

# Crofton Academy



## SEND Policy and Information Report

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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

The aim of the policy is to promote inclusion, to meet the statutory requirements with regard to SEND and the Governors' objective to order full and equal access to a broad and balanced curriculum regardless of Special Educational Need or Disability.

Early identification of pupils needs is critical. The principals and guidelines within this policy aim to ensure this happens by encouraging the Governors, Leadership Group, staff (teaching and non-teaching), parents and pupils to all work together.

This policy will explain how provision and progress for pupils with SEND will be monitored and reviewed and encourage a person centred approach in encouraging high aspirations, high expectations and a clear graduated approach.

## 2. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The Children and Families Act 2014 (Transitional and Saving Provisions) (No 2) Order 2014

The member of SLT responsible for developing this policy, monitoring its implementation and reviewing its impact is **Mr. L Hardcastle – Deputy Headteacher - Pastoral.**

The Chair of Governors with responsibility for SEND is **Roy Vaughan.**

This SEND Inclusion Policy will operate in conjunction with other policies, namely:

- Equal Opportunities Policy
- Behaviour for Learning Policy
- Anti – Bullying Policy
- Curriculum Guidance
- Data Protection Policy
- Admission Policy

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

#### **4. Roles and Responsibilities**

##### **4.1 The SENCO**

The SENCO is Vicki Elliott. ([vicki.elliott@croftonacademy.org.uk](mailto:vicki.elliott@croftonacademy.org.uk))

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

##### **4.2 The SEN Governor**

The Chair of Governors with overall responsibility for SEN is Roy Vaughan.

They will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

##### **4.3 The Headteacher**

The Headteacher is Peter Walker.

They will:

- Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision in the school.

- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

#### **4.4 Class Teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

#### **5. SEN Information Report**

##### **5.1 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, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia and dyspraxia
- 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
- Moderate learning difficulties

##### **5.2 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 form 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 needs. 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. 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.

##### **5.3 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 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.

#### **5.4 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 SENCO 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 behaviour
- 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, differentiated 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, MSPs, Pupil Profiles, diagnostic data and professionals' reports.

#### **5.5 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 and pupils which information will be shared as part of this.

If your child is moving to another setting:

- We will contact the school SENCO 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, Advice and Guidance Team 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 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 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 have an opportunity to meet the SENCO and Assistant SENCO.
- Visits to the feeder schools by SENCO and Assistant SENCO. 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.
- First day of term is for Year 7 and Year 11 only.

### **5.6 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 differentiated for individual pupils.

We will also provide the following interventions:

- Active Literacy Kit (ALK) –an assessment and intervention program used with learners with literacy difficulties.
- Toe by Toe – A highly structured cumulative and multisensory literacy programme to develop reading (decoding) and spelling skills.
- Lexia – An IT based personalised learning package for students at all literacy levels.
- Accelerated Reader – Literacy programme used to develop reading and comprehension 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 that need it.
- Referrals to outside professionals including specialist Learning Support, Speech & Language Therapists, SENSS, Educational Psychologist and CIAT (Wakefield Communication, Interaction and Access Team) 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 Form Tutors, Learning Mentors, School Counsellor, Educational Psychologist, Parent Partnership, School Nurse and 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, CAHMS, BEAM
- School Nursing Service and medical room available in school.
- Provision such as lift passes, toilet passes, leaving lesson early passes etc. in place where appropriate.
- 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 students that need this.
- Visual Stress assessments to provide coloured overlays for those that need it.

### **5.7 Adaptations to the curriculum and learning environment**

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating 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.
- Key words and literacy resources are used across the school to support learning.

### **5.8 Additional support for learning**

We have 1 SENCO, 1 Assistant SENCO and 11 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:

- Learning Support Service
- SENSS
- CIAT
- VI and HI Team
- NHS Physiotherapy
- Future in Mind
- CAMHS
- SENART
- Social Services
- West Yorkshire Police
- Occupational Therapy
- School Nursing Team

### **5.9 Expertise and training of staff**

Our SENCO has 6 years' experience in this role and has worked as a Director of SEND across a local Multi Academy Trust.

We have 1 SENCO, 1 Assistant SENCO and 11 full/part time Learning Support Assistants who are trained to deliver provision. In the last academic year, staff have been trained in:

- Questions and key words for critical thinking;
- Supporting pupils to develop independent learning skills;
- Delivering high quality 1:1 and small group support using structured interventions;
- Adding value through a more coordinated approach to supporting low ability pupils;
- Understanding Autism and ADHD;

- Adverse Childhood Experiences;
- Understanding ADHD;
- Making sense of mental health problems;
- Creating a personal wellbeing action plan,
- Supporting a safe and successful return to school using the SWAN framework;
- Depression – a compassionate view;
- Working in partnerships with parents;
- SEND Code of Practice;
- You Can – Simple self soothe strategies;
- Anti-bullying;
- Build your students study skills;
- Promoting emotional regulation in autistic children;
- Understanding anxiety;
- An introduction to speech, language and communication;
- Introduction to dyslexia and inclusive practice;
- Understanding dyslexia and other learning difficulties;

### **5.10 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 SENCO 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 students on the SEND Register.
- A SENCO and Assistant SENCO 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 states in the School Improvement Plan. The plan is agreed annually by Governors and monitored through the appropriate governor subcommittee.

### **5.11 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
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC and MS plans
- The progress of pupils on the SEND Register is discussed regularly at Inclusion Team meetings.
- Any decision regarding a child's SEN status will be made at JCM meetings and parents 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 SEND Action Plan and the School Improvement Plan if whole school issues are identified.

## **5.12 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 our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips 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 & 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.

Crofton has lifts to each floor and ramps in place to ensure appropriate accessibility to other buildings on the school site.

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.

## **5.13 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 students have access to the pastoral team inclusive of Year Group Manager, Pastoral Mentors and School Counsellor.

## **5.14 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

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 (Service Level Agreement)

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.

### **5.15 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 Group Manager and SENCO can be contacted to discuss any concerns.

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

Parents will be made aware of the support and advice available from the Parent Partnership Service. The parents 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

### **5.16 Contact Details for raising concerns**

**Mr J Macdonald – Year 7 Year Group Manager**

**Mr R Cummins – Year 8 Year Group Manager**

**Mrs R Clarke – Year 9 Year Group Manager**

**Mr M Wiles– Year 10 Year Group Manager**

**Mr A Miller– Year 11 Year Group Manager**

**Mrs V Elliott – SENCO**

**Mr L Hardcastle - SLT leader with responsibility for SEND**

### **5.17 The Local Authority Local Offer**

<http://wakefield.mylocaloffer.org/Home>

## **6. Monitoring Arrangements**

This policy and information report will be reviewed annually by the Leadership Group and Governing Body. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

## **7. Links with Other Policies and Documents**

This policy links to our policies on:

- Equal Opportunities Policy
- Accessibility and Inclusion Policy
- Behaviour for Learning Policy
- Anti – Bullying Policy
- Curriculum Policy
- Data Protection Policy
- Admissions Policy