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Crofton School

Special Educational Needs (SEN) Information Report

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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 find it on our website at www.croftonschool.co.uk/policies.

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
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

Our Special Educational Needs Co-Ordinator or SENCO is Paul Williams.

Mr Williams has ten years' experience in this role and has worked as a teacher for 29 years. Mr Williams is a qualified teacher. He achieved the National Award in Special Educational Needs Co-ordination in 2014.

Our Deputy SENCO is Rhona Phillips.

Miss Phillips started in the role this year and has also worked as a classroom teacher in primary and secondary special schools. Miss Phillips is currently attending SENCO training.

Lead Teacher

Our Lead Teacher is Sue Latter. Mrs Latter specialises in teaching English and Literacy to students who have SEN. She has been leading in this area at Crofton for 6 years and for 4 years prior to that in another local school. Mrs Latter's provision is for Years 7 through to 11 and includes working towards the AQA certification in English Literature and English Language.

Class/subject teachers

All our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of students who have SEN.

Learning Support Co-ordinators

Kerry Prest and Mel Russell run the Learning Support department day-to-day. They are responsible for managing the Learning Support team and ensuring the smooth running of our SEN provision.

SEN Administrator

Heather Brindley is our SEN Administrator. Mrs Brindley provides support to the SENCO. Mrs Brindley is also our transport co-ordinator for all students who are eligible for HTST.

Learning Support Assistants (LSAs)

We have a team of 18 LSAs, including specialist LSAs who are trained to deliver SEN provision in the areas of hearing impairment, sensory and physical needs, communication and interaction, and emotional literacy.

Our LSAs are trained to deliver interventions such as spelling, reading, numeracy, communication and interaction, sensory and physical, and social skills.

In the last academic year, LSAs have been trained in safeguarding, metacognition, reading strategies and numeracy strategies. They receive regular training in how to adapt their support for individual students.

External agencies and experts

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

- › Speech and language therapists
- › Educational psychologists
- › Occupational therapists
- › 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 child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is the SENCO.

You can get in touch with the SENCO by emailing pwilliams@croftonschool.co.uk and/or the Deputy SENCO by emailing rphillips@croftonschool.co.uk.

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

Together we will decide what outcomes to seek for your child 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 will formally notify you in writing and your child will be added to the school's SEND register.

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

All our class teachers are aware of SEN and are on the lookout for any students who aren't making the expected level of progress in their schoolwork or socially. This might include difficulties with reading, spelling or numeracy. Teachers or LSAs may also notice that students are having difficulty interacting with others.

If the teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will give the student extra support to try to fill it. Students who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the student is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

A member of the Learning Support leadership team will observe the student in the classroom to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The Learning Support leadership team 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.

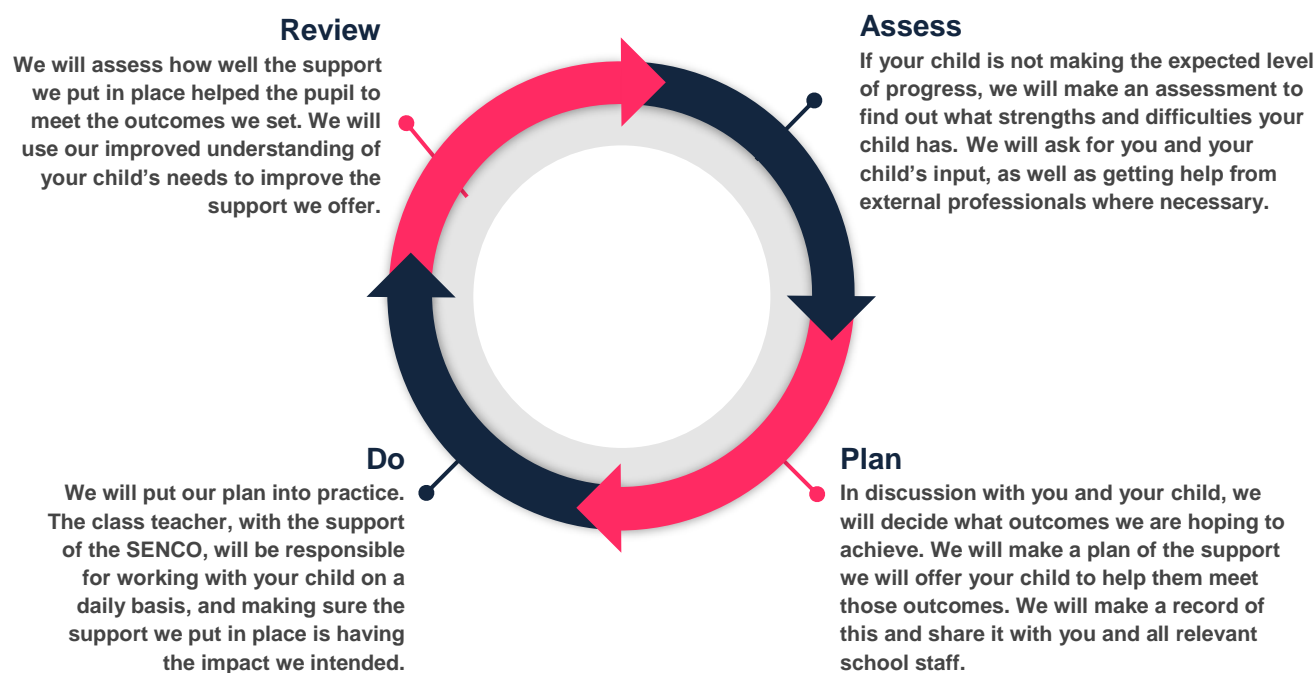
Based on all this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the Learning Support Department will work with you to create a SEN support plan for them.

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 school'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 reports on your child's progress.

Your child's class teachers will meet you once a year, and their class tutor will meet you once a year to:

- › Set clear outcomes for your child's progress
- › Review progress towards those outcomes
- › Discuss the support in place to help your child make that progress
- › Identify what we will do, what we will ask you to do, and what we will ask your child to do

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

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact the SENCO or Deputy SENCO. You can get in touch with the SENCO by emailing pwilliams@croftonschool.co.uk or the Deputy SENCO by emailing rphillips@croftonschool.co.uk

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 level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

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

- › Attend meetings such as parents' evenings to discuss their progress and outcomes
- › Prepare a presentation, written statement, video, drawing, etc.
- › Discuss their views with a member of staff who can act as a representative during the meeting
- › Complete a survey
- › Help us prepare a document to give to teachers, telling them how they need to be supported

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

Your child's teachers 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.

We will differentiate (or adapt) how we teach to suit the way the student 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.

These adaptations include:

- › Differentiating our curriculum to make sure all students are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- › Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- › Adapting our resources and staffing
- › Ensuring accessibility to classrooms, toilets, and social areas for pupils with physical impairments, including areas for physiotherapy when required.
- › Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- › Learning Support Assistants may support students on a 1-to-1 basis when there is a specific recognised need, such as during practical activities or to deliver targeted interventions.
- › Learning Support Assistants will support students in small groups when several students require a similar level of support, or during interventions such as communication and interaction or social skills groups.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS (MAY INCLUDE BUT NOT LIMITED TO)
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Key Worker Task plans 'Chunking' of information Simplified use of language Dual Coding (writing supported by pictures) Communicate student needs with the teacher Preferred seating arrangements LSA support if appropriate
	Speech and language difficulties	Speech and language therapy interventions Extra processing time Simplified instructions 'Chunking' of information Key-word teaching Preferred seating arrangements Communicate student needs with the teacher LSA support if appropriate
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope 'Chunking' of information Coloured overlays Task plans Exam Concessions (when assessed for and agreed by the exam board) Dual coding (writing supported by pictures) Adaptions to equipment, such as grippy pens Communicate student needs with the teacher LSA support if appropriate
	Moderate learning difficulties	Extra processing time Adapted tasks LSA support Communicate student needs with the teacher

Social, emotional and mental health	ADHD, ADD	Physical adaptations such as wobble cushions Brain breaks OT interventions 'Chunking' of information Communicate student needs with the teacher
	Adverse childhood experiences and/or mental health issues	We have a whole school approach to meeting our students' needs. Our school's ELSA, tutors, Heads of Year, LSAs and Student Support Leads work closely with students to meet their mental health needs
Sensory and/or physical	Hearing impairment	Preferred classroom seating Close working with VI professionals Use of hearing aids as prescribed by HI professionals Communicate student needs with the teacher
	Visual impairment	Text printed in preferred font Preferred classroom seating Close working with VI professionals Use of visual aids prescribed by VI professionals
	Physical impairment	Ensuring access to the school's physical environment Preferred seating in class Option to move around school at quieter times Use of a laptop if appropriate Adapted lessons for PE, drama and as appropriate

These interventions are part of our contribution to Hampshire County Council's local offer.

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 target grades each term
- Reviewing the impact of interventions after 6 weeks
- Using teacher questionnaires
- Monitoring by the SENCO/Deputy SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

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
- More Learning Support Assistant hours
- 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.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

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

All our extra-curricular activities and school visits are available to all our students, including our before and after-school clubs.

All students are encouraged to go on our school trips, including our residential trip(s).

All students are encouraged to take part in sports day, school plays, special workshops etc.

No student 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 does the school make sure the admissions process is fair for pupils with SEN or a disability?

- › Students with a disability or SEN apply for a school place by following our normal admissions process which is through Hampshire County Council's online form.
- › Any applicants with an EHC plan apply directly to Hampshire County Council, naming Crofton as their chosen school. If the school can meet the student's needs, Crofton School would admit the student over published admission numbers if required.

13. How does the school support students with disabilities?

We recognise that treating students equally does not necessarily involve treating them all the same. After assessing your child's needs and after taking advice from you and any professionals involved with your child we would:

- › Make any adaptations necessary for the student to access the learning and the physical environment of the school
- › Encourage the student to become involved in clubs and attend school trips
- › Work closely with any professionals involved and implement their advice
- › Provide aids and services as required
- › Monitor how the student is getting on socially and emotionally, providing support and interventions as appropriate
- › Foster an inclusive school environment where everyone is valued for being themselves

14. 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:

- › Students with SEN are encouraged to attend clubs during and after school to promote friendships and teamwork
- › We provide extra pastoral support for listening to the views of students with SEN by spending time with students at break and lunch times, and by providing a Key Worker for our students with an EHCP.
- › We run interventions for students who need extra support with social or emotional development

We have a 'zero tolerance' approach to bullying. You can read our anti-bullying policy on our website at www.croftonschool.co.uk/policies.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help students with SEND be prepared for a new school year we:

- › Share information and support strategies with the new teacher
- › If the student has a key worker, then the key worker will meet with the new teachers
- › Begin following the next year's timetable before the summer holidays, so that students meet their teachers before the start of the new term

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the primary school meets or talks with our SENCO to discuss the needs of the incoming students near the end of the summer term.

We arrange meetings or talk with the parents of incoming students to discuss how we can best welcome their child into our community.

We set up new students with a buddy to help them get settled in and make friends.

Onto adulthood

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

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

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

Paul Williams, our SENCO, makes sure that all teachers understand how a looked-after or previously looked-after students' 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 students 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.

17. 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 the SENCO in the first instance. They will then be referred to the school's complaints policy.

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.

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

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. 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 Hampshire local offer. Hampshire publishes information about the local offer on their website:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page?familychannel=6>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://www.hampshiresendiass.co.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](#)

19. 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