RATIFIED A&W

The Crossley Heath School

Savile Park, Halifax, West Yorkshire HX3 0HG
Tel: 01422 360272 • email admin@crossleyheath.org.uk

SEND Policy (V6)

September 2026

Version Control

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Responsibility: **Inclusion Co-ordinator/SENDCo**

Date: **September 2026**
Approved by: **Trustees**
Review: **August 2026(annual review)**

SEND Vision and Inclusion Statement

The Crossley Heath School is committed to providing an inclusive, aspirational and nurturing learning environment in which every student is valued as an individual and supported to achieve their full potential. As a school family, we believe that every student belongs and has the right to flourish academically, socially and emotionally, regardless of their special educational needs or disabilities.

Guided by our values of kindness, courage and excellence, we are committed to creating a culture where diversity is celebrated, differences are understood and every young person feels safe, respected, included and able to participate fully in all aspects of school life. We recognise neurodiversity and individual strengths as valuable contributions to our community and seek to promote a strong sense of belonging for all students.

As a selective grammar school, we maintain high aspirations for every learner and are committed to unlocking the potential of all students, including those with Special Educational Needs and Disabilities (SEND). We believe that all students can succeed when barriers to learning, participation and achievement are identified and addressed effectively. Through high-quality teaching, adaptive practice, effective support systems and reasonable adjustments, we aim to provide equal access to a broad, balanced and ambitious curriculum alongside peers.

Our approach is underpinned by the principles of the Children and Families Act 2014, the SEND Code of Practice (2015) and the Equality Act 2010. We are committed to promoting high aspirations, independence, wellbeing and successful preparation for adulthood. Through a graduated, person-centred approach, we work collaboratively with students, parents/carers, staff, governors, external agencies and local authority services to identify needs early, provide effective support and review outcomes regularly.

We believe that happiness, wellbeing and positive relationships are fundamental to educational success. The views, wishes and feelings of children and young people are central to decision-making and the development of provision. We seek to empower students with SEND to become confident, resilient and independent young people who can advocate for themselves, pursue ambitious future pathways and contribute positively to society.

Through our commitment to inclusion, equity and excellence, we aim to ensure that every student is equipped to achieve their goals, fulfil their potential and develop the knowledge, character and confidence to become leaders of the future.

Section 1

Crossley Heath School Contextual SEND information

2026-27 SEND Profile

At September 2026, The Crossley Heath School has 52 students identified as requiring SEND Support and 12 students with an EHCP. This represents approximately 4.3% of the school population receiving SEND Support and 1% with an EHCP. In addition to those students identified as requiring SEND Support, the school also supports a wider group of learners through high-quality adaptive teaching, Ordinarily Available Provision, reasonable adjustments, pastoral intervention and examination access arrangements where appropriate.

SEND Profile Table

Category	Number	%
SEND Support	52	4.3%
EHCP	12	0.9%
Total SEND	64	5.2%
Autism	44	3.5%
ADHD	12	0.9%
Physical/Sensory	5	0.4%
Other	3	0.2%

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 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

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 2026-27 is Emily Rawlinson

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; Admissions for 2023

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 provide 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 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 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, a 'student support profile', that highlights their specific learning needs, will be in place so that the teacher can plan for effective adaptations . 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 'Information Report' on our website –

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

Neurodiversity

The Crossley Heath School recognises and values neurodiversity. We understand that neurological differences are a natural part of human diversity and that students learn, communicate, process information and experience the world in different ways.

We are committed to fostering a culture in which neurodivergent students feel understood, respected and supported to achieve their potential. We recognise that neurodivergence can bring many strengths, talents and perspectives, as well as areas where additional support, reasonable adjustments or specialist provision may be required.

Neurodivergent students may include, but are not limited to, those with:

- Autism Spectrum Condition (ASC)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Dyslexia
- Dyspraxia / Developmental Coordination Disorder (DCD)
- Dyscalculia
- Developmental Language Disorder (DLD)
- Tourette Syndrome
- Other identified or emerging neurodevelopmental differences

We recognise that not all neurodivergent students will meet the criteria for SEND support and that many will be successfully supported through high-quality adaptive teaching, reasonable adjustments and targeted pastoral support. Decisions regarding SEND identification will always be based on whether a student requires special educational provision that is additional to or different from that ordinarily available to their peers.

The school adopts a strengths-based approach to supporting neurodivergent students. We seek to identify and remove barriers to learning, participation and wellbeing through a graduated response that reflects each student's individual profile of strengths, needs, aspirations and outcomes.

Examples of support may include:

- Adaptive teaching strategies
- Assistive technology
- Examination access arrangements where appropriate
- Environmental adjustments
- Emotional wellbeing support
- Support with organisation, executive functioning and independence skills
- Structured transition arrangements
- Bespoke preparation for adulthood planning

The views, wishes and feelings of neurodivergent students are central to our decision-making. We work closely with parents/carers and external professionals to ensure support is person-centred, evidence-informed and focused on enabling students to thrive both academically and socially.
Our aim is to create a community where neurodiversity is understood, respected and celebrated, and where all students feel a genuine sense of belonging, safety and success.

Attendance, Wellbeing and Emotionally Based School Avoidance (EBSA)
The Crossley Heath School recognises the strong link between attendance, wellbeing and educational outcomes. We also recognise that some students with SEND may experience significant barriers to school attendance arising from anxiety, neurodivergence, mental health needs, medical conditions or other vulnerabilities.

The school is committed to identifying attendance difficulties at the earliest opportunity and working collaboratively with students, parents/carers and external agencies to understand the underlying factors affecting attendance. We recognise that persistent absence may sometimes be a sign of unmet need and that attendance concerns should be considered within the context of a student's wider educational, emotional and developmental profile.

Where concerns relating to Emotionally Based School Avoidance (EBSA) are identified, the school will adopt a graduated and person-centred approach. Support may include enhanced pastoral support, reasonable adjustments, anxiety-reduction strategies, adapted timetables where appropriate, safe spaces, increased home-school communication, referral to specialist services and coordinated SEND support. Any interventions will be planned in partnership with the student and family, with clear outcomes, review points and a focus on successful reintegration and long-term school engagement.

The school maintains high aspirations for attendance whilst recognising that some students may require individualised support and flexibility in order to access education successfully. Our aim is to reduce barriers, promote emotional wellbeing, strengthen resilience and ensure that all students feel safe, supported and able to participate fully in school life.

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 SEND information report, 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 https://www.crossleyheath.org.uk/school-information/send

Alternatively, parents/carers and students can access the local authority offer via the links;
Calderdale SEND Local Offer | Calderdale SEND Local Offer

Local Offer Home | Kirklees SEND Local Offer

Bradford Local Offer

Section 5
The Curriculum and Teaching

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.

Ordinarily Available Provision

The Crossley Heath School is committed to ensuring that all students have access to high-quality teaching and support that enables them to make progress and participate fully in school life. As part of this commitment, all students have access to a range of inclusive practices, teaching strategies and pastoral support that form our Ordinarily Available Provision (OAP).

Ordinarily Available Provision refers to the support, adaptations and reasonable adjustments that should be available to all students through effective classroom practice and whole-school systems, without necessarily requiring a student to be identified as having SEND. These approaches recognise that students have differing strengths, needs and learning preferences and are a fundamental part of inclusive education.

Examples of Ordinarily Available Provision may include:

- High-quality adaptive teaching.
- Clear lesson structure, modelling and scaffolding.
- Accessible resources and learning materials.
- Visual supports and chunked instructions.
- Flexible grouping arrangements.
- Use of assistive technology where appropriate.
- Retrieval practice and overlearning opportunities.
- Support with organisation and executive functioning.
- Reasonable adjustments to classroom environments.
- Explicit teaching of vocabulary and subject-specific language.
- Pastoral support through tutors, Progress Leaders and the wider pastoral team.
- Access to wellbeing and emotional support systems.
- Appropriate examination access arrangements where evidence demonstrates a need and JCQ criteria are met.

Where a student continues to experience significant barriers to learning despite accessing Ordinarily Available Provision, the school will consider whether additional assessment, intervention or SEND Support is required through the graduated approach of Assess, Plan, Do and Review. The decision to place a student on the SEND Register will be based on evidence that they require special educational provision that is additional to, or different from, that ordinarily available to students of the same age.

The school regularly reviews its Ordinarily Available Provision to ensure that it reflects current evidence-informed practice, supports inclusive teaching and learning, and enables all students to access an ambitious curriculum and achieve positive outcomes. This approach helps to ensure that SEND identification is accurate, that support is proportionate to need and that every student receives the right level of provision at the right time.

Adaptive Teaching and High-Quality Teaching

At The Crossley Heath School, we recognise that high-quality teaching is the most important factor in securing positive outcomes for all students, including those with SEND. Teachers are responsible and accountable for the progress and development of every student in their classroom and are expected to adapt their teaching to meet the diverse needs of learners.

Adaptive teaching involves responding to individual strengths, needs and barriers to learning through a range of strategies that enable students to access, engage with and succeed in the curriculum. This may include adapting explanations, modelling, questioning, resources, scaffolding, classroom environments, methods of recording and the pace or structure of learning. Adaptive teaching does not lower expectations; rather, it enables all students to work towards ambitious outcomes and achieve success alongside their peers.

The school recognises that many students with additional needs, including neurodivergent learners, can be successfully supported through high-quality adaptive teaching and reasonable adjustments without the need for

additional SEND provision. Where a student's needs require provision that is additional to or different from that ordinarily available, a graduated response will be implemented through the Assess, Plan, Do, Review cycle.

Staff receive ongoing professional development to strengthen their understanding of evidence-informed adaptive teaching approaches and to ensure that inclusive classroom practice remains at the heart of our provision for students with SEND.

Examination Access Arrangements

The Crossley Heath School is committed to ensuring that students with SEND and additional needs are able to access examinations fairly and appropriately. Examination access arrangements are considered where they reflect a student's normal way of working and are required to reduce substantial disadvantages experienced as a result of a learning difficulty, disability, medical condition or other identified need.

The school follows the current regulations and guidance published by the Joint Council for Qualifications (JCQ). Decisions regarding access arrangements are based on a range of evidence, which may include teacher observations, specialist assessments, student performance data, medical evidence, a history of need and the student's normal classroom practice. Access arrangements are not awarded solely on the basis of a diagnosis, but on evidence demonstrating a clear and persistent need within the educational setting.

Examples of access arrangements may include additional time, supervised rest breaks, the use of a laptop, a reader, a scribe, modified papers or other reasonable adjustments where appropriate. All arrangements are subject to JCQ regulations and regular review to ensure they remain appropriate and effective.
The school recognises that examination access arrangements are designed to provide equitable access to assessments and do not provide an unfair advantage.

The SENDCo, Examination Access Arrangements Officer and Examinations Officer work collaboratively to identify, assess and implement appropriate arrangements. Parents/carers and students are involved in discussions throughout the process to ensure that support is personalised, equitable and promotes student confidence and independence.

Section 6

Managing the Needs of Students on the SEND Register

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 Assistant SENDCo is responsible for updating the SEND register and ensuring that all staff have up to date information relating to student needs
- The Assistant SENDCo 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

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) highlighted that many parents, carers, children and young people found it difficult to access clear and reliable information about SEND provision and often lacked confidence in the system. These concerns have been reiterated in subsequent national reforms, including the Children and Families Act 2014, the SEND Code of Practice (2015), the SEND and Alternative Provision Green Paper (2022) and the SEND and Alternative Provision Improvement Plan (2023), all of which emphasise the importance of accessible information, co-production with families, transparent local services, and support that is easier to navigate

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 Local Offer provides a central source of information about services and support available for children and young people with Special Educational Needs and Disabilities (SEND) and their families. As the school serves students from Calderdale, Kirklees, Bradford and Leeds, parents/carers, children and young people are encouraged to access the Local Offer published by their home Local Authority. Each Local Offer brings together information about education, health, social care, leisure activities, transport, preparing for adulthood, and specialist SEND provision, helping families to access the support and services available within their area.

- Calderdale Local Offer

Calderdale SEND Local Offer | Calderdale SEND Local Offer

- Kirklees Local Offer

Local Offer Home | Kirklees SEND Local Offer

- Bradford Local Offer

Bradford Local Offer

- Leeds Local Offer

Leeds SEND Local Offer | Leeds Local Offer

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.

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 tel: 01422 360272
EAAO – e.haigh@crossleyheath.org.uk

Section 8 - Supporting Students with Medical Conditions and Intimate Care Needs

The Children and Families Act 2014 places a duty on schools and academies to make arrangements to support pupils with medical conditions. Crossley Heath School has regard to the statutory guidance Supporting Pupils with Medical Conditions at School to ensure that students with medical needs can access and enjoy the same opportunities at school as their peers.

Where a student has a medical condition that requires support during the school day, an Individual Healthcare Plan (IHP) will normally be developed in partnership with the student, parents/carers, school staff and relevant healthcare professionals. The plan will clearly identify the student's needs and the arrangements necessary to support their health, wellbeing, safety and access to learning.

Where a student also has Special Educational Needs and/or Disabilities (SEND), support arrangements will be planned and delivered in a coordinated way, ensuring that medical needs, educational needs and wider wellbeing are considered holistically. The SENDCo works closely with the Healthcare Assistant,

parents/carers, teaching staff, external agencies and health professionals to ensure appropriate provision is in place.

The school's Healthcare Assistant is: Mrs Victoria Hughes
v.hughes@crossleyheath.org.uk

The school recognises that students with SEND and/or medical conditions should be appropriately supported to enable full participation in all aspects of school life, including educational visits, enrichment activities, residential visits and physical education, wherever it is safe and reasonable to do so.

The school's Medical Needs Policy is available on the school website at www.crossleyheath.org.uk under School Information > Policies.

Some students with complex medical needs and/or SEND may also require support with intimate or personal care. In such cases, an Individual Intimate Care Plan will be developed in consultation with the student, parents/carers and relevant professionals. The school is committed to ensuring that all intimate care is delivered sensitively, respectfully and in a manner that promotes the student's dignity, privacy, safety and independence.

Further information regarding support for students with SEND, medical needs and intimate care needs can be found within the school's SEND Information Report and Medical Needs Policy.

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 March 2026. 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 effectiveness of provision for students with SEND is an important aspect of the school's quality assurance and monitoring processes, including lesson visits, learning walks, work scrutiny and student outcomes. This is underpinned by the Teachers' Standards, the SEND Code of Practice (2015), and current Ofsted expectations relating to inclusion, adaptive teaching and the achievement and wellbeing of pupils with SEND.
- 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.
- During 2026-27, the school will undertake a whole-school SEND Provision Audit, informed by the Calderdale Mainstream Inclusion Audit framework and anticipated national SEND reforms. The audit will provide a

robust evaluation of the quality and impact of inclusive practice, enabling leaders to identify areas of effective provision and priorities for further development. Outcomes from the audit will inform strategic planning, resource allocation and professional development, supporting the school's commitment to ensuring that all students with SEND achieve positive educational, social and emotional outcomes within an inclusive learning environment.

- 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 knowledge, skills and confidence of all staff in delivering high-quality inclusive teaching and adaptive practice that enables all students, including those with SEND, to achieve their potential. We recognise that high-quality teaching is the first step in responding to the needs of students with SEND and that developing staff expertise is central to securing positive academic, social and emotional outcomes.

Teachers have access to a range of strategic information, guidance and resources to support their planning for individual needs and are encouraged to use evidence-informed approaches to remove barriers to learning, promote participation and foster independence. Professional development relating to SEND, inclusion and adaptive teaching forms an integral part of the school's wider Teaching and Learning programme.

In order to maintain and further develop the quality of teaching and provision for all students, the school invests in a comprehensive programme of SEND and inclusion-focused professional development. This includes:

- The SENDCo holds the National Award for SEND Coordination and provides strategic leadership for SEND, inclusion and staff development.
- All teaching staff receive ongoing training in inclusive teaching, adaptive approaches and effective classroom strategies to support students with a wide range of needs.
- SEND, inclusion and adaptive teaching are integral components of the school's Teaching and Learning Programme and Annual Professional Development Calendar.
- Members of the SEND Team receive specialist training to develop their expertise and support the effective implementation of inclusive practice across the school.
- Members of the Senior Leadership Team actively engage with local and national developments in SEND and inclusion to ensure that whole-school systems, policies and practices promote equitable outcomes for all learners. The SENDCo is a member of the Senior Leadership Team.
- New staff, including support staff, undertake a comprehensive induction programme which includes training on SEND systems, procedures, inclusive classroom practice and their responsibilities under the SEND Code of Practice.
- Staff have access to a range of online and face-to-face professional learning opportunities, research and guidance materials to support their ongoing development.
- Staff teaching students with more complex needs work collaboratively through teacher planning and review meetings to share effective practice, develop consistent approaches and respond swiftly to emerging needs.
- Opportunities are provided for staff to engage with specialist professionals and external agencies in order to further develop their understanding of specific areas of need.

- Professional development priorities relating to inclusion, adaptive teaching and SEND may form part of individual appraisal and professional growth objectives.

The impact of professional development is evaluated through quality assurance activities, including lesson visits, learning walks, student voice, progress data and review meetings, to ensure that inclusive practice and adaptive teaching continue to develop across the school and positively influence outcomes for students with SEND.

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/carer 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 SENCo with your views. c.davis@crossleyheath.org.uk

Section 13 – Accessibility

The school is committed to providing an inclusive and accessible environment in which all students can participate fully in school life and achieve their potential. In accordance with the Equality Act 2010, the school recognises its duty to make reasonable adjustments for disabled students and to plan strategically to improve access to education, the physical environment and information for students with disabilities. These responsibilities are reflected within the school's Accessibility Plan and wider commitment to inclusive practice.

The school Accessibility Plan can be viewed via the website 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'.
The Crossley Heath School - SEND

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 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 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

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)

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

Stage 1

Identification of potential processing issues (by teachers or parents) If a student is concerned, they need to speak to teachers or parents for the referral.

Stage 2

A questionnaire is sent out to teachers. This will collect evidence on performance, planning, organisation, verbal and written ability. This questionnaire will also ask teachers to identify what support has (if any) been put in place in the classroom.

STAGE 3

Issues are identified by 4 or more subjects and support has already been put in place in the classroom:

Student is referred to external agency for testing.

If issues are identified but only in 1 - 3 subjects:

All subjects are requested to monitor students' progress and include differentiated tasks to allow student access the work

Evidence collected again after one term.

No issues identified by teachers:

Quality First Teaching to continue and progress reviewed periodically

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.