



## **The Crossley Heath School**

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# **SEND Policy (V5)**

# **September 2025**

## Version Control

| Version number | Purpose/Change                            | Author           | Date      |
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| 4              | Annual review of policy and changes made  | Chris Davis      | Aug 2024  |
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| <b>Responsibility:</b> | <b>Inclusion Co-ordinator/SENDCo</b>  |
| <b>Date:</b>           | <b>September 2025</b>                 |
| <b>Approved by:</b>    | <b>Trustees</b>                       |
| <b>Review:</b>         | <b>September 2025 (annual review)</b> |

## **Intent**

This policy is intended to reflect the practice and aspirations of the whole school and to reinforce the school's commitment to supporting students who have additional educational needs or special educational needs & disabilities (SEND).

It is designed to be a working reference document as well as a statement of intent. It is accessible to all members of the school community and is underpinned by the new SEN Code of Practice, in place from September 2014. In keeping with the fundamental principles of current reform this policy will be reviewed annually alongside parents, students, the governing body and school staff.

Our practice follows the statutory guidance on duties, policies and procedures relating to the Equality Act (2010) and Part 3 of the Children and Families Act (2014) that has replaced the previous SEN Code of Practice (2001). Full details and supporting information relating to this Act can be found by accessing the following link:

<https://www.gov.uk/government/organisations/department-for-education>

## **Section 1**

### **Crossley Heath School Contextual SEND information**

There are currently 52 students on the special educational needs (SEND) register who receive a high level of additional Wave 2 and 3 support (SEND Team and external agency provision), 10 of these students have an Education Health Care Plan (EHCP) with a further 80+ students being identified as having additional educational needs that require Wave 1 (quality first teacher differentiation) and appropriate exam access arrangements.

### **Responsibility for Coordination of SEND Policy**

Provision for students with special educational needs is a matter for the school as a whole. The following stakeholders have strategic and statutory duties:

### **Special Educational Needs Coordinator (SENDCo)**

The SENCo has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. The school SENCo for 2025-26 is Chris Davis. The SENDCo is a member of the school Senior Leadership Team and acts as an advocate for SEND. Contact: email – [c.davis@crossleyheath.org.uk](mailto:c.davis@crossleyheath.org.uk) Tel – 01422 360272

### **The Head Teacher**

The head teacher has overall responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN. The head teacher keeps the trustees fully informed and also works closely with the school's SENDCo. The SENDCo is directly responsible to the head teacher. The person with this responsibility for 2025-26 is Mr Dean Jones.

Contact: email- [d.jones@crossleyheath.org.uk](mailto:d.jones@crossleyheath.org.uk)

### **The Trustees**

The trustees should, in collaboration with the head teacher, deputy head, SENDCo, parents and students, determine the school's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The trustees have elected a 'link' trustee with responsibility for SEND.

The SEN link trustee for 2025-26 is Donna Wood.

## **Admissions**

Students are admitted to the school through the Halifax Grammar Schools test. Access arrangements are available for students with SEND and those with additional needs – please see hyperlink to policy <https://bit.ly/3MudCAA>.

## **Section 2**

### **The aims of our SEND policy are:**

- To support the child or young person, and the child's parents or carers, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood
- To facilitate the participation of students, their parents and young people in decision- making
- To focus on the early identification of students' and young peoples' needs and put in place early intervention to support them
- To work together to give greater choice and control for students and parents over support
- To ensure effective collaboration between education, health and social care services to provide support
- To develop and maintain high quality provision to meet the needs of students and young people with SEND
- To ensure that children and young people with SEND can engage in the activities of the school alongside pupils who do not have SEND

### **Our Objectives (how are we going to achieve our aims?)**

- To identify and provide for students who have additional and special educational needs
- To work within the guidance provided in the SEND Code of Practice (2014)
- To operate a "whole student, whole school" approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs & Disabilities Coordinator (SENDCo) who will work to ensure the SEND policy is upheld
- To provide support and advice for all staff working with SEND students

## **Section 3**

### **Identification of Student Needs**

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to pupils of the same age. High quality teaching that is adapted and personalised will meet the individual needs of the majority of children and young people and therefore only a minority of students at Crossley Heath are likely to be considered to have SEND.

At Crossley Heath we assess each student's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. This evidence can help the early identification of any SEND that has not already been recognised.

The Code of Practice (2014) refers to four broad areas of need that allow us to consider what action the school needs to take in order to support the student. The four areas of need are outlined below:

### **Communication and Interaction**

Students with speech, language and communication needs (SLCN) have difficulty in communicating with others. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Students with Autistic Spectrum Conditions (ASC) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and Developmental Coordination Disorder (DCD). Some students who have SpLDs may not require a level of additional provision that would meet the

criteria to be recognised as SEND, however they would have appropriate and differentiated quality first teacher provision in the classroom in addition to approved exam access arrangements.

### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. In some cases, these emotional difficulties can significantly affect a student's access to learning and hinder attendance at school. In these cases, a student can become eligible for SEND support.

Other children and young people may have conditions such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. These students are likely to receive SEND support.

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with a visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### **What potential barriers to learning are not considered to be SEN?**

Some students may be subject to factors that can impact on their progress and attainment that are not considered to be a special educational need. These are listed below:

- Disability – A student who has a disability under the Equality Act 2010 has ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. Whilst some students with a disability may also have SEND, a disability alone does not constitute SEND.
- Having a recognised learning need, such as dyslexia, that can be provided for through the individual differentiation put in place by the teacher
- Problems with attendance and punctuality.
- Issues in health and welfare.
- Having English as an additional language (EAL).
- Being in receipt of a Pupil Premium Grant.
- Being a Child Looked After (CLA)
- Being a child of Servicemen/women.
- Behaviour – Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND.

## **Section 4**

### **A Graduated Approach to Additional and Special Educational Support**

Students are only identified as having SEND (K code on Arbor) if they do not make adequate progress once they have had all the interventions and adjustments that high quality personalised teaching can offer. They have a high level of need that requires additional support both in and outside of the classroom. Students who have the highest levels of need may have an Education and Health Care Plan (E code on Arbor) and may be supported with additional funding from the local authority. All SEND students will have a detailed 'student support plan' or EHCP that will be reviewed termly with their parents/carers. EHCP's are also reviewed annually with the local authority as part of the code of practice statutory requirements.

Some students may have been identified and assessed as having Specific Learning Difficulties (SPLD's) such as dyslexia but this does not mean that they cannot make expected progress given effective strategic teaching. Students with this lower level of need will be monitored (M code on Arbor), a 'student support profile', that highlights their specific learning needs, will be in place so that the teacher can plan for effective differentiation. The school holds a register of students who have additional needs and who are being monitored.

#### **A Graduated Approach – Wave 1**

At wave one, subject teachers are responsible and accountable for the progress and development of pupils in their class. High quality teaching, adapted for individual students, is the first step in responding to students who may have emerging additional needs. Additional intervention and support cannot compensate for a lack of good quality teaching. Teachers will apply an 'Assess – Plan – Do – Review' cycle in developing the most effective strategies for individual students' learning. Teachers will work with students and parents in order to share in target setting and decisions about support. Teachers may need to work with form tutors and Progress Leaders to maximise the support for students at wave 1. Student with an identified need receiving wave 1 support may have exam access arrangements, such as additional time, rest breaks or adapted exam papers.

Students who continue to have barriers to their learning despite wave 1 support, will have their progress reviewed by the Progress Leader, Senior Leaders and the SENDCo and next steps for support will be considered and communicated with parents/carers. It may be appropriate to conduct screening tests (see appendix for assessment procedure), such as a dyslexia risk assessment, or student focused observations to help support a decision to move a student to wave 2 of the graduated response. External specialist assessments may be required in order to confirm underlying specific needs such as dyslexia or autistic spectrum conditions. Any such investigations into possible learning barriers will be carried out in agreement with the student and parents/carers.

The subject teacher would still be responsible and accountable for the progress and learning development of the student in the classroom and any new strategies developed need to be monitored through the Assess - Plan – Do – Review cycle and communicated clearly with parents and the SEND Team.

#### **A Graduated Approach – Wave 2**

At wave two, students who are not making adequate progress need additional intervention and support. A 'student support plan' will be developed with the student and their family being central to this process. The support plan will detail the relevant areas of need and will identify the desired outcomes for the student in the short, medium and long term. A student receiving wave 2 support will be added to the SEND register and will therefore be accessing special educational provision\*. The SENDCo or another member of the SEND Team may need to work with the teacher and student, in or outside of the classroom, to establish effective learning strategies. Some curriculum adaptations may be appropriate. The provision for each student at wave 2 will be reviewed at least termly alongside the student and their parents/carers.

#### **\*What is Special Educational Provision?**

Special educational provision under Section 21 of the Children and Families Act 2014 is described as "educational provision that is additional to or different from that made generally for other children or young people of the same age." Examples of special educational provision in our school setting might be additional in class support, small

group or 1:1 interventions and curriculum pathway adaptations. In addition, external agencies may work regularly with the student.

### **A Graduated Approach – Wave 3**

Some students may have higher levels of need that require further special educational provision than that already provided at wave 2. At this stage it may be appropriate to introduce further interventions and work with the student and parents/carers alongside specialist external agencies who can offer advice around support and appropriate next steps and access to any relevant assessments. Examples of the agencies the school works closely with can be found in the SEN 'school offer' on our website need to add an updated link the offer – [www.crossleyheath.org.uk](http://www.crossleyheath.org.uk)

Students at wave 3 of the graduated response will have an Education and Health Care Plan, or, will have a request for one.

### **How are students, parents/carers and families involved in the Graduated Response?**

At all waves of the graduated response early discussions with the student and their parents/carers are fundamental to the process. These early discussions should lead to a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions should be added to the pupil's record on the school information systems. The school provides links, through the 'school offer', for parents and students to access the local authority's information, advice and support services (SENDIASS & Unique Ways – formally Calderdale Parents and Carers).

The school offer and local authority offer for SEND students can be found by clicking on the Special Educational Needs link in the 'School Information' drop down menu on our website [Special and Additional Educational Needs – The Crossley Heath School](http://www.crossleyheath.org.uk)

Alternatively, parents/carers and students can access the local authority offer via the link [www.calderdale.gov.uk/localoffer](http://www.calderdale.gov.uk/localoffer)

## **Section 5**

### **The Curriculum**

The vast majority of students will participate fully in the broad and balanced school curriculum offered at Crossley Heath. In keeping with having high aspirations for all students, we encourage our SEND students to access a full curriculum. Students with SEND, where needed, can be supported to access the full curriculum through the introduction of additional adult support, both inside and outside of the classroom. However, for some SEND students, it may be appropriate to have an adapted curriculum to enable them to work towards their student-centred outcomes and ensure that they are prepared appropriately for adulthood. An example of such an adaptation is a reduced timetable that can allow for the introduction of additional specialist support to help the student to achieve their personalised outcomes and to prepare most effectively for their next steps.

### **Managing Students Needs on the SEND Register**

Students on the SEND register now come within a single category of SEND SUPPORT. This is a change to the system which ended on 1<sup>st</sup> September 2014 that categorised students into School Action and Action Plus. The process for managing and meeting the needs of students on the SEND register from September 2014 is outlined below:

- The subject teacher has the responsibility for planning and delivering support for individual students with SEND, including those who have EHC plans
- The SENDCo or other member of the SEND Team provides professional guidance to colleagues and will work closely with the student, staff, parents/carers and other agencies in order to create the best support for the individual
- Where a student is receiving SEND support, teachers and the SENDCo, will talk to parents/carers regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent/carer, the student and the school. Review meetings will be held with parents at least three times each year

- The SENDCo produces a map of student provision geared towards evaluating the effectiveness of any interventions in place. This will include impacts on progress and achievement along with the funding required for each intervention. The provision map is reviewed each term and can form part of the discussion at student progress meetings
- The SEND Manager is responsible for updating ILP's following review meetings and ensuring that all staff have up to date information
- The SEND Manager is also a point of contact, other than the SENDCo, for parents/carers and students who may need information, guidance and support
- In addition to the termly school-based review meetings, students who have an EHC plan will have their plans reviewed at least once a year at an Annual Review Meeting. This meeting will involve the SENDCo, the key worker or LSA where appropriate, parents/carers, the student and representatives from the local authority teams supporting the individual student
- In most cases where additional support and specialist services may be required the SENDCo or appropriate member of the SLT will coordinate this action.
- In most cases where a formal referral process is required the student and parents/carers will be fully involved in compiling the necessary evidence to support the referral
- In exceptional cases, where the graduated response for meeting individual needs has not been effective in securing agreed outcomes, the school may request additional funding from the local authority 'High Needs Block'. In this event the SENDCo and or appropriate member of the SLT will, in collaboration with the student and parents/carers, present supporting evidence to the local authority
- Where additional funding from the local authority is granted, the student may have need for an EHC plan in which case, in agreement, the school and parents can request an Education and Health Care Needs Plan assessment

## **Section 6**

### **Criteria for Exiting the SEND Support Register**

One of our core aims in supporting students with SEND is preparing them effectively for adulthood. In meeting this aim we work to develop a strong level of independence within each student at the school and in doing so help them to acquire the skills and awareness needed to lead safe and successful lives as they move into higher education or the work place. If a student is receiving special educational provision and support there is an expectation that, over time, the level of support is reduced or altered to allow for increased independence.

Most learning needs and disabilities will be present for life and as such we recognise that the majority of students with additional or special needs will require continued monitoring whilst at school regardless of the level of support. However, students on the SEND register who demonstrate over time that they are making good progress towards their outcomes with increasing independence can be taken off the SEND register. In this case the student is likely to be added to the monitoring register.

In any case where a student could be taken off the SEND register the student and parents/carers would be invited to discuss this allowing us to share views and feelings. No decision can be made without first consulting the student and parent/carer.

All students are individuals and as such there are no prescribed 'best fit' criteria for exiting the SEND support register. Common indicators are likely to be based on attainment across subjects, effort grades, teacher evidence, emotional wellbeing status and student and parent/carer views.



## **Section 7**

### **Guiding Students and Families to Access SEND Support Information**

The Lamb Report (2009) and the subsequent government Green Paper – “Support and Aspiration. A New Approach to Special Educational Needs”, highlighted that parents/carers, children and young people did not have easy and sufficient access to relevant information about the support available for meeting their needs.

#### **The Code of Practice stresses;**

“The importance of the child or young person, and their parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions.”

The following information and links are in place to guide parents/carers and students to useful information that can support their part in decision making.

The Calderdale Council Local Offer can be accessed using the link below. Calderdale's Local Offer is one central place to access all information about services and support available to SEN and disabled children, young people and their families. Whether you are a child, young person or parent/carer, you will be able to access all the information you need about education, leisure, social care and health.

[www.calderdale.gov.uk/localoffer](http://www.calderdale.gov.uk/localoffer)

Our School Offer for students with SEND can be accessed via the school website. It can be found by clicking ‘School Information’ and selecting ‘Special Educational Needs’ from the drop-down menu. This document is intended to provide straight forward information for parents/carers and students about the support and provision they can expect from the school including support through transitions.

[Special and Additional Educational Needs – The Crossley Heath School](#)

The School Website has further information about our provision and support for SEND students and their families including links to other agencies.

Exam Access Arrangements are managed by the SENDCo, Exam Access Arrangements Officer and the school’s Exam Officer. A member of the Senior Leadership Team has overall responsibility for the school’s exam procedures. There are a range of exam access arrangements that can be applied to students who are recognised as having additional needs/SEND. Additional time allocations, lap-top provision, an exam reader or a scribe are examples of such arrangements. In each case, clear evidence of need supported by an accredited specialist assessment is required. If you have any queries about exam access arrangements then you can contact the SENDCo or Exam Access Arrangements Officer (EAAO);

SENDCo - [c.davis@crossleyheath.org.uk](mailto:c.davis@crossleyheath.org.uk) tel: 01422 360272

EAAO – [e.haigh@crossleyheath.org.uk](mailto:e.haigh@crossleyheath.org.uk)

## **Section 8 - Supporting Students at School with Medical Conditions/Intimate Care Needs**

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual Healthcare Plans (IHCPs) specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEND, their provision is planned and delivered in a co-ordinated way with the IHCP. The SENDCo works with the Healthcare Assistant for the overall managing of students with medical needs, teachers, student, parents/carers and relevant health professionals to develop the most effective strategies for support.

The school's current Healthcare Assistant is Mrs Victoria Hughes : [v.hughes@crossleyheath.org.uk](mailto:v.hughes@crossleyheath.org.uk)

The school recognises that pupils with SEND and or medical conditions should be supported so that they have full access to education including school trips and physical education.

The school Medical Needs Policy can be accessed via the website [www.crossleyheath.org.uk](http://www.crossleyheath.org.uk) and by clicking on 'School Information' and selecting the 'Policies' link.

Children with complex medical needs/SEND may also have intimate/personal care needs. Intimate and Personal Care Plans are developed through sensitive collaboration with the student and relevant professionals. The student is at the heart of key decisions around support in order that their dignity and independence is central to our provision. Further information about our support for children with intimate care needs can be found in our SEND information report.

## **Section 9 - Monitoring and Evaluation of SEND**

The school is eager to maintain and develop outstanding practice across departments. The provision for SEND students is monitored and evaluated in a number of ways.

- The school leadership undertake a rolling programme of department reviews. The most recent whole school SEND review took place in September 2021. The review provided a thorough and comprehensive evaluation of the provision, experiences and progress of our SEND students and also the leadership and management of the department.
- OFSTED (2023) reported the following observations about the support for students with SEND; "Pupils with special educational needs and/or disabilities (SEND) benefit from the same high-quality education as their peers. Leaders ensure that teaching staff have the information and training to meet the needs of pupils with SEND."
- The provision for SEND students is one of the criteria for school lesson observations. This is underpinned by the new OFSTED framework and Teacher Standards (2012).
- There is regular whole school teaching and learning focus on Quality First Teaching through differentiation, something that is at the heart of supporting students with SEND.
- Parents/carers and students get the opportunity to give their views and feedback via a questionnaire sent out each year.
- The views of students and parents are also considered as part of our on-going support and provision procedures including those put forward at review meetings.
- Teachers can give their views at any time in steering the provision available in and out of their lessons to meet the individual needs of students.
- The SENDCo has the responsibility to work with all stakeholders to address any areas for development identified through the above and to promote an active process of continual review and improvement of provision for all students.
- The SENDCo is also responsible for reporting annually to the schools governing body in order that they can review provision for students with additional needs.

## **Section 10 - Training and Resources**

### **How is SEND Provision Funded?**

Schools have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

### **Staff Training**

The school is committed to developing the awareness, skills and expertise of teachers in identifying and supporting students with additional and special educational needs. Teachers can make use of a range of strategic information and resources available to assist in their planning for individual needs and will have continual professional development as part of the whole school INSET programme.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development in SEND. The following examples highlight the ways in which the school achieves this;

- The SENDCo is qualified with the National Award for SEND Coordination
- Members of the SEND Team (LSAs), who offer close support for high needs students, receive opportunities to develop their professional knowledge and expertise in order to best meet the needs of the students they support
- Members of the Senior Leadership Team are actively involved in developing their awareness of issues relating to SEND and attend appropriate conferences in order to support the SEND and the inclusion agenda in whole school decision making. The SENDCo is a member of the SLT.
- All staff attend SEND INSET presentations as part of the Teaching and Learning Programme
- SEND specific training features as part of the Annual Professional Development programme for staff
- New staff, including support staff, undertake induction on taking up a post and this includes meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice.
- All staff have easy access to on-line CPD materials.
- Staff who teach students with more complex needs are part of a teacher team through which strategy and experience can be shared regularly in order to create consistency in provision and faster response to current need.
- Some staff have specific SEND targets as part of their performance management.

## **Section 11 - Preparing students for the next steps; Additional information**

Students with SEND receive support when moving between phases in education and in preparing for adulthood. Outcomes reflect their ambitions including Higher Education and independent living. The SEND Careers Policy is available at Appendix 2.

## **Section 12 - Reviewing the SEND Policy and Information Report**

This policy and the SEND Information Report are intended to be working documents. It is statutory to review the policy annually but the school recognises that more regular amendments and updates may be necessary. The school welcomes parent/carers and student views and advice on its contents and how best to present this information. If you would like to contribute to the continued development of the policy underpinning our SEND practice then please contact the SENDCo with your views. [c.davis@crossleyheath.org.uk](mailto:c.davis@crossleyheath.org.uk)

### **Section 13 - Accessibility**

The school is committed to being inclusive and accessible to all students who have earned the right to attend, should that be their wish. The SEND and Disability Act (2001), placed a duty on all schools and local authorities to plan to increase over time the accessibility of schools for disabled students and to implement their plans. This was further supporting by the Equality Act (2010).

The school Accessibility Plan can be viewed via the website [www.crossleyheath.org.uk](http://www.crossleyheath.org.uk) by clicking on the 'School Information' icon and then selecting 'Policies'.

Additionally, students and parents can find relevant information regarding accessibility by reading the 'school offer'. Go to the website, select 'School Information' and click on 'Special Educational Needs'.

[Special and Additional Educational Needs – The Crossley Heath School](#)

### **Section 14 – Dealing with Complaints**

At our school, decisions about provision for students with SEND or disabilities should be made jointly by school staff, parents/carers and the students themselves, taking a person-centred approach, with the views of the student and parents taken into account when those decisions are made.

Effective relationships between school, parents/carers and students should be marked by open communication so that parents/carers and students know where they are in the decision-making process, their knowledge and experience can be used to support good decision-making and they know the reasons why decisions have been made. We aim to forge positive and supportive relationships with both students and parents/carers in order to work together effectively.

Where concerns or disagreements around SEND provision are experienced parents can contact the SENDCo or another appropriate member of staff. They can then look into your concern and give you a response, making clear any action or monitoring of a situation that may be necessary. At this stage, misunderstandings can usually be cleared up. An apology can be given if something is found to be wrong. Everyone benefits from the speedy resolution of difficulties and from suggestions for improvement.

If no satisfactory solution to the concern has been agreed you parents/carers will be informed of the option to take the matter further. This process is outlined in the schools Complaints Procedure document. This can be accessed by going to the school website [www.crossleyheath.org.uk](http://www.crossleyheath.org.uk) and clicking on 'School Information' followed by 'Policies'. Some complaints and disputes regarding decisions involving SEND students, including those with EHC Plans, may need to be dealt with by the local authority. This process is outlined in the SEND Code of Practice from page 221. Parents/carers can access this document from the 'Special Educational Needs' section of our website.

### **Section 15 – Dealing with Bullying**

It has been identified through a number of national studies that students with SEND are more likely to be subject to bullying especially from their age group peers in schools and the wider community.

We recognise that all students have a right to be happy and respected and will actively promote such an ethos across the school. We aim to foster an ethos of kindness and value for every individual so that all students feel safe and confident to be themselves.

National publicity in the fairly recent past has clearly shown what distress bullying causes to its victims and how that distress can lead to the most appalling results.

It is therefore important that everyone connected within the school understands the following:

- That bullying in any form will not be tolerated;
- That anyone who knows or suspects that bullying is going on is under a clear obligation to take action to stop it;
- That the consequences of bullying are made clear to all

The effects of bullying may include:

- Anxiety and depression

- Long term absence from school
- Physical illness or psychosomatic complaints
- Poor self esteem
- Difficulty in forming positive relationships
- Feelings of worthlessness and betrayal
- Lowered standard of work
- Withdrawal, isolation or self-harm.

Within school, education around bullying is addressed through the curriculum in Personal Development lessons, the tutorial programme and through targeted assemblies. All students have an entitlement to this provision. The Personal Development curriculum is revised annually to ensure the programme is relevant and takes into account current guidance from the DfE.

The pastoral teams within the school also work together to address issues relating to bullying. Tutors work with their groups during tutorial time and Progress Leaders, Pastoral Leaders, Senior Leaders and guest speakers reinforce positive behaviours that help to prevent bullying. There is a Peer Support Programme, led by Student Leaders, in operation which encourages younger students to trust and confide in an older student.

Student Leaders receive training in handling such issues and referring to a member of staff when necessary.

It is vital that an open culture about bullying exists. All students must feel that any incident of bullying which they report is dealt with thoroughly and effectively. In the first instance, students should inform their form tutor or any trusted member of staff. All staff share responsibility in ensuring that bullying is prevented and/or stopped.

The school procedures for dealing with incidents of bullying can be found in the Anti-Bullying Policy. This can be accessed by going to the school website, [www.crossleyheath.org.uk](http://www.crossleyheath.org.uk) and clicking on 'School Information' followed by 'Policies'.

### **Section 16 – Links to Legislation and other Guidance**

The following website links can be accessed in order to find further information about special and additional educational needs.

The Department for Education website has links to a large number of documents detailing legislation and guidance relating to special educational needs.

<https://www.gov.uk/search?q=special+educational+needs>

The full version of the SEND Code of Practice can be accessed using the link below.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Calderdale Local Authority 'Local Offer' contains a wide range of information about the provision and services available to children and young people with SEND and their families. Use the link below to access the relevant pages of the Local Authority website.

[www.calderdale.gov.uk/localoffer](http://www.calderdale.gov.uk/localoffer)

### **Parent/Carer Referral Pathways**

If Parents/carers feel that their child may have special educational needs such as autism or ADHD, they can now make a referral directly to local authority services. The links below can be used to access the relevant websites for those living in Calderdale and Kirklees.

[How to refer | Open Minds \(CAMHS\) \(openmindscamhs.org.uk\)](http://openmindscamhs.org.uk)

[Support Request Form - Thriving Kirklees](#)

## Appendix One

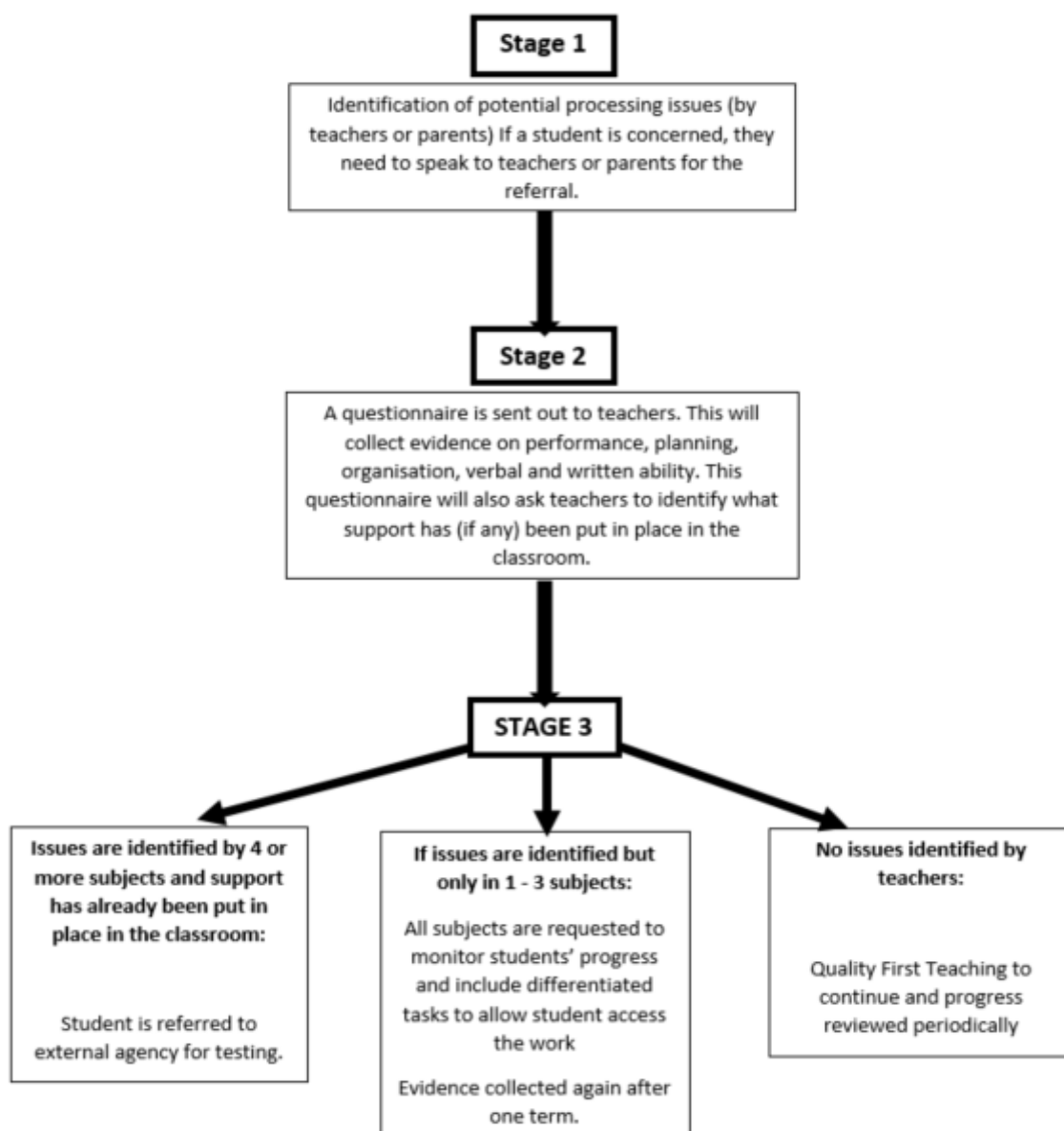
### **Referral and Assessment Procedure for Slow Processing**



It is not unusual for a high achieving student to have a slow processing speed. Slow processing is not a formal learning disability, but having it can frustrate students, teachers and parents.

If slow processing is identified in a student, there are a range of ways to support the student through Quality First Teaching, as well as support in exams, through extra time. The JCQ have strict guidelines on how extra time is allocated to students and schools must be able to present evidence of slow processing and what adjustments have been made in the classroom before putting students forward for assessment.

Below is the graduated response in place at Crossley Heath



## **Careers Plan for SEND Students**

### **Introduction**

The Gatsby Benchmarks provide a world-class framework for career guidance, outlining the experiences and information each and every young person should have access to so that they can make an informed decision about their future. Crossley Heath will endeavour to ensure that an appropriate careers programme is designed and delivered for all our students with SEND and that this programme is underpinned by the Gatsby Benchmarks. All students, including those with SEND will be supported to achieve their optimum career outcome. A range of approaches will be adopted including taster opportunities, work experience, mentoring, exploring entrepreneurial options and encounters with role models and inspiring speakers. Activities will be differentiated to meet the needs of students, as appropriate.

### **SEN and Careers Procedure**

#### **SEND Code of Practice**

Maintained schools and pupil referral units (PRUs) have a statutory duty under section 42A of the Education Act 1997 to ensure pupils from Year 8 until Year 13 are provided with independent careers guidance. Academies, including 16-19 academies, and free schools are subject to this duty through their Funding Agreements.

### **Provision at Crossley Heath**

#### **SEND Students**

SEND students will have priority access to independent careers advice from Year 10 onwards. The Careers advisor will liaise with the learning support team to identify students for the first round of appointments and gather background information. During the first meeting, the student's key worker will also attend the meeting to support the student. Additional appointments will then be available as and when required.

In addition to this, if students are currently not accessing education and on an EHCP, home visits will be offered to support the student making decisions about their futures, this will include researching vocational courses and accessing volunteering opportunities.

#### **Additional support**

- A careers board will promote a diverse range of careers in B18 (SEND Base) and will be managed by the SEND Team
- All students on the SEND register will meet with a member of the SEND Team at least once a term, during this meeting, a discussion will take place about preparing for adulthood and targets will be reported
- Any careers events in schools will be publicised by the SEND Team to SEND students. Parents will also be informed
- All careers' activities will be differentiated, where appropriate, to meet the needs of the students

#### **Reporting - Post 16 and Next Steps**

An update will be provided to SLT and the SEND link trustee once a term with a final report going to the trustees in the Autumn term once all the SEND student destinations are known.