Special educational needs and disabilities (SEND) policy

Crisp Vocational Provision

Crisp Vocational Provision Ltd

Building futures for tomorrow

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our provision fully implements national legislation and guidance regarding students with SEND
- Our provision will:
    - Support and make provision for students with special educational needs and disabilities
    - Will make reasonable endeavors to provide students with SEND access to all aspects of provision
    - Help students with SEND fulfil their aspirations and achieve their best ○ Help students with SEND become confident individuals living fulfilling lives
    - Help students with SEND make a successful transition into adulthood and with their career plan ○ Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Communicate with, and involve, students with SEND and their parents or carers in discussions and decisions about support and provision for the student
- The policy is understood and implemented by all staff working within the provision in line with their job role.

2. Vision and values

Our aim is to provide a nurturing and inclusive educational environment tailored to the unique needs of students who do not thrive in mainstream settings. We are committed to fostering personal growth, academic achievement, and the development of essential life skills. Our goal is to ensure that every student is equipped with the knowledge, confidence, and resilience to succeed in their post-16 destinations, whether that be further education, vocational training, or employment. Do this through:

- Providing a broad and balanced education for all students that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enabling students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Responding to the needs and ambitions of all children, giving them the foundations and resilience to succeed in education and in their future life.
- Support students' spiritual, moral, social and cultural development
- Support students' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all students, with high expectations for every student and appropriate levels of challenge and support
- Have a high ambition for all students
- Equip students with the knowledge and cultural capital they need to succeed in life

Our provision is founded on the principles of Respect, Resilience and Inclusivity. These values are integral to our mission and are reflected in every aspect of our curriculum and provision culture.

Respect: We foster an environment where every student feels valued and respected. Our curriculum promotes mutual respect through collaborative learning, encouraging students to appreciate diverse perspectives and cultures.

Resilience: We empower students to overcome challenges and develop a growth mindset. Our curriculum includes activities and support systems designed to build emotional strength and perseverance, ensuring students are prepared to face future obstacles with confidence.

Inclusivity: We are committed to creating an inclusive learning environment that caters to the diverse needs of all students. Our curriculum is flexible and personalised, ensuring that every student has access to the resources and support they need to succeed.

Value: Our curriculum is designed to challenge and inspire students, fostering a love for learning and encouraging them to achieve their highest potential. Meaningful credible subjects, courses and qualifications that will enable students to take the next step into further education, employment or training.

3. Legislation and guidance

This 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 provisions' responsibilities for students with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and provisions' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the provision's duties to make reasonable adjustments for students with disabilities

4. Inclusion and equal opportunities

At Crisp Vocational Provision, we are committed to fostering an inclusive and supportive learning environment where every student—regardless of their background, needs, or abilities—can access a broad, balanced, and challenging curriculum. We believe that all young people deserve the opportunity to thrive, achieve their potential, and pursue their aspirations.

We actively promote equality of opportunity and celebrate diversity within our community. To ensure that all students are fully included in every aspect of provision life, we make reasonable adjustments to our teaching approaches, curriculum design, and learning environment. This includes tailored support for students with Special Educational Needs and Disabilities (SEND), ensuring they are empowered to participate, progress, and succeed alongside their peers.

Our inclusive ethos is embedded in everything we do—from curriculum planning to pastoral care—ensuring that every learner feels valued, respected, and supported.

5. Definitions

5.1 Special educational needs

A student has SEN if they have a learning difficulty or disability that requires 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 most 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 provisions

5.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The provision will make reasonable endeavors to make adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers. Due to the nature and unique provision we offer, we will try and make reasonable adjustment where possible, although some barriers may need additional consideration.

5.3 The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE STUDENTS
Communication and interaction - Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Cognition and learning – Students with learning difficulties usually learn at a slower pace than their peers.	Autism spectrum disorder (ASD)	Visual timetables Social stories Consistent Routines
	Speech and language difficulties	Speech and language therapy Encouragement Celebrating Success
	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Multisensory Teaching Structured Literacy Programs Breaking Tasks into Steps Visual Aids
		Hands-On Learning
	Moderate learning difficulties	Personalised Goals Scaffolding and Chu Social Skills Trainin Visual Aids Hands-on Learning
	Severe learning difficulties	Specialist Support Multisensory Instruction Consistent Routines Calmer Spaces

Social, emotional and mental health - These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.	ADHD, ADD	Quiet workstation Consistent Implementation Self-regulation Techniques
	Adverse childhood experiences and/or mental health issues	Nurture groups Identified Safe Spaces Mindfulness Practices Social and Emotional Learning
Sensory and/or physical – These students may need ongoing additional support and equipment to access all the opportunities available to their peers, if possible, due to the practical nature of the provision.	Hearing impairment	Seating Plans Background Noise Minimising Clear Visuals Provide Written Instructions
	Visual impairment	Limiting classroom displays Larger Print Texts
	Multi-sensory impairment	Strategic Seating Positions Reduce background noise and visual clutter to help students focus. Provide Written Instructions Peer Support
	Physical impairment	Breaks Self-advocacy Strategic Seating Positions

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our provision is Headteacher, Andrew Hawksworth.

As a team they will:

- Inform any parents that their child may have SEN and then liaise with them about the student's needs and any provision made
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans, with the support of the DSL/Attendance officer and Engagement and Behaviour Lead within the provision.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual students
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided, or referring setting, depending on the individual circumstances.
- When a student moves to a different education provider or institution: Make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, provision or institution in a timely manner
- Make sure the provision keeps its records of all students with SEND up to date and accurate; this will be included on the vulnerable children's register
- Identify any patterns in the provision's identification of SEN, both within the provision and in comparison with national data for alternative provisions, and use these to reflect on and reinforce the quality of teaching
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress

- Advise the referring provision or setting when a student needs an EHC needs assessment, or when an EHC plan needs an early review
- Monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the provision's plan for continuous professional development
- Additional information can be found on the SEN information report
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6.5 Tutors

Each tutor within the provision is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet student needs through a graduated approach
- The progress and development of every student in their class during sessions
- Working closely with the engagement team to assess the impact of support and interventions, and consider how they can be linked to classroom learning
- Working with the SENCO to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow the SEND policy and the SEN information report
- Communicating with parents regarding the specific needs, learning, progress and barriers in provision
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6.6 Parents or carers

Parents or carers should inform the provision if they have any concerns about their child's progress or development.

Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Given the opportunity to share their concerns and, with provision staff, agree their aspirations for the student
- Given an termly report on the student's progress in the form of a Progress Report.

The provision will take into account the views of the parent or carer in any decisions made about the student.

6.7 The student

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions that they have in the provision if appropriate.

The student's views will be taken into account in making decisions that affect them, where possible.

7. SEN information report

The provision publishes a SEN information report on its website, which sets out how this policy is implemented in the provision.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying students with SEND and assessing their needs

ILP's, small group sizes, interventions, practical element meets the needs of individuals.

We will assess each student's current skills and levels of attainment when they start at the provision. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the student may have a disability and if so, what reasonable adjustments the provision may need to make.

Tutors will regularly assess the progress of all students and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline, although this is a significant number of students within the provision due to the nature of the individuals that attend.
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When tutors identify an area where a student is making slow progress, they will target the student's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the student's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for students whose first language is not English.

When deciding whether the student needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student 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.

If a student is joining the provision, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP) then the provision will work in a multi-agency way

to make sure we get relevant information before the student starts at provision, so support can be put in place as early as possible.

8.2 Consulting and involving students and parents

The provision will put the student and their parents at the heart of all decisions made about the education offer.

When we are aiming to identify whether a student needs special education provision, we will have an early discussion with the student and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account any concerns the parents have
- We liaise with referrers regularly for updates
- 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 student's record and given to their parents.

We will formally notify parents if it is decided that a student will receive special educational provision.

8.4 Levels of support

Provision-based SEN provision

Students receiving SEN provision will be placed on the provision's SEND register. These students have needs that can be met by the provision through the graduated approach. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

Education, health and care (EHC) plan

Students who need more support than is available through the provision's provision-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Tracking students' progress, through our various systems
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using student questionnaires
- Monitoring by the SENCO
- Attending annual reviews for students with EHC plans, if invited by referrer.
- Getting feedback from the student and their parents
- Progress reports written termly

9. Expertise and training of staff

Training will regularly be provided to tutors and support staff. The headteacher will continuously monitor to identify any staff who have specific training needs and will incorporate this into the provision's plan for continuous professional development. We have weekly sessions covering a range of subjects and strive to inform everyone with a range of SEND in order to deliver their sessions with the best outcomes.

10. Links with external professional agencies

The provision recognises that it won't be able to meet all the needs of every student. Whenever necessary the provision will work with external support services such as:

- Speech and language therapists
- Specialist tutors or support services
- Educational psychologists
- General practitioners or paediatricians
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Counselling services
- Social services
- Many of our students receive referrals for additional support through the AP Taskforce
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11. Admission and accessibility arrangements

Referrals are made from a range of different settings across the city and county council. All of these have had regular visits to the provision and have a good understanding of our curriculum offer and the students whose needs we are able to meet well.

11.1 Admission arrangements

See additional Admissions Policy.

12. Complaints about SEND provision

Where parents have concerns about our provision's SEND provision, they should first raise their concerns informally with the Headteacher, Andrew Hawksworth. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

For formal complaints, the provisions Complaints Procedure should be followed. This can be found on the website under the 'Policies' section.

13. Monitoring and evaluation arrangements

13.2 Monitoring the policy

This policy will be reviewed by Andrew Hawksworth **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

14. Links with other policies and documents

This policy links to the following documents

- SEN information report
- The local offer for SEND
- Behaviour policy
- Equality information and objectives
- Supporting students with medical conditions and administering medications policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy • RSE Policy