

# **CROFTON ACADEMY SEND OFFER**

**Crofton Academy Specialists in Maths and Computing, is a co-educational comprehensive day school. The age range of the pupils is currently 11 to 16, however the School has opened a Sixth Form for Years 12 and 13 in partnership with Wakefield College.**

## **VISION AND AIMS OF THE Academy:**

At Crofton Academy every individual will be cared for, supported and challenged to maximise their potential in order to create a feeling of self worth and ambition. This aspirational journey will allow each member of the community to develop individually within an ethos of respect, enjoyment, sense of belonging and provide a foundation for life long learning.

## **THE AIMS OF CROFTON ACADEMY:**

- **Values** The diverse needs of everyone are recognised and supported to promote equal opportunities to create an inclusive school.
- **Pledge** To foster a caring and safe environment built on mutual respect and clear expectations, where success is promoted and celebrated.
- **Opportunities** To offer broad, relevant and flexible opportunities that provide enjoyable and challenging experiences which maximise the life chances of all.
- **Staff** To nurture all staff through secure, supportive, continuous professional development. Care for staff extends to their well-being, ensuring their professional duties are effectively met.
- **Learning Environment** To provide a stimulating environment encompassing new technologies which reflect the changing needs of the local and wider communities. In response learners will be recognised as flexible and adaptable in the face of challenge and change.
- **Learner Achievement** The learner experience will enable the development of responsible, tolerant citizens encouraging ownership of their communities. Independent, reflective learners will flourish through opportunities to engage in creative exploration. Our learners will be confident and resilient enough to drive for success.
- **Partnerships** To initiate, promote and enhance a positive and lasting partnership between academy, its stakeholders and the wider community.

## **Admissions**

**Students with SEN are allocated places in two separate & 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.**

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING  
AT CROFTON ACADEMY:**

School Based Information	Staff	Summary of Responsibilities
<p><b>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs (SEN)?</b></p>	<p>The Acting SENCO, Alison Morris (M.A in Specific Learning Difficulties)</p> <p>Assistant Head teacher (Named person for Child Protection) Lee Hardcastle Year Group Managers. Heads of Curriculum Area, Form Tutors</p>	<p><b>They are responsible for:</b></p> <ul style="list-style-type: none"> <li>• Coordinating all the support for children with special educational needs (SEN) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.</li> <li>• Ensuring that you are: <ul style="list-style-type: none"> <li>• involved in supporting your child's learning</li> <li>• kept informed about the support your child is getting</li> <li>• involved in reviewing how they are doing</li> <li>• part of planning ahead for them.</li> </ul> </li> <li>• Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...</li> <li>• Updating the school's SEN register (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.</li> <li>• To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress in school.</li> </ul> <p><b>They are responsible for:</b></p> <ul style="list-style-type: none"> <li>• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.</li> <li>• Ensuring that all staff working with your child in school and are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</li> <li>• Ensuring that the school's Inclusion (SEN) and Teaching and Learning Policy is followed in their classroom, and for all the pupils they teach with any SEN.</li> </ul>

	<p>Head teacher, Mr Peter Walker</p> <p>SEN Governor Carol Stevenson</p>	<p><b>He is responsible for:</b></p> <ul style="list-style-type: none"><li>• The day to day management of all aspects of the school, this includes the support for children with SEN.</li><li>• He will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met.</li><li>• He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN.</li></ul> <p><b>She/He is responsible for:</b></p> <ul style="list-style-type: none"><li>• Making sure that the necessary support is made for any child who attends the school who has SEN.</li></ul>
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## HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN input) children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
<b>What are the different types of support available for children with SEN in this school?</b>	<b>Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.</b>	<ul style="list-style-type: none"> <li>• Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class.</li> <li>• Ensuring that all teaching is based on building on what your child already knows, can do and can understand, using the accelerated learning phases.</li> <li>• Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more kinesthetic learning and personalised teaching and learning approaches.</li> <li>• Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn.</li> </ul>	All children in school should be getting this as a part of outstanding classroom practice when needed.

	<p><b>Specific group work with in a smaller group of children. This group may be</b></p> <ul style="list-style-type: none"> <li>• <b>Run in the classroom or outside.</b></li> <li>• <b>Run by a teacher or Learning Support Assistant who has had training to run these groups.</b></li> </ul> <p><i>Stage of SEN Code of Practice: <b>School Support</b>, which means they have been identified by the class teacher as needing some extra support in school.</i></p>	<ul style="list-style-type: none"> <li>• Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.</li> <li>• A Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) may run small group sessions using the teacher's plans either in a small group or within the classroom setting</li> </ul>	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Children will be at the stage of the SEN Code of Practice called <b>School Support</b>, which means they have been identified by the class teacher as needing some extra support in school.</p>
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	<p><b>Specialist groups run by or in partnership with outside agencies e.g. Speech and Language therapy or Occupational therapy groups AND/OR Individual support</b></p> <p><i>Stage of SEN Code of Practice: <b>School Support (previously School Action Plus, under the old code of practice)</b> which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:</i></p> <ul style="list-style-type: none"> <li>• Communication Interaction Team. Sensory Service (for students with a hearing or visual need)</li> <li>• Outside agencies such as the Speech and Language therapy (SALT) Service, Educational Psychologist.</li> </ul>	<ul style="list-style-type: none"> <li>• Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to outstanding class room teaching and intervention groups.</li> <li>• You will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward.</li> <li>• You may be asked to give your permission for the school to refer your child to a specialist professional eg a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child’s particular needs better and be able to support them better in school.</li> <li>• The specialist professional will work with your child to understand their needs and make recommendations, which may include:</li> <li>• Making changes to the way your child is supported in class eg some individual support or changing some aspects of teaching to support them better</li> <li>• Support to set better targets which will include their specific expertise for teachers to implement</li> <li>• A group run by school staff eg a social skills group or Literacy or Numeracy support.</li> <li>• A group or individual work with outside professional</li> <li>• The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.</li> </ul>	<p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</p>
	<p><b>Specified Individual support in school.</b></p>	<ul style="list-style-type: none"> <li>• The Academy (or you) can request that the Local Authority carry out a statutory</li> </ul>	<p>Children whose learning needs are:</p>

***This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP).*** This means your child will have been identified by the class teacher/SENCO as needing a **particularly high level of individual or small group teaching (more than 16 hours a week)**, which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Communication Interaction Team or Sensory Service
- ( for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.

assessment of your child's needs. This is a legal process and you can find more detail about this in the Wakefield Local Offer.

- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at School Action.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 16 hours of support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an Educational Health Plan. If this is not the case, they will ask the school to continue with the support at School Action and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or Educational Health Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support

- Severe, complex and lifelong
- Need more than 16 hours of support in school a week

		your child with whole class learning, run individual programmes or run small groups including your child.	
<b>How can I let the school know I am concerned about my child's progress in school?</b>	<ul style="list-style-type: none"> <li>• If you have concerns about your child's progress you should speak to your child's Teacher, Form Tutor or Year Group manager initially.</li> <li>• The concerns may need referring to the SENCO if your child is still not making progress.</li> <li>• If you continue to feel that your child is still not making progress you should speak to the Headteacher or the school SEN Governor.</li> </ul>		
<b>How will the school let me know if they have any concerns about my child's learning in school?</b>	<ul style="list-style-type: none"> <li>• When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO.</li> <li>• Crofton Academy has a half termly panel at which students who give concern are discussed and appropriate actions agreed and reviewed.</li> <li>• At Crofton Academy, there are regular reviews and then subsequently meetings between the Year Group manager &amp; Heads of Curriculum Areas to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be.</li> <li>• If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail. <ul style="list-style-type: none"> <li>○ To listen to any concerns you may have too</li> <li>○ To plan any additional support your child may receive</li> <li>○ To discuss with you any referrals to outside professionals to support your child's learning</li> </ul> </li> </ul>		
<b>How is extra support allocated to children and how do they move between the different levels?</b>	<ul style="list-style-type: none"> <li>• The Academy budget, received from the Education Funding Agency, includes money for supporting children with SEN.</li> <li>• The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.</li> <li>• The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including <ul style="list-style-type: none"> <li>○ the children getting extra support already</li> <li>○ the children needing extra support</li> <li>○ the children who have been identified as not making as much progress as would be expected. and decide what resources/training and support is needed.</li> </ul> </li> <li>• All resources/training and support are reviewed regularly and changes made as needed.</li> </ul>		



<b>Who are the other people providing services to children with an SEN in this school?</b>	A. Directly funded by the school	<ul style="list-style-type: none"> <li>• Learning support teachers</li> <li>• Learning mentors</li> <li>• Learning Support Assistants</li> <li>• Higher Level TAs</li> <li>• Educational Psychology Service (Through a Service Level agreement with the local authority)</li> <li>• English as an additional language support (Through a Service Level agreement with the local authority)</li> </ul>
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> <li>• Sensory Service for children with visual or hearing needs</li> <li>• Speech and Language Therapy (provided by Health but paid for by the Local Authority).</li> <li>• Communication Interaction Team</li> </ul>
	C. Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> <li>• School Nurse</li> <li>• Occupational Therapy</li> </ul>
<b>How are the teachers in school supported to work with children with an SEN and what training do they have?</b>	The SENCO's job is to support the teachers in planning for children with SEN. <ul style="list-style-type: none"> <li>• The school has a training plan for all staff to improve the teaching and learning of children including those with SEN. This includes whole school information &amp; training on SEN issues such as ASD, ADHD, dyslexia etc.</li> <li>• Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.</li> </ul>	
<b>How will the teaching be adapted for my child with learning needs (SEN)?</b>	Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. <ul style="list-style-type: none"> <li>• Support staff will support with your child's learning in the classroom.</li> <li>• Specific resources and strategies will be used to support your child individually and/or in groups.</li> <li>• Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.</li> </ul>	
<b>How will we measure the progress of your child in school?</b>	<ul style="list-style-type: none"> <li>• Your child's progress is continually monitored by his teachers, tutors and Heads of Year.</li> <li>• Their progress is reviewed formally every 6 weeks and a National Curriculum level or GCSE/BTEC grade is given in each subject.</li> <li>• If your child is not at level 1, your child will be assessed using another scale of levels that assess attainment up to Level 1. The levels are called 'P levels'.</li> <li>• At the end of Key Stage 3 the school is required to report English, Maths and Science National Curriculum levels for your child. This is something the government requires all schools to do and the results that are published nationally.</li> </ul>	

	<ul style="list-style-type: none"> <li>• The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.</li> <li>• The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.</li> </ul>
<p><b>What support do we have for you as a parent of child with an SEN?</b></p>	<ul style="list-style-type: none"> <li>• We would like you to talk to the SENCO, your child's teachers, Group tutor and Year Group manager regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places.</li> <li>• The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.</li> <li>• All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.</li> <li>• Homework will be adjusted as needed to your child's individual needs.</li> </ul>
<p><b>How have we made Crofton Academy accessible to children with SEN? (including after school clubs etc.)</b></p>	<ul style="list-style-type: none"> <li>• We ensure that equipment used is accessible to all children regardless of their needs.</li> <li>• We provide support with homework clubs and access to the library at lunchtime, before and after school.</li> <li>• Key words and literacy resources are used across the school to support learning.</li> </ul>
<p><b>How will we support your child when they are leaving this school? OR moving to another Year?</b></p>	<p>We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> <li>• If your child is moving to another school: <ul style="list-style-type: none"> <li>○ We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.</li> <li>○ We will make sure that all records about your child are passed on as soon as possible.</li> </ul> </li> <li>• When moving years in school: <ul style="list-style-type: none"> <li>○ Information about your child will be shared with their new teachers</li> <li>○ If your child would be helped by a personalised plan for moving to another year, we will put this in place.</li> </ul> </li> <li>• In Year 11 <ul style="list-style-type: none"> <li>○ If your child has a statement or EHCP they will meet with our Careers, Advice and Guidance</li> </ul> </li> </ul>

	<p>Team to create a plan for their Post 16 education.</p>
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- If your child does not have a statement or EHCP the plan will be created with parents and the pastoral team/SEN staff.
- The SENCO and “post 16 worker” will support your child in finding a new school/college.
- If necessary, the SENCO will arrange visits to new schools/colleges for your child.