

Special educational needs (SEN) information report

Crisp Vocational Provision



Crisp Vocational Provision Ltd
Building futures for tomorrow

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can ask a member of staff to send you the policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia,

	dyscalculia
	Mild learning difficulties and developmental delays
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Sensory processing disorder

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Charlotte Young (Headteacher)

They have 13 years' experience in this role and have worked as a teacher/assistant headteacher and deputy headteacher in a special school. They are a qualified teacher.

Assistant SENCO

Our assistant SENCO is Abbie Watson (DSL & Attendance Lead)

They have 8 years' experience in this role and have also worked as learning support for students with additional special educational needs as well as year lead in another setting before taking on the role here.

They have undergone level 2 supporting teaching and learning in schools training. As well as various sessions with the LA Educational psychologist.

Tutors

All of our tutors receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN, including meeting the ILP targets/outcomes. Staff have sessions every year with the educational psychologist as well as sessions on individual different needs e.g. ASD/ADHD.

Engagement Team

We have a team of one Engagement and Behaviour lead as well as engagement mentors to support individuals during their provision day.

We have engagement support who are trained to deliver interventions such as MeLSA interventions or similar, depending on the identified need of the child, most of which are SEMH variations.

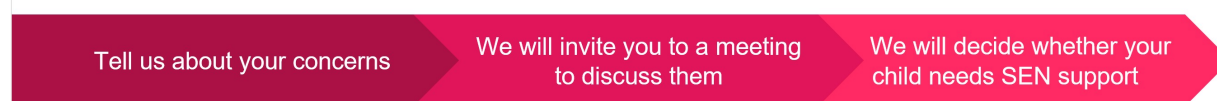
During this academic year we are completing mediated learning support assistant programme.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- › Speech and language therapists
- › Educational psychologists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services and other LA-provided support services
- › Voluntary sector organisations

3. What should I do if I think my young person/child has SEN?



If you think your child might have SEN, the first person you should tell is your young person's setting.

They will pass the message on to our SENCO, Charlotte Young, who will be in touch to discuss your concerns.

You can also contact the SENCO directly on 01159794045 or charlotte@crispvocationalprovision.co.uk

We will meet with you to discuss your concerns and try to get a better understanding of what their strengths and difficulties are.

Together we will decide what outcomes to seek and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we liaise with the referring body to discuss next steps and approaches to supporting the individual.

4. How will the school know if my child needs SEN support?

All our tutors are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

Due to the nature of the provision, it can be common for there to be gaps in learning, and for individuals to have spiky profiles. Tutors will highlight to the SENCO/Deputy SENCO if they are concerned about progress and engagement within sessions or during social times of the provision day.

We will contact you if we have concerns about your young person possibly requiring SEN support.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the setting's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

The provision will invite you in termly, we may discuss:

- › Clear outcomes for your child's progress
- › Review progress towards those outcomes
- › Discuss the support we will put in place
- › Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and ability to understand their barrier to learning and strategies in place to support. This will be a personalised approach.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Tutors are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

Due to the nature of our provision, smaller group sizes and hands-on vocational work, can lend itself well to support individuals with SEN/possible barriers to learning.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Processing time Preparing for changes Morning meet & greet.
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia and dyscalculia	Writing slope Over lays Coloured paper Additional time to complete work/examinations Laptop for writing
	Moderate learning difficulties	To be decided in individual learning plan

Social, emotional and mental health	ADHD, ADD	Quiet workstation See above Ear defenders 'Time out' card. Fidget toys Movement breaks/fresh air Use of the gym Dim lighting in some areas within the provision Shorter lesson lengths & regular breaks
	Adverse childhood experiences and/or mental health issues	Small group sizes RSHE Lessons Art therapy Mental Health first aiders on site at all times
Sensory and/or physical	Hearing impairment	Depends on the individual circumstances

These interventions are part of our provision offer to referrers.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term (ILP)
- Reviewing the impact of interventions as and when changes need to be made, half termly as a provision standard.
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Attend an annual review (if they have an education, health and care (EHC) plan). This will be coordinated by the referrer and we will contribute accordingly.

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in all special events or days put on in the provision.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How will the school support my child's mental health and emotional and social development?

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

- Pupils with SEN are encouraged to be part of the school council
- We provide extra pastoral support for listening to the views of pupils with SEN
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by staff receiving training, following the anti-bullying policy, assemblies and RSHE lessons. 100% supervision remains in place at all times.

13. Preparation for Adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

14. What support is in place for looked-after and previously looked-after children with SEN?

Abbie Watson will work with Charlotte Young, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

15. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to Charlotte Young in the first instance. They will then be referred to the school's complaints policy. Should you wish to make a formal complaint then the policy will be forwarded to you.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. This may include involving governors and referrers in the first instance.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

16. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Nottingham City Council offer. NCC publishes information about the local offer on their website:

www.nottinghamcity.gov.uk

National charities that offer information and support to families of children with SEND are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

17. Glossary

- > **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- > **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- > **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- > **CAMHS** – child and adolescent mental health services
- > **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- > **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- > **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- > **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- > **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- > **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- > **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- > **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- > **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages