

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 Equality Objectives

[Provide links]

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

- Whole class teaching is adapted to meet individual needs through scaffolded activities.
- Lessons are adapted to allow the student to access the lessons to the National Curriculum.
- Delivery – The teacher uses a range of inclusive strategies in the classroom and will adopt strategies which have been identified as useful for individual pupils as indicated on the student profile.
- Support – The teacher will plan pupil support and teaching assistants and other adults will work alongside the teacher to support students to access different aspects of the curriculum.
- Learning support assistants are used where required within subject areas in order to develop expertise and provide high quality support.
- Exams Concessions – Students who have been tested and are entitled to exams concessions will be given these as their ‘normal way of working’.

Who do we support?

We currently support young people with sensory impairments such as those with hearing or visual impairments, we also support young people with autism; specific learning difficulties such as dyslexia; or dyscalculia. In addition there is support for young people with language difficulties, mental health difficulties and physical difficulties.

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?

- Detailed information from primary school on transfer
 - The SENCo attends Y6 Annual Reviews and vice Principal visits feeder schools
 - CREST SEND indicators are used to identify students
- We identify students requiring support using the main categories of need which are identified in the SEND Code of Practice 2014:

Speech Language Communication Needs – Autistic Spectrum Disorder (ASD)

Cognition and Learning (SpLD), dyslexia dyspraxia, slow learners

Social Emotional and Mental Health – (behaviour, social skills, mental health)

Sensory and or Physical – (Equality Act may not be SEN)

- The SENCo receives referrals from student, staff and form teacher.
- Information and close communication with parents is a priority from the beginning of entry.
- Tracking of all students through half termly assessments.
- Reading Age tests are taken twice yearly. LASS/LUCID tests are used to identify strengths and weaknesses.
- The school also uses an online literacy assessment to provide baseline reading results for the students.
- There is continuous close monitoring of behaviour, attendance and punctuality.

- Detailed reports and information from professionals are used to identify and support the needs
- of students
- The SENCo attends weekly meetings with the AVP of Inclusion, HOYs and the Behaviour team to review all students
- Strong collaboration and communication with parents through regular formal and informal meetings.
- Students at CREST under-go assessments in every subject every half-term to ensure that they are making the necessary academic progress. If a pupil is underperforming in a certain subject the class teacher will initiate extra intervention and a student referral to support the pupil.
- Teachers understand age-related expectations and have on-going training in the identification of pupils with SEND; if a student is identified as having a special education need (SEN) CREST will monitor and support the students through scaffolding and specific intervention.

Raising Concerns:

- If you are concerned about your child's academic progress or well-being please contact their tutor in the first instance; they will be in the best position initially to discuss your concerns and outline any planned support.
- If your child has an EHCP or statement the school will meet all needs outlined in the statement.
- If we have a concern about your child, we will contact you and invite you to a meeting with a member of staff to resolve the issue.

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?

Young people with special educational needs can also benefit from additional support.

This could be in the form of:

- In- class support using a variety of scaffolded resources
- One to one support with literacy or numeracy – (Catch Up Literacy and Cat-Up Numeracy)
- Small group withdrawal for reading including on line programmes such as Lexia
- Reduced timetable
- Time out cards/respice/Sensory Room
- Boxing Intervention

If your child is included in an intervention you will be informed.

Outside Agencies/Specialists

- As a parent / carer you will be consulted whenever CREST wish to seek advice and support from an agency or specialist who is not employed by us. Any recommendations or actions will be shared with you and any on-going role for the specialist with your child will be discussed with you beforehand.
- The SENCo works closely with the SEN GRD(Governance Review Day) Team to regularly review and evaluate our provision for and success with pupils with special educational needs.
- All levels of provision in school are subject to regular monitoring and evaluation.

- Class / individual tracking of progress in every subject.
- Observations of whole class, group and individual teaching sessions.
- Testing includes LASS,LUCID, DASH, WRAT, TOWRE to test handwriting speed, reading and comprehension.
- Tracking progress of groups such as SEN on excel.
- Tracking progress and evaluating the wider impact of intervention groups through the tracking tool.
- Individual teacher / teaching assistant by performance management.

For a pupil who has English as an additional language (EAL) and a SEND need the following provisions are in place for your child:

- EAL assessment on arrival in school.
- An intensive language acquisition package.
- Specialist EAL intervention to include additional scaffolding if SEND.
- EAL and Literacy work closely together.
- EAL learners supported to achieve accreditation in their own language.
- ESOL courses for parents to support at home.
- The EAL/SEND register are separate but the EAL coordinator and the SENCo work closely together and review students regularly who are EAL and SEND.

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

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

Academic progress is measured through:

- On –going classroom observation and assessment.
- Every student in the academy undergoes a classroom assessment in every subject half-termly this report will be shared with parents / carers.
- Every student in the academy will sit a reading age test twice per year.
- Tracking of groups and individuals is analysed by class teachers / Curriculum Directors in their Department meetings following the results of the assessment data.
- Students data is also discussed regularly at the Senior Leadership Team meetings.
- Students are involved in half termly review meetings to discuss and review targets.
- All staff have a QFT (Quality First Teacher) Folder. This will include key information about the student they teach.
- All Teachers are to create an Ensuring Achievement Action Plan for each student to provide reasonable adaptations/ adjustments in order to meet the specific needs.

Social and Emotional well-being is supported through the pastoral team.

A range of interventions is offered by the pastoral support team such as counselling, peer support

- Observations by all staff members

- Review of impact of provision: Nurture group / social skills / use of assessments: For students who require: educational psychologist / speech and language.
- Education of all students through Assemblies and Awareness Days.
- Virtual CPD to access training for specific areas of need.

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.'

<https://crestacademy.e-act.org.uk/wp-content/uploads/sites/8/2019/09/Special-Educational-Needs-and-Disabilities-SEND-and-Learning-Policy-edit-tca.pdf>

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

- The school has access ramps and lifts for wheelchair users.
- The Achievement Centre is a space used to provide small group work and intervention.
- A sensory/respice room.
- Students are able to take exam courses in Functional Skills in order to gain qualifications for further education.
- The school also has the facilities for on-site counselling and mentoring services.
- The Transformation Centre provides support for students who require a reduced timetable.
- The academy has links with the college of North West London where the students are given the opportunity to enroll in courses.

<https://crestacademy.e-act.org.uk/wp-content/uploads/sites/8/2017/07/Disability-Equality-Scheme-policy.pdf>

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?

Whole school INSET on SEND is delivered by the SENCo and learning support assistants.

The academy has relationships with various external services which are used to support the needs of the students as well as train the Learning support assistants and the teaching staff.

The virtual platform provides training currently in:

ADHD

Autism

EAL

The academy work closely with:

- Brent autism Outreach Team
- CAMHS
- NHS
- Brent Visual Impaired Service
- Brent Hearing Impaired Service
- Speech and Language Therapists

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?

- CREST has clear safeguarding procedures in the school updated regularly through whole school INSET sessions.
- PSHE provision .
- If the academy has a mental health concern about your child we will contact you in the first instance, asking for your permission to refer the student to Child Adolescent Mental Health Service (CAMHS).
- 1:1 support and advice sessions with IEU behaviour support manager.
- Staff-Student Mentoring support.
- Interventions include: Boxing Intervention, Sports Coaching, Model Making.
- 1:1 support and advice session from external agencies or our in-house counsellor workshops.
- Regular tracking of positive and negative incidents recorded on school system known as SIMs.
- Attendance/ Punctuality meetings with HOYs / student/ parent.

<https://crestacademy.e-act.org.uk/wp-content/uploads/sites/8/2019/09/Pupil-Mental-Health-and-Wellbeing-Policy-CREST.pdf>

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?

- Young people with an EHCP may require specialist help or support. If this is the case then arrangements will be made for that support to be given. This support could include one to one support, specialist equipment or a special provision such as a reduced timetable.
- For young people who do not have an EHCP, the needs of the students will be considered by the inclusion or pastoral team in order for the support to be given to the young person.
- Crest Academy has wheelchair access, ramps, wide corridors and lifts.
- PEEPs (Personal Emergency Evacuation Plan) will be in place where necessary.

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?

- Every student in the academy undergoes a classroom assessment in every subject termly this report will be shared with parents / carers. You will receive an annual report of your child's progress.
- If a teacher has a concern about your child in the first instance your child's form tutor will contact you by telephone, if the issue persists you will be asked to attend a meeting in school.
- Parents will be invited to attend parents evening once per year.
- Parents can discuss a student's progress with their child's form tutor at any time..
- If your child is identified as having a SEN you will be contacted by the Inclusion Team.
- Parents with children who have an EHCP will receive a termly progress report in addition to the Annual Review report.

School uses a number of different ways to reach parents:

- Twitter:
- We also send text messages home to parents and letters via the post.
- Students receive a good news postcard where applicable from their class teacher or SEND Faculty.

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?

- Students with special needs or disabilities are given access to all out of school activities.
- Students with SEND regularly take part in all class activities along with their peers.

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 SENCo will visit or make contact with primary schools to find information about students in order to ensure that the secondary school is fully informed.
- Where possible the SENCo will attend year 6 annual review meetings.
- Year 6 students are encouraged to attend taster days and summer school to ensure a smooth transition to secondary school.
- The learning support assistants have responsibility for creating a smooth transition from class to class.
- The academy employs a careers advisor to ensure that appropriate information, guidance and advice is given.
- A virtual Induction will be available for students unable to attend.

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?

- If a learner or family member is not happy with their current care at the academy they can raise their concern in writing or by talking directly to a preferred member of staff.
- The academy aims to resolve all disputes through calm discussion.
- There is a formal complaints procedure.

<https://crestacademy.e-act.org.uk/wp-content/uploads/sites/8/2019/09/Concerns-and-Complaints-Policy-APPROVED-Aug-19.pdf>

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:

Tracey Marquis- SENDCo

Tracey.marquis@e-act.org.uk

Esther Marshall- Assistant Vice Principal of Inclusion

Esther.marshall@e-act.org.uk

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

SEND Policy

<https://crestacademy.e-act.org.uk/wp-content/uploads/sites/8/2019/10/Special-Educational-Needs-and-Disabilities-SEND-and-Learning-Policy-edit-tca.pdf>

The Local Offer

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

Accessibility Plan

<https://crestacademy.e-act.org.uk/wp-content/uploads/sites/8/2017/07/Accessibility-Plan-Policy.pdf>

Send Policy

<https://crestacademy.e-act.org.uk/wp-content/uploads/sites/8/2019/09/Supporting-students-with-medical-needs-FINAL.pdf>