

# Special Educational Needs School Information Report “What we offer”

This is our Special Educational Needs School Information Report and details what we offer for children and young people with special educational needs and disabilities (SEND) in our school.



THINK BIG  
DO THE  
RIGHT THING  
TEAM SPIRIT

Please also refer to our SEND and Learning policy and our Accessibility Plan

## How to you teach children or young people with special educational needs and disabilities?

We provide a graduated response to students with Special Educational Needs. In the first instance, class teachers deliver 'quality first' teaching for all students within their class. This may include writing frames, differentiated class work and well placed seating plans.

Learning Support Assistants (LSA's), in coordination with the class teacher will support students in their learning through individual, group or class based activities or interventions. Students' individual support will be outlined on their PEN Profiles which are available to all staff.

Parents and students will be involved in discussions and decisions made regarding their provision. Whilst accessing our provision, if progress appears to be limited, the SENDCO, with the permission of the parents, may seek advice from other professionals to decide if more specialist support is required.

### **What the legislation says...**

**SEND Code of Practice 2014 4.32:** 'Information about approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with SEN or disabilities and additional learning support for those with SEN.

**SEND Regulations 2014 5(a):** their approach to teaching of children and young people with special educational needs.

**SEND Regulations 2014 5(b):** '...how they adapt the curriculum and the learning environment for children and young people with special educational needs or a disability'

## How do you decide a child or young person has special educational needs or disabilities?

Class Teachers and Learning Support Assistants at Crest Academy closely monitor the progress of all our children, this information will be the first step in identifying if a child may be having some specific learning difficulties.

If a student is not making as much progress as expected, the class teacher will inform the LSA or the SENDCO in the first instance by completing a referral form. These students will also be highlighted in Student Referral group (SRG) meetings where Student progress is monitored.

Other assessments may be used to help make a decision about whether a student has special educational needs such as Speech and Language Assessments and reading tests. Parents or Carers can raise concerns regarding their child's progress with their child's Form Tutor, Head of Year or SENDCO at any time.

### **What the legislation says...**

**SEND Code of Practice 2014 4.32:** 'Arrangements providers have for identifying the particular SEN of children and young people.'

**SEND Code of Practice 2014 4.34:** 'Schools must publish more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN.'

**SEND Code of Practice 2014 4.35:** 'The school-specific information should relate to the schools' arrangements for providing a graduated response to children's SEN. It should elaborate on the information provided at a local authority wide level in the Local Offer.'

## What extras do you offer children or young people with special educational needs?

Teachers can refer Students through the SENDCO. We seek outside agency support for Speech and Language (S&L) support and Physiotherapy, Occupational Therapy Support (OT). We also have regular staff training from Hearing and Sight Specialists, Brent Autism Outreach Team and CAMHS to ensure all students' needs are met.

We use an intervention called 'LEXIA' to improve reading ages and we have withdrawal support for students with literacy and numeracy difficulties called First Steps. We also have an English as an Additional Language (EAL) unit where students spend timetabled slots to increase their knowledge and understanding of the English language.

At key stage 4 we offer AQA Certificates for working and life skills. The LSAs also offer a bespoke careers advisory service for the students with additional needs.

We often seek advice from specialists to ensure we are providing the best possible teaching and learning experience.

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**SEND Regulations 2014 5(a):** their approach to teaching of children and young people with special educational needs.

**SEND Regulations 2014 5(b):** '...how they adapt the curriculum and the learning environment for children and young people with special educational needs or a disability'

## How do you make sure children and young people with special educational needs and disabilities do well?

We offer a graduated response for students with Special Educational Needs. Firstly, 'Quality first teaching' will be provided to all students and the class teacher will continually review progress through both formative and summative assessments. Lessons will be adapted to provide every child with high quality learning opportunities. Parents are informed of the progress their child is making through parents' evenings, meetings and school reports. Where a class teacher has concerns about a child's progress, the Curriculum Directors will be informed in the first instance and parents or carers informed of extra-targeted support in class that may be provided.

Where progress continues to be limited, more individualised support may be provided from the LSA and the SENDCO. All individual and small group support plans are written by the SENDCO in coordination with specific subject teachers. Targets and programmes of work are planned around discussions with the parents and the student, so that they match the specific needs of the individual child.

Finally, provision such as support from outside agencies will be provided following specific assessments, support mechanisms and in line with the type of specific need. Alongside the class teacher, the Heads of Year and the Senior Leadership team track the progress of all pupils to ensure good progress is being made.

### **What the legislation says...**

**SEND Code of Practice 2014 4.32:** 'Information about assessing and reviewing pupils' and students' progress towards outcomes, including how providers work with parents and young people in doing so.

**SEND Regulations 2014 5(d):** 'How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.'

## What facilities do you have to support children or young people with special educational needs and disabilities?

Break times and lunch times are supervised by the Senior Leadership team as well as teachers at all times.

There is an opportunity buy food at both break and lunch and both indoor and outdoor seating areas. All students have water available throughout the school day.

The Achievement Centre Library is available at lunch times for EAL students. They get an opportunity to read home language books, play games and socialise in a safe and nurturing environment.

There is a sensory space available for those students who require an additional time out space.

We have at least two operational lifts on each floor to ensure students with Physical Disabilities are not hindered when moving around the school. Furthermore, we are happy to work with students and families where possible to provide learning spaces on the ground floor.

### **What the legislation says...**

**SEND Code of Practice 2014 4.32:** 'Information about enabling available facilities to be accessed by disabled children and young people and those with SEN (this should include ancillary aids and assistive technology, including Augmentative and Alternative Communication (AAC)).'

**SEND Regulations 2014 5(f):** 'How facilities that are available can be accessed by children and young people with special educational needs or a disability.'

## Do you have staff with specialist training or have 'experts' to support you?

Crest Academy staff have undertaken a variety of different training including Speech and Language Support, ASD, Mental Health first aid and Hearing Impairment. Staff are also regularly briefed on Keeping Children Safe in Education in line with Government Guidelines.

Good practice is regularly shared at staff meetings and CPD by the SENDCO and the school receives the most up to date information regarding SEND which is distributed to staff at regular intervals.

The school has access to a link Speech and Language Therapist, Educational Psychologist, School Nurse, Occupational Therapist, outreach services and a range of alternative provisions.

We receive regular updates and support from the E-ACT Regional System Leader for SEND and Behaviour.

### What the legislation says:

**SEND Code of Practice 2014 4.32:** information about securing expertise among teachers, lecturers or other professionals to support children and young people with SEN or disabilities – this should include professional development to secure expertise at different levels:

- o **awareness** (to give a basic awareness of a particular type of SEN, appropriate for all staff who will come into contact with a child or young person with that type of SEN)
- o **enhanced** (how to adapt teaching and learning to meet a particular type of SEN, for early years practitioners, class and subject teachers/lecturers and teaching assistants working directly with the child or young person on a regular basis), and
- o **specialist** (in-depth training about a particular type of SEN, for staff who will be advising and supporting those with enhanced-level skills and knowledge)

**SEND Regulations 2014 5(i):** 'How expertise in supporting children and young people with special educational needs or a disability is secured for teaching staff and others working with those children and young people.'

## How do you support the wellbeing of children and young people with special educational needs and disabilities?

We have a clear behaviour and anti-bullying policy. The school has a zero tolerance approach to bullying. The school Child Protection Officer and Designated Safeguarding Lead (including Deputies) work closely with Brent to support families and children with their emotional, mental and social wellbeing. The school has prioritised Mental First Aid training and have trained the Pastoral team and members of the Senior Leadership team.

Risk assessments will be completed to ensure the safety of everyone participating in a trip or visit. If necessary, the school may also put an individual risk assessment in place for an individual child on a day to day basis.

The school supports the distribution of Personal Social and Health Education (PSHE) and this is reinforced through our whole school assemblies, form time activities and external visitors.

All staff have completed the Stage 1 Child Protection training and designated safeguarding leads throughout the school have completed Stage 3 training.

There are a number of staff members who hold a current first aid certificate, which is updated when required.

The medical team collates information provided by parents for those children who need to take medicine during the school day or those children who require additional support with personal care. Only designated staff are permitted to administer medicine to children and there are clear procedures for storing and administering medicine.

### **What the legislation says...**

**SEND Code of Practice 2014 4.32:** 'Information about supporting the emotional, mental and social development of disabled children and young people and those with SEN (this should include extra pastoral support arrangements for listening to the views of pupils and students with SEN and measures to prevent bullying).'

**SEND Regulations 2014 5(j):** how the emotional, mental and social development of children and young people with special educational needs or a disability will be supported and improved.

## What happens if a child or young person needs specialist equipment, services or support?

The school distributes its resources according to the different needs within the school, with priorities dependent on the level of need. If a child has a specific Special Educational Need, it may be the case that the school applies for additional support to aid the learner, which may provide some additional funding from the Local Authority to support the child at school. This funding will be used to provide additional resources that are appropriate for that child.

If a child is thought to need specialist equipment, services or support; a referral will be made by the school to the appropriate outside agency. If the support required is more complex, this may result in an Education Health and Care Plan being submitted for assessment.

If a student requires 1:1 support, we endeavor to provide this provision within the means of the school and the resources made available to it. If a Learning Support Assistant is away from school at any point, we will redistribute staff to ensure cover is provided to ensure the child's needs are still met.

### **What the legislation says...**

**SEND Code of Practice 2014 4.32:** 'Arrangements providers have for securing the services, provision and equipment required by children and young people with SEN or disabilities.

**SEND Code of Practice 2014 4.35:** 'The information **must** also include information about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than other pupils...'

## How will I know if my child or young person is doing well in school?

Parents are informed of the progress their child is making through parents' evenings, meetings and school reports. Where a class teacher has concerns about a child's progress, the SENDCO will be informed and in the first instance extra targeted support in class may be provided. Where progress continues to be limited, more individualised support may be provided.

Targets and specific curriculum pathways are planned around discussions with the parents and the child so that they match the specific needs of the individual child. These are reviewed by the pupil as well as school staff. We strongly encourage parents to discuss any questions or concerns they have about their own children with the school.

To ensure students with Educational Health Care Plans needs are being met, the school will organise annual reviews. Where the school has concerns regarding a child's progress or well-being, an annual review may be called earlier. This may also be requested by the parent or carer.

### **What the legislation says...**

**SEND Code of Practice 2014 4.32:** 'Information about assessing and reviewing pupils' and students' progress towards outcomes, including how providers work with parents and young people in doing so.

**SEND Regulations 2014 5(d):** 'How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.'

## Do you have 'out of school' activities that children or young people can do?

Crest Academy aims to provide each student with at least two educational visits throughout an academic year. Where a student with a Specific Educational need requires additional support, the SENDCO will liaise with parents, the trip leader and the establishments and will make reasonable adjustments, as long as it does not compromise anyone's health, safety or wellbeing. Where necessary, a learning support assistant will accompany a child on a visit.

### **What the legislation says...**

**SEND Code of Practice 2014 4.32:** 'Information about activities that are available to disabled children and young people and those with SEN, including physical activities and extra-curricular activities.'

**SEND Regulations 2014 5(g):** 'What activities (including physical activities) are available for children and young people with special educational needs or a disability in addition to the curriculum.'

## How do you support children or young people moving on to their next school or setting?

The Transition Lead along with the SENDCO will visit primary schools to gather key information about the student prior to their arrival.

There is an open evening and open mornings to which both parents and students are invited to attend. There is also a 'transition day' where students from all feeder schools come and enjoy a 'day in the life' of a secondary school student.

If a student has a particular special need or disability, the SENDCO will liaise with the child's previous setting in order to establish a smooth transition. Students who are moving on to a different school, college or sixth form centers will have the opportunity to visit their new setting. Transition meetings will also be held between school staff in order to ensure that any specific needs and requirements are communicated.

### **What the legislation says...**

**SEND Code of Practice 2014 4.32:** 'Arrangements providers have for supporting disabled children and young people and those with SEN in moving between phases of education and preparing for adulthood and independent living.'

**Parent Carer feedback:** 'I want to know what schools are supposed to do to help when my child changes school.'

## What should I do if I disagree with what you're doing or want to make a complaint?

In the first instance we would encourage parents to talk to the class teacher, Head of Year or SENDCO to see if the issue can be resolved.

If a student has concerns about their level of support, we encourage them to speak to their form tutor in the first instance. If they are unable to resolve the matter, they may go to their Head of year.

However, Crest Academy does have a formal complaints procedure, a copy of which can be obtained from the school office or on the web site.

If there is a concern of a safeguarding nature, students, parents or carers can contact the schools Designated Safeguarding Lead.

### **What the legislation says...**

**SEND Code of Practice 4.7:** 'Comprehensive:...The Local Offer **must** include eligibility criteria for services where relevant and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.'

## Who should I contact for more information?

Please contact:

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**Where can I find out more about what support there is for children and young people with SEND in the local area?**

<https://www.brent.gov.uk/localoffer>