



CRESTWOOD COMMUNITY SCHOOL

SEN INFORMATION REPORT

2020-21

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 Community School 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

Crestwood Community School is a split-site secondary school which runs two parallel campuses: the Shakespeare Road Campus and the Cherbourg Road Campus:

- The Learning Support Lead for the **Shakespeare Campus** is Hannah Winter
- The Learning Support Lead for the **Cherbourg Campus** is Cassie Smith.

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

Keren Groom, Acting SENCo coordinates the day to day running of Learning Support and the implementation of provision across both campuses for those students with learning difficulties.

ETHOS.

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:

- A Specific Learning Difficulties (SpLD) resourced provision
- A Social, Emotional, and Mental Health Needs 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 include *speech, language and communication needs* (SLCN) and *autism spectrum conditions* (ASC). Cognition and learning needs include *moderate learning difficulties, dyslexia, dyspraxia, and dyscalculia*. Social, emotional and mental health needs include *attention deficit disorder, attachment disorder, or an anxiety disorder*. Physical needs include *physical disabilities, sensory processing difficulties, hearing impairments or visual impairments*.

The SpLD resourced provision on the Shakespeare campus 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).

The SEMH resourced provision on the Cherbourg campus is a 14-place unit for students 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).

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

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

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

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

Our aim is for all students to achieve their full potential. Working with primary schools, teachers, parents and students we are able to identify the barriers to learning and coordinate support and provision where required. It is expected that the needs of the majority of students can be met through a mainstream curriculum with quality first teaching and planning taking account of starting points and aiming for all students to make progress. In our experience, good progress is significantly impacted through the positive engagement and attitude of the young person and a close working relationship between school and home.

All students, including those with special educational needs, spend the majority of their time following a mainstream secondary curriculum, within the mainstream school environment. Specialist subject teachers across the curriculum ensure that the programme of study delivered is accessible to all students, as set out in the national *Teachers' Standards* document ([here](#)). Some students will require additional adult support alongside the specialist teaching to enable them to engage with individual tasks and subject areas.

We believe that a student is not limited in their progress or their aspirations due to their difficulties or special educational needs but believe that 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 a guidance booklet entitled “Provision in Hampshire 2019/2020 for children and young people with Education, Health and Care Plan” - available online [here](#)- which is used to assist in the identification of possible special educational needs. Assessment of additional need focuses upon four factors: the child's preferred learning style, the learning environment, the tasks and activities undertaken and the teaching style.

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 dyslexia screening - 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.

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

All staff work to ensure that students are offered full access to a broad, balanced and relevant education in a caring and nurturing 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 Passport, giving specific guidance to a class teacher regarding a student;
- observing a student in lessons and providing feedback to staff;
- Offering specific interventions to support a student's progress;
- training opportunities around particular learning difficulties;
- mentoring for newly qualified teachers.

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 Community School 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).

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 SEND.

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 addresses the needs of those students in their annual Faculty Improvement Plans.

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 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 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 staff member 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.

ADDITIONAL SUPPORT

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

Students 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 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.

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;
- 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 students 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 students 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 students with severe hearing impairments.

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

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.

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. Details are at the end of this document.

TRANSITION

How are students supported for transition during Year 6?

The school runs two transition days in the summer term of Y6, rather than just one, so that students with special educational needs get additional time alongside their peers in advance of September. There are a number of additional ways that students with learning needs can be supported to make a successful transition to Crestwood Community School. 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;
- two additional short visits with other students 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;
- 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 school 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 post-16 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.

EQUALITIES & COMPLAINTS

How does the school protect students 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 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:
[Hampshire's Local Offer for SEN](#)

FOR REVIEW BEFORE SEPTEMBER 2021

SpLD Resourced Provision (Shakespeare Campus)

What is the SpLD resourced provision?

The SpLD resourced provision on the Shakespeare campus is a 22-place package 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).

SpLD stands for Specific Learning Difficulties. It is a term used to describe students who have difficulties in a particular area but often show strengths in others. This is sometimes called a 'spiky profile'. These students 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 student admitted into the SpLD resourced provision?

Students 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?

Students 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 students 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.

SEMH Resourced Provision (both campuses)

What is the SEMH resourced provision?

The SEMH resourced provision at Crestwood Community School is a 16-place package for secondary-aged students 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 student admitted into the SEMH resourced provision?

Students 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, students in an SEMH resourced provision spend the majority of their time in mainstream lessons, learning and developing alongside their peers. In addition, students 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.

