



CRESTWOOD COLLEGE

SEN INFORMATION REPORT

2016-17

Purpose of this document

The Special Educational Needs (SEN) Information Report exists to inform parents and young people in a straightforward manner about how Crestwood College implements its policies towards SEN. It is updated annually.

Relevant contact details

The Learning Support team can be contacted via the main school number, 02380 641232, or via email at adminoffice@crestwood.hants.sch.uk

The Learning Support Lead Teacher for the **Shakespeare Road Campus** is Keren Groom.
The Learning Support Lead Teacher for the **Cherbourg Road Campus** is Hayley Brimble.

Alex Murray, Assistant Headteacher, has oversight of SEN coordination across the school and the provision made for students with learning difficulties.

ETHOS.

What kinds of learning needs are provided for at the school?

Crestwood College is a split-site mainstream secondary setting. In addition, the school operates a Specific Learning Difficulties resourced provision.

All mainstream schools are expected to provide support for a wide range of students, including those with:

- communication and interaction needs;
- cognition and learning needs;
- social, emotional and mental health needs;
- sensory and/or physical needs.

Communication and interaction needs includes *speech, language and communication needs* (SLCN) and *autism spectrum conditions* (ASC). Cognition and learning needs includes *moderate learning difficulties, dyslexia, dyspraxia, and dyscalculia*. Social, emotional and mental health needs includes *attention deficit disorder, attachment disorder, or an anxiety disorder*. Sensory and/or physical needs includes *physical disabilities, hearing impairments or visual impairments*.

The SpLD resourced provision is a 22-place unit for students identified by the local authority as having significant specific learning difficulties and are in possession of an Education, Health and Care Plan (EHCP). Admission criteria is available from the local authority's SEN service:

<http://www3.hants.gov.uk/sen-service>

How are special educational needs identified and assessed?

The local authority provides a guidance booklet entitled "SEN Support: Guidance for Mainstream Schools" - available online [here](#) - which is used to assist in the identification of possible special educational needs.

Information from a student's previous school will initially be used to determine whether a student may have existing special educational needs. If required, the school may attempt to assess whether these needs are still valid.

Upon entry, all students undertake a range of assessments - including a dyslexia screener - to try and identify any possible cognitive difficulties. For other types of need, the school makes use of checklists to ensure barriers to learning are accurately identified.

There are many barriers to learning that all students may face at some point in their time at school. All teachers are expected to consider the individual learning needs of all students and make changes to their approach to ensure that all students achieve. If a teacher has further concerns they can seek advice from the learning support team.

Parents are encouraged to share concerns with the school at their earliest opportunity. This can be done via your child's tutor or with specific class teachers.

What is the school's approach to teaching students with learning needs?

Crestwood College aims to help all students realise their potential. We endeavour to identify the barriers to learning that may result in underachievement and coordinate additional provision where required. It is expected that the needs of the majority of students can be met through a mainstream curriculum with teacher planning taking account of starting points and aiming for all students to make progress.

Assessment of additional need focuses upon four factors: the child's learning characteristics, the learning environment, the tasks and activities undertaken and the teaching style.

All students, including those with special educational needs, spend the majority of their time following a mainstream secondary curriculum. The expectation is that class teachers across each subject area ensure that the programme of study delivered is accessible and to all students, as set out in the national *Teachers' Standards* document ([here](#)).

How does the school adapt the curriculum and environment for students with learning needs?

All staff work to ensure that students are offered full access to a broad, balanced and relevant education in a caring environment. Learning Support staff support teachers across the curriculum to plan lessons that are both accessible and lead to academic progress. This takes a number of forms, including:

- a Student Profile, giving specific guidance to a class teacher regarding a student;
- observing a student in lessons and providing feedback to staff;
- training opportunities around particular learning difficulties;
- mentoring for newly qualified teachers.

For a small number of year seven students with very low prior attainment (i.e. their Key Stage 2 results), we operate an integrated curriculum called Smart Start. Selected students spend 50% of their timetable with one teacher where they undertake a project-based curriculum with special emphasis on their reading, writing and number skills.

What is the level of training and expertise amongst school staff?

As all staff support the learning of students with special educational needs, it is expected that all teachers and support assistants undertake professional development in this area.

Specialist teachers provide regular updates to staff on issues relevant to the student body and will lead in-service training when requested to do so. Training materials from the *Inclusion Development Programme* around specific types of learning difficulties are available for staff to undertake at any time.

Specialist staff have a range of expertise, experience and qualifications, including those relating to *Specific Learning Difficulties*, *Autism Spectrum Difficulties* and *Speech, Language and Communication Needs*.

EVALUATING EFFECTIVENESS

How does the school evaluate the effectiveness of its provision for students with learning needs?

The school evaluates the effectiveness of its provision in a number of ways, including:

- Comparing the achievement of Crestwood College students to those with similar starting points nationally;
- lesson observations and discussions with teachers;
- discussions with students and parents/carers;
- intervention analysis;
- guidance from external specialists (e.g. Educational Psychology Service).

As a maintained secondary school, the local authority may undertake monitoring visits to evaluate the effectiveness of provision. Ofsted inspection reports will also comment upon the quality of school provision for students with learning needs.

How does the school monitor the progress of students with learning needs?

The academic progress of all students is monitored in line with the school's assessment & reporting policy and signs of underachievement acted upon by the relevant staff. In addition, specialist school staff evaluate the impact of any additional provision put in place against the desired outcomes.

The overall effectiveness of the school's policy towards students with learning needs is addressed in the school Self-Evaluation document; it is expected that each curriculum area address the needs of those students in their annual Department Improvement Plans.

ADDITIONAL SUPPORT

What activities or additional support for learning is available to pupils with learning needs?

Students who require additional provision beyond the personalised learning approach, that teachers are expected to provide, will receive support to address their needs. Class Teachers, Subject Leaders or Progress Leaders may be the initial provider of student intervention.

Most additional provision provided by the Learning Support team is time-limited and subject to adjustment: student needs change over time and it is expected that the level and nature of any need for additional provision would also change. The successful implementation of additional provision should lead to the reduction in the need for such provision in the long term.

Additional provision may take many forms, including:

- literacy or numeracy intervention during tutor time sessions;
- literacy or number intervention in place of one or more timetabled lessons;
- peer mentoring;
- access to additional adult support within the classroom;
- access to ICT resources to support learning;
- intervention to support organisation and/or academic engagement.

What is available for the emotional and social development of students with learning needs?

All students have access to a pastoral support structure within the school that includes:

- their tutor;
- their year leader;
- pastoral Support staff;
- Inclusion Support staff.

For students with special educational needs, there are also opportunities for:

- emotional literacy intervention, either individually or part of a small group;
- buddying;
- behaviour mentoring, both in and out of class;
- a *Common Approach to Behaviour* to be agreed between all relevant staff.

In a small number of cases, referral to an external support service may be appropriate.

INVOLVING PARENTS & STUDENTS

How are parents involved in the decisions made for their child?

Staff at Crestwood recognise the important role that parents can play in supporting the educational achievement of their children. In addition to all statutory obligations of schools to report to parents, we welcome more regular liaison between home and school to ensure that concerns are identified early and provision for students matches their needs. Parents of students with EHC (Education, Health & Care) Plans are provided with named members of the Learning Support team who can act as the first point of contact for communication between home and school.

A member of the Learning Support team is available at parents evenings to provide advice and guidance, or to listen to any concerns that a parent or young person might have.

Parents and carers with children with special educational needs can access impartial advice and support from the Support4SEND Service. The service offers a confidential helpline, general information on special educational needs, help for parents and carers to express their views, support through the statutory assessment process, home visits and support at meetings. Details are [here](#).

How are students with learning needs involved in the decisions made for them?

Student cooperation and involvement is central to ensuring that any provision put in place for them is welcomed and effective. Students have an initial planning meeting with a member staff where a young person's views are sought on what is going well and where support or guidance is required.

Whilst all students have a tutor as a key contact, students identified as having learning needs will have their progress monitored by Learning Support staff and be available to address any concerns they may have.

EXTERNAL SUPPORT

What additional expertise can be accessed for students with learning needs?

Staff at Crestwood aim to work effectively with outside agencies (including local authority support services and voluntary organisations) to fully support the achievement of all students. The ability of the school to access the services of outside agencies is subject to change and can be dependent upon both the permission of parents and carers being granted before their involvement can be sought and the referral criteria of the outside agency itself. Such services could include:

- Eastleigh Early Help Hub
- Child & Adolescent Mental Health Services (CAMHS);
- the Hampshire & Isle of Wight Educational Psychology Service (HIEPS);
- Specialist Teacher Advisory Service.

How can I contact other support services for my child?

The best place for up-to-date information on other support services is Hampshire's "Local Offer" website. Details are at the end of this document.

TRANSITION

How are students supported for transition during Year 6?

There are a number of additional ways that students with learning needs can be supported to make a successful transition to Crestwood College. When a parent or school informs us about the needs of a specific student, an enhanced transition plan is prepared. This plan could include:

- formal transition meetings between all relevant parties;
- early copies of specialist reports;
- additional visits to familiarise themselves with the environment and key staff;
- additional visits with other students transitioning to the college;
- observation visits by Crestwood staff;
- photo guides on Crestwood College rules and expectations;
- buddying with existing students.

How are students supported for the transition to Post-16 education?

The school organises a Post-16 information evening for all students at the college to meet with representatives of most local providers of Post-16 education and apprenticeships. All students will also have access to personal appointments with an independent careers adviser during their final years at the school.

All students registered as having special educational needs - or those in receipt of special arrangements for formal examinations - have a college transition pack prepared containing a summary of the support they have received whilst at Crestwood along with evidence of their exam support entitlements. Transition meetings can be held with learning support staff from further education providers if this is deemed appropriate.

COMPLAINTS

What is the procedure for registering a complaint with the governing body?

If parents or carers have concerns about the provision available for their child which, after discussions with relevant staff, are felt to have not fully been addressed, they are encouraged to forward their views to the Headteacher in line with the school's Complaint Procedure policy. If the Headteacher is unable to resolve the difficulty, the parent's concerns should be put in writing to the Learning Support Governor. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.

LOCAL OFFER

What is the "Local Offer"?

Since September 2014 every Local Authority has been required to publish information about services they expect to be available for children and young people with special educational needs (SEN) and /or disabilities aged 0-25 years. This is known as the 'Local Offer'. This website puts all the information about education, health and care services, leisure activities and support groups in one place, making it easier for families to access and use a vast range of information and resources. The Local Offer seeks feedback from families on local provision and gaps in services to ensure that the commissioning of services is more responsive to local needs and aspirations.

Where is Hampshire County Council's "Local Offer" published?

The Hampshire County Council "Local Offer" can be found at:
<http://www.hampshirelocaloffer.info>