



Crisp Vocational Provision Ltd

**Building futures for tomorrow**

# **SEND POLICY**

**Created July 2020**

**Reviewed K Crisp 12<sup>th</sup> September ,2023**

# SEND POLICY

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

## Definition of Special Educational Needs

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of students. Some students who have special educational needs require educational provision that is additional and different to this.

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2015.

When a child or young person has special educational needs

(1) A child or young person has special educational needs if he or she has a learning difficulty or disability that calls for special educational provision to be made for him or her.

(2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she: (a) has a significantly greater difficulty in learning than the majority of others of the same age, or (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

(3) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

## Aims

CRISP Vocational Provision values the contribution that every young person can make and embraces diversity of culture, religion and intellectual style. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All students are valued and respected as equal members of the school. As such, provision for young people with SEND needs is a matter for the school as a whole. All teachers are teachers of children with SEND.

Students have special needs if they need additional provision i.e. which is in addition to, or different from the general differentiated curriculum, in order to progress. They may have a greater difficulty with learning than the majority of students of the same age, or they may have a disability which hinders them from making use of the educational facilities generally provided for students of the same age. This includes students with:

- Cognition and Learning needs
- Communication and Interaction needs
- Sensory/ Physical needs
- Social Emotional and Mental Health needs • Medical needs

Students will not be regarded as having a learning difficulty solely because they have an EAL background.

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## OBJECTIVES

- To provide a broad and balanced curriculum with access for all
- To enable students with SEND to maximise their achievements
- To ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed
- To ensure that the needs of vulnerable students are identified, assessed, provided for and regularly reviewed
- To ensure that every department recognises its responsibility to meet the curriculum needs of every pupil
- To provide adequate and efficient support and resources for all pupils with SEND
- To work in partnership with parents to enable them to make an active contribution to the education of their child
- To take the views and wishes of the student into account

## **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 school. The vast majority are taught in mainstream 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 school 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

## **Communication and Information Sharing**

We recognise and acknowledge that effective communication with staff underpins the success of our work. We welcome opinions, feedback and requests from all staff. We recognise and value the importance of working together to ensure that all students are able to achieve their potential and to raise achievement across the school. Via on-going consultation and feedback from staff we are able to respond to ever changing needs and situations.

- **Assessment Reports**

These are reports from external agencies

- **Meetings with Teachers**

These may be arranged to discuss and share information on individual students in order to establish successful strategies.

- **Review documentation**

Review meetings take place with the parents/carers of high priority students for example those with statements, to discuss progress and/or concerns. Relevant information from these meetings will be distributed to all necessary parties.

- **Information for Reviews**

Information is collated from all staff members who teach individual students, in order to report on the needs, progress and successful strategies employed by staff.

## **ROLES AND RESPONSIBILITIES**

### **Whole school responsibility for meeting the needs of students with SEND**

It is recognised that responsibility for meeting the additional needs of all students rests with the whole school.

#### **Subject teacher's are responsible for:**

- Advising on the allocation of a TA to classes within their curriculum areas
- Identifying needs re SEN within the department
- Monitoring the progress of SEND students taught within their subject areas and ensuring that appropriate intervention is in place

#### **TA's are responsible for:**

- Working in the classroom as directed by the subject teacher
- Knowing the specific needs and use the strategies for all SEND students they teach
- Keeping the subject teacher informed of progress and concerns

## **ALLOCATION OF RESOURCES**

The Head of Provision/Provision Manager is responsible for the allocation of SEND funding provided from the following sources:

- The school's allocation for all pupils
- Social factors (FSM)
- Statement funding

## **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

Many pupils experience some difficulties with their learning, but have their needs met through appropriate differentiation within the classroom. These pupils would not be placed on the SEND register. However, where progress is not adequate, despite effective classroom teaching, and a student falls behind their peers, the school will take additional or different action to enable the student to learn more effectively. At this point, a student will be placed on the SEND register.

## **PROVISION**

### **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 class room 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

Some students may already have a Statement of SEND or EHCP detailing the additional support that they require. Annual reviews are held relating to these students. These involve parents, students, teachers and identified agencies, in a review of learning needs and teaching provision. The outcome of the review will be to consolidate targets, arrange new targets and ensure resources are deployed appropriately.

### **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

### **ARRANGEMENTS FOR DEALING WITH COMPLAINTS FROM PARENTS**

Complaints about provision in relation to individual students or about provision in general, should be referred to the Provision Manger, in the first instance. If there is a failure to reach an agreed way forward, the complaint will be referred to the Head of Provision.

### **ARRANGEMENTS FOR IN-SERVICE TRAINING**

- Training for TAs and non-teaching staff
- In school sessions –training for teachers and support staff on the different categories of SEND/strategies
- Delivering induction programme for newly qualified staff and staff new to the school

- Subject teachers are encouraged to develop their own subject specific expertise by attending relevant courses and/or seeking out information

## **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.

## **THE ROLE OF PARENTS OF CHILDREN WITH SEND**

The school believes that all parents of students with SEND should be treated as equal partners. The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice.

Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEND framework
- Make their views known about how their child is educated
  
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision
- The Provision Manager should keep parents informed of changes to their child's SEN status • Meet with parents in the Annual Review meetings for pupils with a Statement/EHCP
  
- Parents should be invited to contribute to the recommendations and strategies
- Parents will be invited to attend Progress Review meetings.
- The Provision Manager will investigate any concern parents might have regarding SEND

Created by

M Norman July 2020 July

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