 6 - 8 weeks;
- Using pupil questionnaires;
- Using parent questionnaires;
- Monitoring by the SENDCO;
- Holding annual reviews for pupils with Education, Health and Care Plans;
- The progress of pupils on the SEND Register is discussed regularly with year group leaders;
- Any decision regarding a child's SEN status will be made as a result of data and information received. Parents/carers will be consulted and their views considered before this is actioned;
- The Leadership Group and Governing Body will consider and report on the effectiveness of the SEND Policy. This will be completed on an annual basis following the publication of examination result and in light of the school examination report;
- Any remedial action or policy amendments will be reflected in the School Development Plan if whole school issues are identified.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all pupils, including our before and after-school clubs.

All pupils are encouraged to go on our residential trips and where appropriate, extra staff are deployed for trips to meet the stringent requirements of our risk assessments and pupil to adult ratios. All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Students with SEN are allocated places in two separate and distinct ways:

Those pupils with statements or EHCPs have a separate admissions procedure overseen by Wakefield SEN team.

Those pupils who have SEN, but do not have a statement or EHCP are admitted via the normal school admissions criteria.

The corridors are wide with disabled toilets provided and there are evacuation chairs on the main stairwells. We also have a care suite and physio room.

Our Accessibility and Inclusion Policy can be found on the School Website.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the pupil leadership group.
- Pupils with SEN are also encouraged to be part of all extracurricular groups to promote teamwork/building friendships etc.
- We have a zero tolerance approach to bullying.
- All pupils have access to the pastoral team inclusive of Year Leader, pastoral mentors and school counsellor.

Working with other agencies

Advice and support from outside agencies is sought to support the school in best meeting the needs of pupils identified with a SEND.

We believe that effective action on behalf of children with SEND depends upon close cooperation between the school and other professionals.

The education support services used regularly by the school include:

- Educational Psychology Service (Service Level Agreement)
- Looked After Children Education Support Team
- Education Welfare Service
- WISENDSS

Advice and support from health services is often required to best meet the needs of pupils.

The health services regularly used by the school for advice and support include:

- School Nursing Service
- Child and Adolescent Mental Health Service (CAMHS)
- Sensory Impairment Service

The school holds close links to other services that are called upon to offer advice and/or support for our staff or pupils such as Social Services, Youth Offending Team and Young People's Service.

Complaints about SEN provision

Crofton Academy and its staff will always do their best to meet the needs of all of the children and young people who attend the school.

Complaints about SEN provision in our school should be made to the Group Tutor in the first instance. Alternatively, the Year Leader and SENDCO can be contacted to discuss any concerns.

Formal complaints should be expressed in writing to the Chair of Governors if parent/carer feel that their initial complaint has not been answered satisfactorily.

Parents/carers will be made aware of the support and advice available from the Parent Partnership Service. The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND Tribunal if they believe that our school has discriminated against their child.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact Details for raising concerns

Mrs R Clark – Year 7 Year Leader

Mrs G Pritchard – Year 8 Year Leader

Mr M Wiles – Year 9 Year Leader

Mr L Longfield – Year 10 Year Leader

Mr A Miller – Year 11 Year Leader

Mrs V Elliott – SENDCO

Mr L Hardcastle – SLT leader with responsibility for SEND

Sally Kilbride – SEND Governor

Contact email address: admin@croftonacademy.org.uk

The Local Authority Local Offer

[Wakefield SEND Local Offer | Wakefield SEND Local Offer](#)