



Crompton House School



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Loving God – Caring for Each Other – Achieving Excellence



Our Vision for SEND at Crompton House

As a Church of England School, we are committed to offering quality education within a Christian context. The values and attitudes that are seen within the life of the school are grounded on the life and teachings of Jesus Christ. We strive to provide every opportunity for our pupils to flourish to grow in body, mind and spirit and experience 'life in all its fullness.' We understand this to mean growing in independence, resilience and reflection, focused on being the best they can be in the classroom and beyond.

We want all pupils to leave Crompton House as confident young adults who embody our three core values:

- **Loving God (Deuteronomy 6:5) We place prayer, worship and spiritual growth at the centre of school life.**
- **Caring for each other (John 15:12): We live out Christian values in our relationships with one another.**
- **Achieving excellence: (Colossians 3:23) We encourage and enable our school community to flourish.**

Within this context, Crompton House seeks to educate all pupils, including those with Special Educational Needs or a Disability, by recognizing individual needs, talents, gifts, circumstances, difficulties and disabilities. Pupils with SEND often require provision which is different from or additional to what their peers require in order to access the full curriculum and engage in the life of the school. As far as possible we seek to minimize the 'dilemma of difference' and encourage all pupils to aim high, be fully involved within the life of the school community and develop a strong sense of identity, dignity and purpose.

INTRODUCTION:

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The Crompton House Special Educational Needs and Disabilities (SEND) Policy is in line with the Oldham LA SEND Policy. It is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities



- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report
- This policy also complies with our funding agreement and articles of association.

This policy has been developed by the SENCO/Inclusion Co-Ordinator, Mrs K. Heywood and the Assistant SENCO, Mrs M. Newell, in consultation with SEND Governors, teachers, support staff and advisory teachers.

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The philosophy of the school underpins the objectives for making provision for pupils with Special Educational Needs and Disabilities at the school.

In line with the Code of Practice (2014) the school recognises that there is a continuum of need and a continuum of provision, which may be made in a variety of different forms. The school recognises that SEND covers a wide range of needs including educational, mental, emotional, and physical. It also recognises that all teachers are teachers of pupils with SEND.

Aims

- To meet the needs of pupils identified as having SEND by a graduated response in line with the Code of Practice (2014).
- To provide entitlement both curricular and extra-curricular.
- To ensure that pupils with SEND experience success and feel valued for their contribution to school life.
- To take positive action in favour of educationally and socially disadvantaged pupils and to ensure that the greatest level of resources follow the greatest level of need.
- To have flexible structures to meet individual requirements.
- To foster positive links with the feeder primary schools to provide better ease of transition into school for pupils with SEND.
- To foster positive links with key stage 5 training providers to provide better ease of transition out of school for pupils with SEND.
- To have in place suitable procedures for screening pupils on arrival and for gathering information from previous schools in order to ensure the highest possible quality education.
- To use mechanisms to monitor progress and to report to the appropriate bodies.
- To encourage the participation of children and their parents in decision making and planning to meet their individual needs.



Personnel

Special Educational Needs Co-Ordinator (SENCO) **Mrs K Heywood**
Certificate in Psychometric Testing and Access Arrangements (Level 7)

Assistant Special Educational Needs Co-Ordinator **Mrs M Newell**
Certificate in Psychometric Testing and Access Arrangements (Level 7)

The SENCO works closely with the Learning and Teaching Leads to ensure that staff access regular training sessions throughout the academic year. The SENCO also meets regularly with the Heads of KS3 and KS4 to discuss and review the identification, assessment and provision for pupils with SEND. The Inclusion Team meet once a week for training, drop ins with external professionals and regular reviews of provision for pupils with SEND.

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.



School Governors' Statement

The general philosophy of Crompton House School policy on SEND is based on the following key statements:

- All pupils are entitled to be valued by all staff for the individual contribution they make to the school and hence to experience success and feel positive about themselves.
- Special needs and disabilities are defined in terms of access to the curriculum. All pupils therefore may have special needs or a disability at some stage of their school career.
- All pupils are entitled to access the curriculum in the least restricted and least segregated way practicable.



Objectives of the Governing Body

The Governing Body seeks to secure the following objectives through the schools Special Educational Needs and Disabilities Policy and practice:

- i. That the Governing Body and staff of the school have regard to the DES Code of Practice for Special Educational Needs and Disabilities (2014).
- ii. That the necessary provision is made for any pupil who has SEND.
- iii. That the Governing Body will consult with the LA and the Governing Bodies of other schools, when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole.
- iv. That there is maximum integration of pupils with SEND, so far as it is reasonably practical and compatible with the necessary special educational provision and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- v. That parents are notified of a decision by the school that SEND provision is being made for their child.
- vi. That they are fully involved in developing and monitoring the school's SEND Policy.

Performance Indicators

The following annual reports will be instrumental in evaluating the success of securing these objectives:

- I. A termly report from the Special Educational Needs Co-Ordinator (SENCO) to be published within the Head- Teachers Report.
- II. The Governor's annual report to parents on Special Educational Needs and Disabilities.
- III. This SEND Policy will be reviewed on an annual basis.

Admissions procedures

As Crompton House is a Church of England School, the Governors are responsible for the admission of the pupils. Eligibility for admission is determined without any reference to ability, aptitude, disability, race or gender. The full admissions criteria is published on the school web site and is subject to annual review.

[Admissions – Crompton House School](#)



School Structure

When students join us in Year 7, they are placed into ability bands and groups. Students are arranged into three bands and each band is identified using the letters F, S and X. All students in band F study French. All students in band S study Spanish. Bands F and S are co-equal bands. Students in band X study either French or Spanish. The school uses two primary sources of data to rank students in order of ability: KS2 SATs and CATs (Cognitive Ability Tests). SATs and CATs use different metrics of analysis comprising mathematical and literacy knowledge and Skills (SATs) and general intelligence tests designed to assess a student's ability in three different areas: verbal (thinking with words); quantitative (thinking with numbers); and non-verbal (thinking with shapes and space).

During each year of study, students are assessed within subject areas. These summative assessments help teachers make judgements about the progress students are making. They are also used to make decisions about changes in ability groupings. There are two possible opportunities for changes in class groups during the academic year and these will take place following the collection of assessment data. Pupils have the facility to move up or down sets in given subjects according to abilities or weaknesses and are thus able to find their appropriate level within any individual subject.

Although we work with ability groups across the subjects of Maths, English, Science, Geography, History, Drama, and Music, in the subjects of Computer Science, Food, Design Technology and Art, pupils are placed in mixed ability groups and given plenty of opportunity to work with peers of different ability levels.



CROMPTON HOUSE SCHOOL GRADUATED RESPONSE TO SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Section 19 of the Children and Families Act 2014 makes it clear that local authorities, in carrying out their functions under the Act in relation to those with SEND must have regard to:

- The views and feelings of the child or young person, and the child's parents or carers.
- The importance of the child or young person participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions.
- The need to support the child or young person, and the child's parents 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.

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEND and assessing their needs

There is regular assessment of all pupils and a child is only identified as SEND if adequate progress has not been made after all the relevant interventions/adjustments and high quality personalised teaching has been put into place.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline



- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. Each student who has a diagnosis of SEND has an personalized information sheet, which outlines teaching strategies and comments on behavior for learning which will allow the student to access the universal offer within the classroom environment.

The quality of teaching should be regularly reviewed and should include improving teachers' and staffs' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Consulting and involving pupils and parents

It is critical that the pupils and their parents are actively involved, and so where there are concerns, the school must inform parents. In order to follow the principles of the Code of Practice this can be done through a person-centered conversation. It is essential that the pupil's aspirations are sought, as these may not necessarily coincide with others' aspirations for them. Adopting a person-centered approach is about listening and acting on what has been heard. It is about co-production and equalising power. It's not about 'telling' which is disempowering but about 'asking'.



We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

SEND Support

Where a pupil is identified as being at SEND support, school will take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle (assess, plan, do, review), through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEND of the pupil.

Assess:

This needs to be a clear analysis of pupils need and will involve:

- Subject teachers' assessment.
- Experience of the pupil, previous progress and attainment as well as information from the school's core approach to pupil progress, attainment and behaviour (Progresso).
- Views and experience of parents.
- The pupil's views.
- Where appropriate advice from external support services.
- Liaison with health or social services where they are involved to inform assessments.

Plan

Based on the information gathered from the assessment, and in consultation with the parents and child, staff and SENCO there will be an agreement reached about:

- The outcomes sought for the pupil based on the information and assessments to date including the child's response to earlier intervention.
- The evidence-based adjustments, interventions and support to be put in place.
- The expected impact on progress, development or behaviour.
- Date for review.

These will be written up in a plan using person centered approach. The plan will state the



agreed actions, which will be put in place, who will be responsible and when it will be reviewed.

Parents/carers will be:

- Made aware of their child's needs and the outcomes sought.
- Made aware of the support being provided and any teaching strategies or approaches that are required.

Outcomes are a clear description of what the pupil will be doing at a specific point of time in the future. They may be steps to aspirations and must be specific, measurable, achievable, realistic, relevant and time limited (SMART).

Do

The subject teachers will remain responsible for working with the pupil. Where the intervention group or 1:1 teaching is away from the class or subject teacher, they will still retain responsibility for the pupil. The teacher will work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the subject teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

A review, using person centered principles, will take place on the agreed date and will explore:

- The effectiveness of the interventions and support.
- How the plan will be revised in light of the progress made and whether there needs to be any change to the outcomes and support.
- Parents and pupils' views are regularly taken into account through review meetings.
- Staff views are taken into account through SEND link meetings and audits of support staff.

As part of the process, it may be identified that it would be useful to ask for further assessments and or interventions from specialist services. Information from these services will then inform the assess, plan, do, review cycle. As the information grows about a pupil it will be summarised within a SEND Support Plan. This is a document, which is co-produced, and pulls together information from a variety of sources including person centered reviews, as well as assessment information from other professionals and parents. The SENCO will be responsible for maintaining and updating support plans.



Requesting an Education, Health and Care Assessment

For some pupils, quality teaching, together with appropriate differentiation will be sufficient to enable them to make the required progress towards the outcomes identified. For other pupils, additional SEND support from within the school is sufficient. However, for a small minority of pupils, as the understanding of their needs develops it may become apparent that in order to achieve the identified outcomes the interventions and support required are above what could be reasonably expected for a school to deliver from within their internal resources. At this stage the school will request a formal assessment for an Education Health and Care Plan and a multi-agency, common assessment framework (CAF) meeting will take place. Although the school will usually request a formal assessment for an EHC Plan, parents or others can make this request. The assess, plan, do, review cycle carries on monitoring the progress of the pupil and change interventions and support as necessary.

Arrangements for Providing Access to a Broad, Balanced, Differentiated and Personalised Curriculum

All staff at Crompton House School are aware of the need for all pupils to have access to a broad, balanced and differentiated curriculum. Departments provide resources to meet the needs of all the pupils they teach. They use differentiated materials and different teaching and learning styles. These materials and teaching styles are planned in response to the individual pupil information sheets.

Arrangements for Co-ordinating Educational Provision for Pupils with Special Educational Needs and Disabilities

Role of the SENCO:

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Support Teaching and Learning



- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

Role of the SEND Governors

- Monitoring the SEND policy and reporting back to the governing body.
- Regular Liaison with the SENCO.
- Ensuring that all parents are kept informed of the school's SEND policy
- Keeping up-to-date and being knowledgeable about the budget delegated to the school and the school's arrangements for SEND provision, including how funding, equipment and personnel resources are deployed.

The Role of the Headteacher

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

The Role of the Class Teachers

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching



- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Training and Resources

- Training needs of staff are identified through school self-evaluation.
- Relevant training for teaching pupils with SEND is planned through the SENCO in conjunction with the Lead Practitioners and is delivered during Innovation Time (Monday 2.40pm – 3.45pm) and during School Inset Days.
- All new teachers and support staff undertake an induction programme on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place regarding SEND provision and practice and to discuss the needs of individual pupils.
- The SENCO attends the SENCO Development Days, which are arranged by the LA on a termly basis in order to keep up to date with local and national updates in SEND.
- The Inclusion Team meet weekly.

Allocation of Resources to and amongst Pupils with SEND:

Delegated funding from the ESFA and Oldham LA is used to meet the needs of pupils with SEND at Crompton House School. Funds are also received for SEND pupils who are from outside the Oldham area.

At Crompton House, a pupil's individual needs are met through the following funds:

- I. Money from Age Weighted Pupil Units is used for classroom differentiation. It enables schools to deliver a broad, relevant and differentiated curriculum to all children, including pupils with SEND.
- II. Additional "low cost, high incidence" SEND funds are used for pupils identified as requiring SEND Support. Funding is used for additional differentiation and classroom support and may be used for extra support or withdrawal.
- III. "Top up" funding is additional funding for children with an EHC Plan and is calculated on an individual child basis. It is used to provide special educational provision to meet the child's special educational needs.

How Pupils with SEND are integrated into the School as a Whole

We aim to enable pupils with SEND to engage in activities available to those in the school who do not have SEND.



Pupils with SEND are actively encouraged to participate in extra-curricular activities; which helps to foster integration and gives pupils an opportunity to participate in other aspects of school life.

All pupils are encouraged to go on our residential trip(s) to Colomendy (year 7)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Where necessary specialist Teaching Assistants have undergone Lifting and Handling Training for our students who are wheelchair bound.

The House system fosters formal and informal integration. For pastoral/tutorial purposes in all years, pupils are placed in tutor groups with mixed ability pupils and given plenty of opportunity to work with peers using a wide range of skills.

Homework

As part of its equal opportunities practice, all pupils regardless of ability should have relevant homework set on a regular basis. Due consideration is made of individual circumstances and additional support is provided where possible. Pupils who are unable to complete their homework at home are invited to Homework Club at lunchtime to complete their homework with support from a teaching assistant.

Differentiation and Personalisation

At Crompton House School, differentiation is recognised as a 3-stage process.

- I. Setting teaching objectives.
- II. Linking objectives with appropriate teaching styles, materials and organisation.
- III. Utilising enabling and extension strategies

Personalisation of teaching and learning is about discovering and acting on what is important to the person and the best way that they are able to learn. It is a process of continual listening and learning, focusing on what is important to the pupil in order to facilitate the best possible educational outcomes.

Adaptations to the curriculum and learning environment



We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Review and Evaluation

The Designated Teacher/SENCO will consult with disabled students, consulted with parents and key teachers review, evaluate and revise the Special Educational Needs and Disability Equality Scheme/Accessibility Plan. The SEND team are also actively involved with the Whole School SEND Peer Review process.

The SENCO meets once a term with parents, carers and POINT to review and evaluate SEND provision in school.

The effectiveness of the SEND Policy is assessed by Performance Indicators, which measure the success of its implementation.

These include:

- Appropriate assessment of SEND pupils at KS3, KS4 and KS5.
- Effective identification of children with SEND both on transition and within school.
- Review of expenditure of funds received for pupils with SEND.
- That the implementation of the school's policy for pupils with SEND is reported to parents on an annual basis.

A report will be made to the school's governing body at termly intervals through the Headteacher's Report and annually on review of the policy. The revised policy document will then be presented to the Governors for further review and ratification.

Complaints Procedure

The Governors endeavor to ensure that the majority of possible problems or concerns regarding a pupil's Special Educational Needs are always dealt with efficiently and satisfactorily in co-operation with parents. To this end, problems of a general nature should in the first instance be referred to the Special Educational Needs Co-Ordinator.

More complex or difficult problems should be addressed to the Head Teacher, or, if deemed



appropriate to the Chairman of the Governors for reference to the appropriate (Sub) Committee of the Governing Body.

Please refer to the school complaints policy.

The School's Staffing Policies and Partnership with outside Agencies

The School's Arrangements for SEND In-Service Training:

SEND issues are addressed through the Whole School Development Plan and the Disability Equality Scheme/Accessibility Plan as the need arises. Staff INSET is provided to address individual staff needs. Individual departments may also identify SEND training needs. These needs may be met through courses run by the LA or other appropriate bodies. In school training is through outside agency involvement or from staff expertise within the school. The Inclusion Team receive regular monthly Twilight Training sessions run by external and internal professionals.

Links with Other Schools and Provision for Pupils with SEND on Transition:

The school works closely with a variety of agencies so that pupils with SEND have a smooth transition both into school and to post 16 provision. These include:

- Links with primary schools. A teaching assistant with responsibility for the transition of pupils with SEND in school liaises with primary schools and monitors the pupil throughout the transition period.
- The school is part of the Autism in Schools Project, working closely with the Educational Psychologist Team, QEST and POINT

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

- Links with Positive Steps. A Careers Advisor is based at Crompton House School and is available to advise and plan for post 16 provision. A Careers Guidance Interview (CGI) takes place and is written up regarding each pupil with SEND and sent to the next educational provider.

Kate Heywood

SENCO / Inclusion Co-Ordinator

Marie Newell

Assistant SENCO

Schedule for Development / Monitoring / Review:

CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL



This SEND Policy was approved by the Governing Body on: Date: **November 2024**

The implementation of this policy will be monitored by: **Senior Leadership Team**

Monitoring will take place at regular intervals: **At least once per year**

The Governing Body will receive a report on the implementation of the SEND Policy generated by the SENCO:

Termly via the Head Teacher's Report and annually on review of policy.

The SEND Policy will be reviewed annually, or more regularly in the light of any legislative changes. The next anticipated review date will be **June 2025**

Appendices

This policy should be read in conjunction with the schools:

- Safeguarding Policy
- Medical Policy
- Anti-Bullying policy
- Disability Equality Scheme/Accessibility Plan
- SMSC
- Ethos Statement

These can be found on the school web site under the school policies section. [Policies – Crompton House School.](#)

Date: Nov 2024