



Crisp Vocational Provision Ltd

Building futures for tomorrow

SEND Statement

Created December 2020 Review February 2022

SEND Statement

The SEND Statement should be read in conjunction with CRISP Vocational Provision schemes of work and policies on SEND, Behaviour, Admissions, Equality and Safeguarding.

Special Educational Needs and Disabilities (SEND)

All students with SEND or a disability should have access to a broad and balanced curriculum and should be fully integrated into the provision. The vast majority are taught in classes alongside their peers, by subject teachers and study the curriculum appropriate to their age. All staff are aware of their responsibilities with regard to teaching and planning. They aim to:

- Provide suitable learning challenges
- Meet the students' diverse learning needs
- Remove barriers to learning and assessment

There may be a small number of students for whom withdrawal from some part of the curriculum is beneficial. This may be to provide literacy /numeracy intervention. The provision recognises that withdrawal can limit access to the curriculum and can sometimes have a negative impact and seeks to minimise this. Parents and students are fully involved in these decisions. Reasonable adaptations will be made to all policies and procedures in school to ensure that all students with SEND can access a broad and balanced curriculum.

Supporting Staff

Subject teachers are responsible for matching their teaching and learning strategies to the needs and abilities of each individual. They use a range of strategies to develop the student's knowledge, understanding and skills. Appropriate materials are modified or support is provided to enable the students with SEND to access learning or assessment tasks.

The school and teachers regularly review issues relating to the students with SEND. This includes classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved. We are fully committed to supporting colleagues. We offer a range of services to staff with regard to managing students and assisting with both the academic and emotional well-being of students. The current system offers the following support for classroom teachers:

- Information and advice on individual students
- Information and guidance on appropriate teaching strategies
- Through TA allocation; in class support focussing on learning needs

IDENTIFICATION

Identification of students with SEND results from:

- Information from either the primary or previous school • Dyslexia Screening
 - Teacher referrals
 - Parent referrals
 - Pupil self-referrals
 - Referral from an outside agency
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SEND PROVISION AND REFERRAL PROCESS

Wave 1 Provision

High quality inclusive teaching in the classroom, clearly targeted at all students' needs and prior learning, is the basis of Wave 1 provision. Lesson planning and schemes of work are designed to move students from where they are to where they need to be.

A student might be identified as in need of additional assistance in class because they are already known to have a special educational need or they are not making expected progress.

The student may already be on the SEND register but other students can be identified for investigation by the class teacher if they begin experiencing difficulties with the curriculum. Either way it is the class teacher's responsibility to intervene in order to enable the student to make progress. Wave 1 intervention is delivered by the classroom teacher as part of their responsibility to ensure that all students in the class succeed. Intervention may be in the form of:

- Additional support from TA or support staff
- Differentiated materials and teaching strategies
- Different learning experiences
- Reward systems
- Learning targets
- Additional teacher time
- Class grouping / seating plan
- Home programmes of work
- Discussion with parent / carers on support at home

Wave 2 Provision

A student is identified as not making progress despite wave 1 intervention. There may be a lack of progress across several subject areas (core subjects). Alternatively, a student has a known special educational need which requires additional support. At this point, some discussion will be needed as to additional support the school can provide. Wave 1 provision will continue, plus there may be additional time limited tailored intervention/support which might include:

- Meeting with the student/parents to discuss concerns and strategies to support learning
- Meeting with teachers to discuss strategies and support
- Advice to teachers on appropriate teaching and learning strategies
- In class support from TA

- Modification of timetable
- Liaison with or referral to external specialists for further advice
- Collating information and recommended strategies for teachers

Wave 3 provision

Certain students with significant learning difficulties may require further, personalised intervention. Provision at Wave 1 and 2 will continue but in addition there will be an increasingly individualised programme, which may include:

- Collating and updating information and recommended strategies

- Advising classroom teachers and TAs of these strategies
- Referral to external agencies for diagnostic assessment and work with an individual
- Review of the interventions available and actively exploring new ways of supporting students
- Meeting with the student/parents to discuss concerns and strategies to support learning

- Small group work or one to one intervention out of a lesson
- Alternative curriculum

REVIEWING, MONITORING AND EVALUATING THE SUCCESS OF THE EDUCATION PROVIDED FOR SEND STUDENTS

The school is committed to regular and systematic evaluation of the effectiveness of its work. The school recognises that it needs to employ a series of methods to gather data for analysis including:

- Regular observations– evidence of differentiated teaching methods/programmes of study
- Analysis of the attainment and achievement of different groups of students with SEND
- Post 16 destinations of young people with SEND
- Scrutiny of teacher’s planning and student’s work
- The views of parents and the students
- Maintenance of assessment records – numeracy, reading and spelling ages etc – that indicate progress over time for students involved in small group / individual intervention
- Assessment levels
- Reviews of the progress of SEND students
- Annual reporting on successes and identifying aspects for future improvement
- Monitoring the number of students requiring lower levels of support – movement on the SEND Register
- Monitoring procedures for identification and assessment of and provision for students with SEND

LINKS WITH OTHER SCHOOLS TEACHERS AND FACILITIES

With regard to transfer the Provision Manager liaises with referrers to collect information on all students who are considered to have SEND.

Links with health, social educational and welfare services are maintained.

Created by

M Norman December 2020

Reviewed

K Crisp 1.2.2022

