



CRESTWOOD COMMUNITY SCHOOL

**SEN INFORMATION REPORT**  
**2024-25**

## Purpose of this document

The Special Educational Needs (SEN) Information Report informs parents and young people about how Crestwood Community School implements its policies towards Special Educational Needs and Disabilities. It is updated annually.

## Relevant contact details

The Inclusion Support team can be contacted via the main school number, 02380 641232, or contact **Jackie Harding** (administrator for Inclusion Support) via email at

[jackie.harding@crestwood.hants.sch.uk](mailto:jackie.harding@crestwood.hants.sch.uk)

**Hollie Sutherland**, Achievement Leader for Inclusion Support and SENCo has oversight of Special Educational Needs across the school and the provision made for pupils with academic, behavioural and mental health difficulties on both the Shakespeare and Cherbourg Campus.

The Inclusion Support Faculty consists of a senior team of skilled and qualified staff.

Senior members of the department;

- **Amy Benjamin: SEN teacher**
- **Zena Smith: Inclusion Leader**
- **Helen Jeffery: SEMH RP Manager - Cherbourg Campus**
- **Sonia Dancer: Inclusion Support Lead (Academic)- Cherbourg campus**
- **Olivia Forde: SpLD RP Manager - Shakespeare campus**
- **Laura Bentley: Behaviour & Inclusion Lead- Shakespeare campus**
- **Kaye Bezant: Parenting Support Worker**

The senior team are supported by assistant provision leads who facilitate day to day provision for children with additional needs. In the classroom, specialist teachers are assisted by classroom support assistants who provide in class support to students with additional needs.

## Inclusion Support Faculty Structure

Achievement Leader for Inclusion Support & SENCO			
Inclusion Leader SEN Teacher			
Family Support Worker			
Shakespeare Campus		Cherbourg Campus	
SpLD RP Manager	SEMH & Behaviour Lead	SEMH RP Manager	Learning Support Lead
Assistant SpLD RP Manager Assistant SEMH & Behaviour Lead Assistant Alternative Provision Lead		Assistant SEMH RP Manager Assistant Learning Support Lead	
ELSA Pastoral Support			
EAL Lead			
Classroom support assistants		Classroom support assistants	

**Inclusion Support Faculty ethos statement:**

The Inclusion Support Faculty is highly adaptive, innovative and an integral part of Crestwood Community School, working in partnership with school staff, external providers and agencies and parents to create a supportive learning environment that is suitable for all students regardless of need. We are committed to ensuring that all students make progress and are able to access the next pathway of their choice despite their starting point or barriers to learning. Staff in Inclusion Support work collaboratively to establish supportive environments which allow students to access services to support their emotional wellbeing, mental health and academic concerns.

### **2024-25 key strategic priorities:**

Our key priorities can be split into three key areas, these are as follows:

- 1) **To strengthen our curriculum offer** to ensure that we are consistent in our approach and evolve teaching and learning practices to ensure that all students access adaptive approaches and achieve.
- 2) **To build skills for lifelong learning and the modern world.** Allowing all students to access a KS5 course of their course and be prepared for life after Crestwood.
- 3) **To create transparency across systems and consistency in staff development.** To continue to develop our links with outreach services and alternative providers and our CPD offer in Inclusion Support to deepen staff knowledge on SEN including processes and funding.

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

Crestwood Community School is a split-site mainstream secondary setting. In addition, the school operates two resourced provisions with 15 places in each provision:

- **A Specific Learning Difficulties (SpLD) resourced provision;** a provision for pupils identified by the local authority as having significant specific learning difficulties and are in possession of an Education, Health and Care Plan (EHCP) based on the Shakespeare Campus.
- **A Social, Emotional, and Mental Health (SEMH) Needs resourced provision;** a provision for pupils identified by the local authority as having significant social, emotional and mental health needs and are in possession of an Education, Health and Care Plan (EHCP) based on the Cherbourg Campus.

Please see Appendix 1 and Appendix 2 for a summary of each resourced provision.

Every child has the right to access mainstream education and all mainstream schools are expected to provide support for a wide range of pupils identified within needs in the four areas:

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

We would advise and strongly encourage parents to consider their local catchment school in the first instance before seeking out of catchment placements at Crestwood or specialist settings.

Admission criteria is available from the local authority's SEN service:

[Special Educational Needs \(SEN\) criteria](#)

## **What is the school's approach to teaching pupils with learning needs?**

Our aim is for all pupils to achieve their full potential, through accessing high quality teaching and feeling happy, safe and successful at school. Working with primary schools, teachers, parents and pupils we are able to identify the barriers to learning and create individual plans to acknowledge a range of viewpoints and support learners in and out of the classroom. At Crestwood we believe that quality first teaching is the first step in meeting a pupil's needs, therefore the first step in planning a pupil's support package will always be to ensure that planning and in class support by the teacher has been adapted to meet a pupils' needs and make good progress. Progress is supported and positively impacted by a close working relationship between home and school, in which parents, pupils and teachers work together to support the pupil and create positive relationships and positive behaviours for learning.

Our ethos is to ensure that every pupil who may need to, can access additional support at any stage in their school journey. We acknowledge that this support will change and adapt throughout their time at Crestwood and review the support regularly to ensure that pupils can access the right support at the right time.

All pupils spend the majority of their time in lessons, following a full and accessible curriculum; allowing pupils to build relationships with their teachers and peers and be as independent as possible. Specialist subject teachers across the curriculum ensure that the programme of study delivered is accessible to all pupils, as set out in the national *Teachers' Standards* document ([here](#)). Some pupils will require additional adult support alongside the specialist teaching to enable them to engage with individual tasks and subject areas. At Crestwood this is supported through deploying Classroom Support Assistants into lessons where there is a high amount of need. Classroom Support Assistants work with the teachers and pupils in small groups to deliver high quality support.

At Crestwood we believe that a pupil is not limited in their progress or their aspirations due to their difficulties or special educational needs but with the support of the teaching staff, support assistants and parents, our young people leave Crestwood with greater strengths, independence and improved life chances.

## **How are special educational needs identified and assessed?**

The local authority provides guidance through The Family Information and Services Hub available [here](#) which is used to assist in the identification of possible special educational needs.

Working in partnership with the primary school and parents, information from a pupil's previous school will initially be used to determine whether a pupil may have existing special educational needs.

Upon entry, all pupils undertake a range of assessments - including dyslexia screening, CAT testing, literacy and numeracy screeners - allowing us to identify any areas of need a pupil may have and plan interventions accordingly. In some circumstances pupils may face barriers to their learning which may result from a particular learning need. High quality inclusive teaching means that all teachers are expected to consider the individual learning needs of all pupils, have an understanding of any advice provided by Inclusion Support and make adaptations to support each individual to make progress. If, however, a teacher has further concerns they can seek advice from their faculty Achievement Leaders or Year Leaders who are able to make a referral for further additional support advice and guidance from Inclusion Support to ensure that all children are accessing the additional support if necessary. After taking into account high quality inclusive teaching and where the additional support offered may exceed an 12.6 hours per week, the school may advise and work with the parent to apply for an Education and Health Care Plan (EHCP).

Parents are always encouraged to share concerns with the school at their earliest opportunity. In the first instance parents should always contact their child's class teacher, Achievement Leader, tutor or Year Leader. In general most matters of concern can be supported through these avenues of support however, if progress is still not made or concerns are still felt, parents can request that the Year Leader or Achievement Leader make a referral to the Inclusion Support faculty where the child will be discussed with the senior team and appropriate advice, guidance and support provided for each case.

## **How does the school adapt the curriculum and environment for pupils with learning needs and ensure that disabled pupils are not treated less favourably than other pupils?**

All staff at Crestwood Community School work together to ensure that pupils are offered full access to a broad, balanced and relevant education in a caring and nurturing environment. Inclusion Support staff support teachers across the curriculum to plan lessons that are both accessible and lead to both academic and social/emotional progress. This takes a number of forms, including:

- A Pupil Profile outlining specific guidance to a class teacher regarding a pupil;
- Observing a pupil in lessons and providing feedback to staff;
- Offering specific interventions to support a pupils progress;
- Training opportunities around particular learning difficulties;
- Mentoring for early careers teachers.

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

At Crestwood Community School we feel that the learning of pupils with special educational needs is the responsibility of every member of staff, not just those in the Inclusion Support department. All staff are expected to undertake professional development in supporting learners with special educational needs, specialist teachers will provide regular updates throughout the year to staff on issues relevant to the pupil body and deliver training when this is required to meet the needs of the school. 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*. These members of staff are utilised to plan specific interventions, lead pupil sessions or are drawn on to provide training to the department during opportunities for professional development. In the Inclusion Support department staff are also trained and able to deliver therapies such as Draw and Talk, allowing the development of a package of support which meets their needs.

## **EVALUATING EFFECTIVENESS**

### **How does the school evaluate the effectiveness of its provision for pupils with learning needs?**

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

- Comparing the achievement of Crestwood Community School pupils to those with similar starting points nationally;
- Lesson observations and discussions with teachers and Classroom Support Assistants;
- Discussions with pupils and parents/carers;
- Intervention analysis;
- Guidance from external specialists (e.g. Educational Psychology Service).

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 pupils with SEND.

### **How does the school monitor the progress of pupils with learning needs?**

The academic progress of all pupils 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 pupils with learning needs is addressed in the school Self-Evaluation document; it is expected that each curriculum area addresses the needs of those pupils in their annual Faculty Improvement Plans.

## **INVOLVING PARENTS & pupils**

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

At Crestwood Community School we recognise the importance of involving parents in their child's education in every possible way. It is our legal obligation to communicate specific matters with parents but we welcome parents' feedback and concerns at any point in the year. We recognise the vital role parents play in creating a successful partnership between school and home and intend to ensure that concerns are identified early and provision for pupils matches their needs. Parents of pupils with EHC (Education, Health & Care) Plans are provided with named members of the Inclusion Support team who can act as the first point of contact for communication between home and school.

A member of the Inclusion Support team is available at all parents' evenings to provide advice and guidance, or to listen to any concerns that a parent or young person might have. Parents can book appointments with a team member or request to meet with them during the evening.

Parents and carers with children with special educational needs can access impartial advice and support from the Hampshire SENDIASS. 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 pupils with learning needs involved in the decisions made for them?**

The pupil's perspective and involvement is central to ensuring that any provision put in place for them is effective. Pupils have an initial planning meeting with a staff member where a young person's views are sought on what is going well and where support or guidance is required. Whilst all pupils have a tutor as a key contact, pupils identified as having learning needs will have their progress monitored by Inclusion Support staff and be available to address any concerns they may have.

## **ADDITIONAL SUPPORT**

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

pupils who require additional provision beyond high-quality inclusive teaching provided by classroom teachers, will receive support to address their needs subject to resource limitations. Class Teachers, Subject Leaders or Progress Leaders may be the initial provider of pupil intervention.

Most additional provision provided by the Inclusion Support team is time-limited and subject to adjustment: pupil 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;
- Fine motor skills intervention;
- Emotional literacy support;
- Phonics and reading interventions
- 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 pupils with learning needs?**

The first level of support should always be a child's tutor or their Year Leader, for some pupils

For pupils with special educational needs, there are also opportunities for further therapeutic interventions including:

- Emotional literacy intervention, either individually or part of a small group;
- Counselling (subject to a referral);
- TALA (Talking and Listening Assistant) interventions
- Zones of Regulation
- Social skills groups or individual sessions
- Draw and Talk
- An individual plan to be agreed and shared with relevant staff.

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

### **What is available for pupils with physical or sensory difficulties to access the school?**

Crestwood takes great pride in the efforts put in to minimise any barriers to learning for pupils with physical or sensory difficulties.

Support can be personalised to meet specific individual needs. The school - where possible - will make use of adaptive furniture, as well as audio technology to support pupils with severe hearing impairments. Pupils who find handwriting or fine motor skills difficult may be offered a laptop to support them in lessons where they are required to write for a prolonged period of time. This is subject to individual pupil needs.

Please raise any specific anxieties you may have at your earliest opportunity.

### **What support is available for parents?**

Crestwood Community School has a dedicated family support worker who works across both campuses, with the support of the Inclusion Lead and Pastoral Support workers on both campuses. The Family support worker is represented at weekly Inclusion Senior Team referral meetings to ensure that when discussing individual pupils a holistic approach can be employed to ensure that pupils and their families can access support within school and through external agencies.

## **EXTERNAL SUPPORT**

### **What additional expertise can be accessed for pupils 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 pupils. 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
- Eastleigh Youth Counselling
- Child & Adolescent Mental Health Services (CAMHS);
- The Hampshire & Isle of Wight Educational Psychology Service (HIEPS);
- Specialist Teacher Advisory Service.

Many of these services operate a lengthy referral process or waiting list.

### **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.

## **TRANSITION**

### **How are pupils supported for transition during Year 6?**

We acknowledge that transition into secondary school can be a challenging time for some pupils, in particular those with special educational needs. In order to support both pupils and parents in feeling more confident and comfortable for September the school runs two transition days in the summer term of Y6, so that pupils with special educational needs are provided with additional time alongside their peers in advance of September. When a parent or school informs us about the needs of a specific pupil, an enhanced transition plan is prepared. This plan could include:

- formal transition meetings between all relevant parties;
- early copies of specialist reports;
- ongoing discussions with the child's primary school staff;
- additional short visits with other pupils transitioning to the school, to familiarise themselves with the environment and key staff;
- observation visits by Crestwood staff to their current placement;
- visual resources such as photo guides on Crestwood Community School rules and expectations;
- Opportunities for parents and carers to visit the school and meet with key staff at points during the year.

### **How are pupils supported for the transition to Post-16 education?**

The school organises assemblies with Post-16 settings and provides information for all KS4 pupils at the school on apprenticeships and Post-16 education. All pupils will also have access to personal appointments with our in house careers adviser during their final years at the school. All pupils in receipt of an EHCP will have a transition meeting, which can be held with Inclusion Support staff from further education providers if this is deemed appropriate.

## **EQUALITIES & COMPLAINTS**

### **How does the school protect pupils and staff from discrimination?**

The school adopts an inclusive ethos and undertakes a range of activities each and every year in the spirit of inclusivity and against unfair discrimination. School policies - as part of the review process - are scrutinised to ensure they adopt a position in accordance with the Equality Act 2010.

### **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 Inclusion 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:  
[Hampshire's Local Offer for SEN](#)

## **APPENDIX 1: SpLD Resourced Provision**

### **SpLD Resourced Provision (Shakespeare Campus)**

#### **What is the SpLD resourced provision?**

The SpLD resourced provision on the Shakespeare campus is a package for pupils identified by the local authority as having significant specific learning difficulties and are in possession of an Education, Health and Care Plan (EHCP).

SpLD stands for Specific Learning Difficulties. It is a term used to describe pupils who have difficulties in a particular area but often show strengths in others. This is sometimes called a 'spiky profile'. These pupils are often markedly different from those with moderate learning difficulties who appear to struggle in most or all areas of learning. Dyslexia is the most common need that leads to a young person being admitted to an SpLD resourced provision. Dyslexia mainly affects the skills involved in the reading and spelling of words, although it has wider implications for learning. A person with dyslexia has difficulty "decoding" words despite appropriate learning opportunities. This difficulty will also be significantly greater than for other areas of learning. Dyslexia is a spectrum disorder, with symptoms ranging from mild to severe. In particular, people with dyslexia have difficulties with phonological awareness, verbal memory and verbal processing speed.

#### **How is a pupil admitted into the SpLD resourced provision?**

pupils require a EHC Plan with a specific learning difficulty as their main need in order to be considered for a place. Parental preference for secondary school resourced provision placement is usually raised at the Y5 annual review meeting. Admission is coordinated by the Local Authority Placement Advisory Group (LAPAG). The school's opinion is sought but the final decision - subject to available places - is determined by the local authority.

#### **How does the SpLD resourced provision operate?**

pupils in an SpLD resourced provision spend the majority of their time alongside their peers following a mainstream curriculum suitably differentiated for their needs. This is supplemented, particularly in KS3, with intensive literacy and numeracy lessons, delivered 1:1 or in small groups.

#### **How is the SpLD resourced provision staffed?**

The SpLD resourced provision is led by the current Special Educational Needs Coordinator and supported by several senior support staff. All classroom assistants on the campus contribute to the support for pupils with SpLD RP placements.

#### **How can I find out more?**

Parents of primary school aged children in possession of an EHCP should discuss with their named local authority officer the appropriateness of considering an SpLD RP placement for Year 7.

## **APPENDIX 2: SEMH Resourced Provision**

### **SEMH Resourced Provision (both campuses)**

#### **What is the SEMH resourced provision?**

The SEMH resourced provision at Crestwood Community School is a package for secondary-aged pupils with Education, Health and Care Plans (EHCPs) identified by the local authority as having significant Social, Emotional, and Mental Health (SEMH) needs.

#### **What are Social, Emotional and Mental Health needs?**

Social emotional and mental health needs can be just as disabling to a young person as any other disability; not least because people can find it harder to be sympathetic. This might be because the frustration and anxiety caused by these needs often displays itself in aggressive language and behaviour which can feel unpleasant. Resourced provision staff support the young person with SEMH needs to learn and build better relationships with adults and their peers as well as improving their self-regulation skills.

#### **How is a pupil admitted into the SEMH resourced provision?**

pupils require a EHC Plan with SEMH as their main need in order to be considered for a place. Parental preference for secondary school resourced provision placement is usually raised at the Y5 annual review meeting. Admission is coordinated by the Local Authority Placement Advisory Group (LAPAG). The school's judgement is sought but the final decision - subject to available places - is determined by the local authority.

#### **How does the SEMH resourced provision operate?**

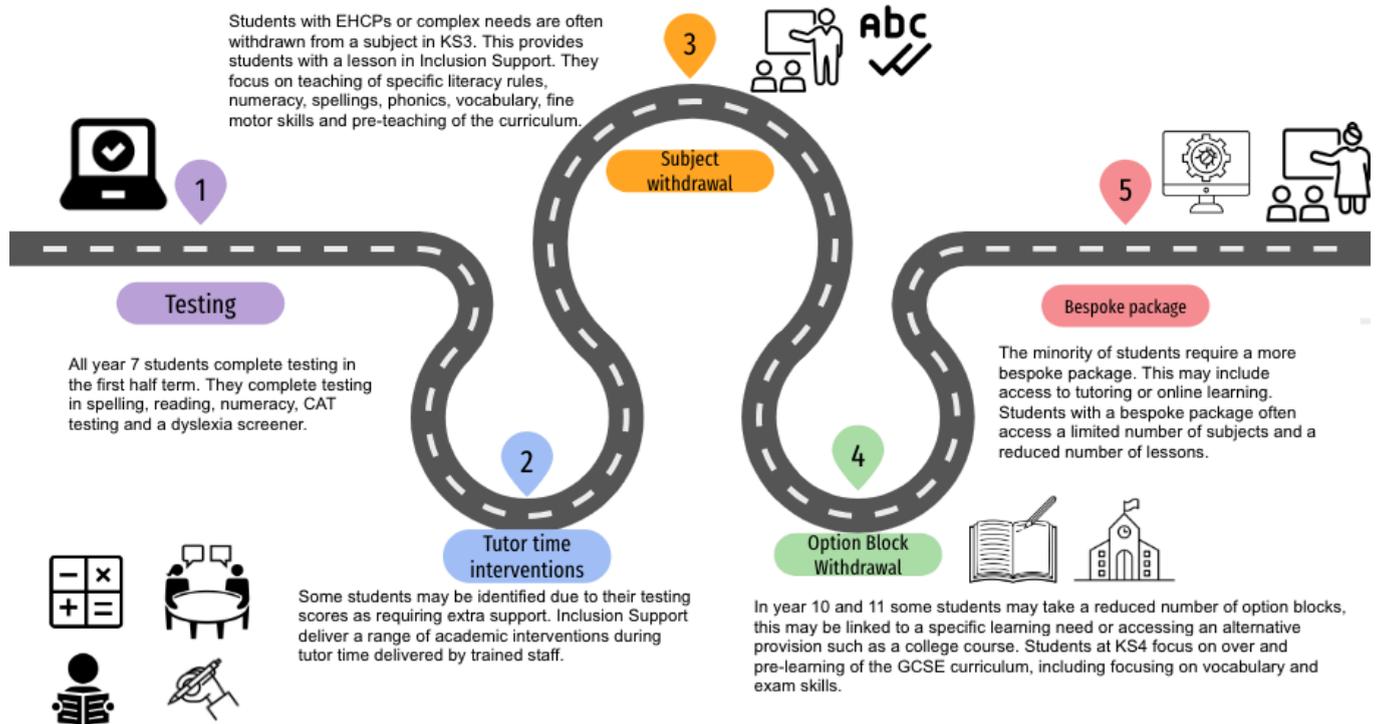
Through clear boundaries, high expectations and personalised routes to success, pupils in an SEMH resourced provision spend the majority of their time in mainstream lessons, learning and developing alongside their peers. In addition, pupils access programmes of taught skills in managing emotions, building resilience and improving social communication, alongside catch up programmes in literacy and numeracy which enable the child or young person to make good progress over time.

#### **How can I find out more?**

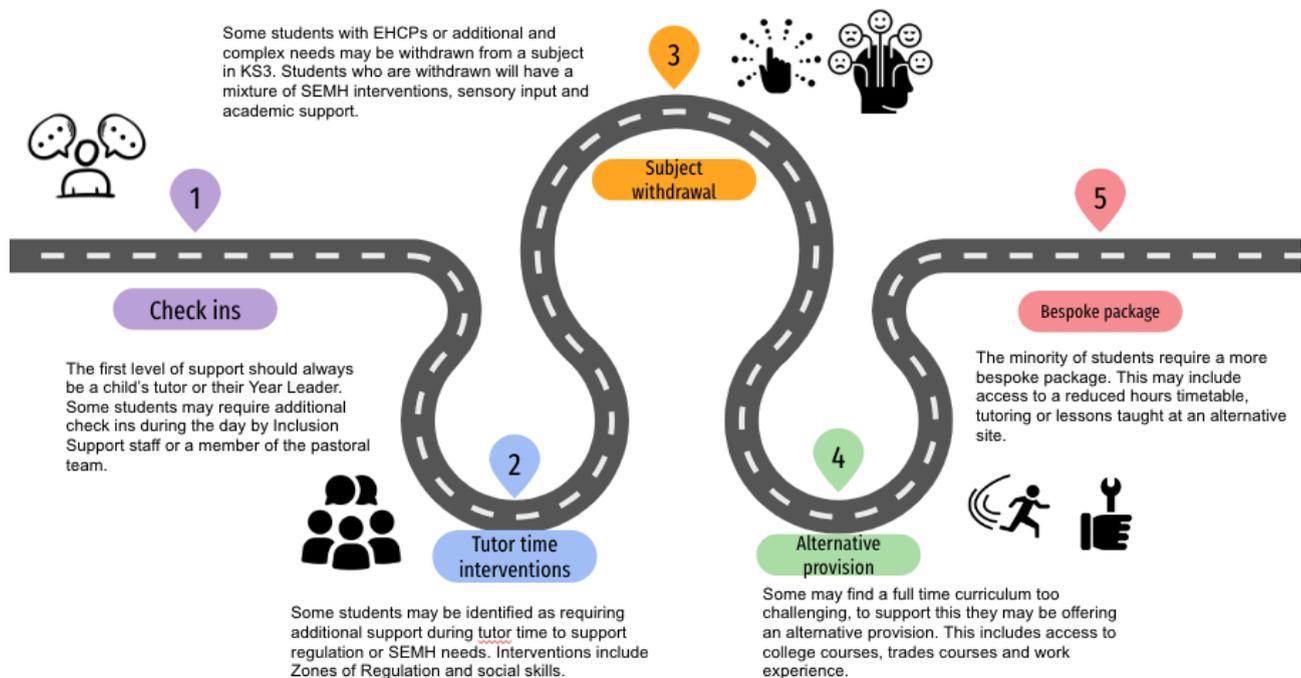
Parents of primary school aged children in possession of an EHCP should discuss with their named local authority officer the appropriateness of considering an SEMH RP placement for Year 7.

## Appendix 3

### Academic:

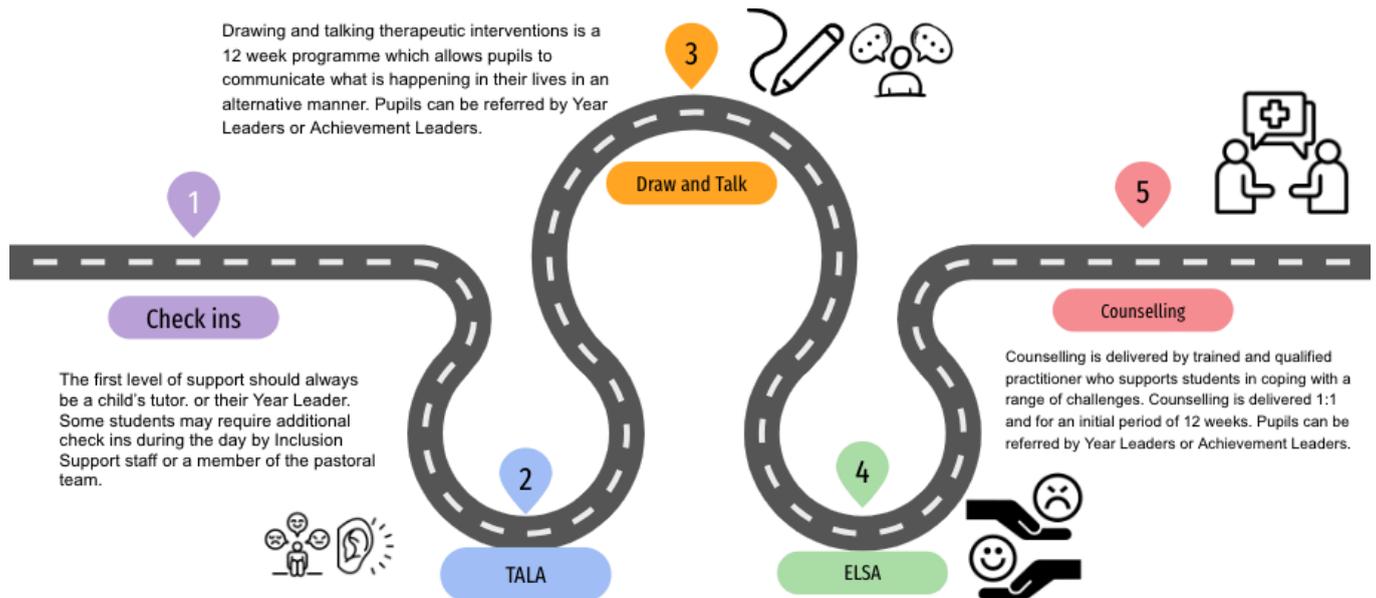


### Behaviour:



# Therapeutic:

Drawing and talking therapeutic interventions is a 12 week programme which allows pupils to communicate what is happening in their lives in an alternative manner. Pupils can be referred by Year Leaders or Achievement Leaders.



The first level of support should always be a child's tutor, or their Year Leader. Some students may require additional check ins during the day by Inclusion Support staff or a member of the pastoral team.

TALA (Therapeutic Active Listening Assistant) provides an emotionally safe and supportive space in which pupils can explore their feelings and experiences. Pupils may be referred to TALA by Year Leaders or Achievement Leaders for a six week programme.

Emotional Literacy Support Assistants deliver a six week taught programme to target specific social and emotional skills. A programme is delivered for a period of six weeks with a review at the end of the programme. Pupils can be referred by Year Leaders or Achievement Leaders for a six week programme.