CROOKHORN COLLEGE
SEN and Disability Policy

Date of Policy: September 2026
Review Date: September 2027
Reviewed by: Student Development Committee

This Policy is written in accordance with the SEND Code of Practice (2015), Children and Families Act (2014), Equality Act (2010).

This policy is to be reviewed annually by the SENCO and the attached SEN Governor.

Definition of SEN

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

a) *have a significantly greater difficulty in learning than the majority of the same age; or*
b) *Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'*

(SEND Code of Practice 2015)

Definition of Disability

A person is deemed to have a disability if:

a) *They have a physical or mental impairment and*
b) *The impairment has a substantial and long term adverse effect on their ability to carry out normal day to day activities.*

(Equality Act 2010)

'This includes children with long term health conditions such as asthma, diabetes or cancer. Children and young people with such conditions do not necessarily have SEND but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.'

(SEND Code of Practice 2015)

1. Inclusion statement

1.1 This Policy sits alongside our 'Equality Policy' which extends to all members of the College community.

1.2 This policy encompasses the College views on inclusion which recognises the entitlement of all CYP (Children and Young People) to a broad and balanced curriculum which is differentiated for their needs. This Policy reinforces the need for teaching that is fully inclusive for all students.

1.3 The Governing Body is committed to providing an education which enables all CYP to achieve within the College.

1.4 Crookhorn strives to be an inclusive College, engendering a sense of community and belonging through its inclusive ethos, systems of early identification of barriers to learning and participation and by having high expectations and suitable targets for all students.

1.5 Under Section 35 of the Children and Families Act 2014,

' those concerned with making special educational provision for the child must secure that the child engages in the activities of the school together with children who do not have special educational needs.
This applies only so far as is reasonably practicable and is compatible with:
(a) the child receiving the special educational provision called for by his or her special educational needs
(b) the provision of efficient education for the children with whom he or she will be educated, and
(c) the efficient use of resources.'

(Children and Families Act 2014)

1.6 If a parent wishes to have their CYP with an EHCP educated in a mainstream school, the LA must provide a place, unless this is incompatible with the '*efficient education'* of other children and there are no '*reasonable steps'* that can be taken to prevent this incompatibility.

2. Defining principles

2.1 This SEND Policy details how Crookhorn College will strive to ensure that the necessary provision is made for any student who has special educational needs or a disability, and those needs are made known to all who are likely to teach them.

2.2 We recognise that many CYP can have special needs at some time during their College life. In implementing this Policy, we believe students will be helped to overcome their difficulties as it reflects the College aims for the full inclusion of its students.

2.3 The College will have regard to the Special Educational Needs Code of Practice for 0-25 years (2015) when carrying out its duties toward all students with special educational needs and ensure that parents are notified of a decision by the College that SEND provision is being made for their child.

2.4 Students with English as an Additional Language (EAL) are not considered to be SEND unless they have an additional learning need.

3. Policy objectives

Objective
All students have access to a broad and balanced curriculum which is tailored to their needs.
Students are provided with differentiated provision appropriate to the individual's needs and ability.
All students are valued equally.
Regular assessments are undertaken to assist with the identification of all students requiring SEND provision as early as possible.
An annual audit is undertaken to review SEND provision for students and add/remove students to the SEND register as necessary.
All SEND students are given access to and the opportunity to play as full a part as possible in College activities.
Parents of students identified with SEND are informed of their CYP's needs, attainment and progress along with interventions and support they may be receiving.
SEND students are involved in (where possible) decisions affecting SEND support and provision.
Teachers are informed about individual students' needs to enable them to provide suitable support within the classroom.
Training is provided regularly to staff to enable them to identify and meet the needs of students with SEND.

4. Roles and Responsibilities/ Co-ordination of provision

Provision for students with special educational needs is a matter for the College as a whole.

4.1 Governing Body

The College Governing Body has specific responsibility to:

- Do its best to ensure that the necessary provision is made for any student who has special educational needs or a disability.
- Ensure that, students' needs are made known to all who are likely to teach them.
- Ensure that teachers in the College are aware of the importance of identifying, and providing for, those students who have special educational needs.
- Consult the LEA and the Governing Bodies of other Colleges, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a student with special educational needs joins in the activities of the College together with students who do not have special educational needs, so far as is reasonably practical and compatible with the student receiving the special educational provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources.
- Ensure that parents are notified of a decision by the College that SEND provision is being made for their CYP.

In doing so Governors will have regard to the Special Educational Needs Code of Practice: for 0-25 years (2015) and the Equality Act 2010.

4.2 The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the College's work, including provision for students with SEND. The Headteacher and a nominated member of SLT keeps the Governing Body fully informed and works closely with the College SEND team.

4.3 The College Staff

All teachers are teachers of students with SEND and are expected do their best to adapt the curriculum to meet individual needs. All staff are involved in the development of the College's SEND Policy and are aware of the procedures for identifying, assessing and making provision for students with SEND.

4.4 The Special Educational Needs Co-ordinator

The College employs a full-time SEND Co-ordinator (SENCo), who is a member of the Senior Leadership Team, and a further full time SENCo, who is also the Resource Provision Manager. The College also employs two full time SEN teachers, one of which is also a qualified SENCO.

Their responsibilities include:

- Co-ordinating provision for students with SEND.
- Co-ordination of provision for Resource Provision Students
- Liaising with and advising fellow teachers.
- Providing INSET to staff as required.
- Managing Teaching Assistants. (TA's)
- Liaising with parents of students with special educational needs.
- Liaising with the junior school SENCOs, sixth form colleges, other educational establishments, educational psychologists, specialist teacher advisors, EMTAS, school nurse, speech and language therapists, CAMHS and other health services and specialists.
- Holding Annual Reviews for students with EHCPs.
- Organising exam support, including exam access arrangements, for students in accordance with the JCQ exam regulations and Disability Discrimination Act.

The Learning Support management team actively seeks advice and training from the LEA and other providers to keep up to date with current initiatives locally and nationally and to develop best practice.

5. Admission of students with SEND

5.1 Students with SEND are admitted to Crookhorn in accordance with our Admissions Policy which aims to provide all students, regardless of need, with fair access to education at Crookhorn College.

5.2 In accordance with the Equality Act 2010 Crookhorn does not discriminate against disabled CYP in respect of admissions for a reason related to their disability.

5.3 Crookhorn College complies with the Hampshire guidance for admissions.

5.4 Crookhorn College is committed to taking 'reasonable steps' to ensure CYP with SEND can be accommodated.

5.5 Crookhorn College has resource provision for students who hold an EHCP and a diagnosis of Autism and who have significantly struggled to access mainstream education. This can only be accessed through the Local Authority.

6. Allocation of resources

6.1 Hampshire County Council provides the College with a budget towards meeting students' SEND. The 'notional SEND budget' is supplementary to the 'base budget' that is available to meet the needs of all students, including those with SEND. The additional allocation contributes towards the cost of providing interventions which are 'additional to and different from that made generally for other CYP of the same age.' (SEND Code of Practice for 0-25 years, 2015).

6.2 The notional SEND budget is allocated via a funding formula. The funding formula is based on data provided including assessment results, information relating to eligibility for free school meals and social deprivation factors, and gender issues.

6.3 The Governing Body ensures that resources are allocated to support appropriate provision for all students requiring it, and in meeting the objectives set out in this policy.

6.4 The College spends its notional SEND budget on:

- 3 SENCOs
- 1 SEN Teachers
- Teaching Assistants (TAs)
- HLTAs
- Resilience Room Supervisors
- An SEN administrator
- An EHCP Co-ordinator
- A Year 7 SEN administrator
- A Reading Coach
- Training for all teachers and TA's so that they can meet students' needs more effectively
- Specialist books and equipment
- Specific resources to meet student needs

The details of the support individual students receive is recorded in their files, on their student profiles and on the College provision map.

6.5 The allocation of resources within the College is based on:

- The annual SEND audit held in the autumn term.
- Regular and timely data tracking which is conducted by the SENCOs.
- Recommendations from feeder schools.
- Recommendations from specialists working with students.
- Teacher feedback

6.6 Support is fairly shared amongst all students depending on the complexity or severity of need. Support which is disproportionate to one student or disadvantages others needs to be very carefully considered.

6.7. All intervention provided follows the 'assess, plan, review, do' process embedded in the SEND Code of Practice 2015.

6.8 In exceptional cases some families of children with an EHC Plan will have access to a personal budget to spend on specialist services to support their child. This would only be the case if specified in the plan and agreed by both Hampshire County Council and the Headteacher.

7. Identification, assessment and provision

Identification

7.1 Identification of SEND is in accordance with the SEND Code of Practice for 0-25 years (2015) and the Hampshire guidance for SEND support which outlines:

a) criteria to help schools identify special educational needs
b) the level of support which we are required to offer
c) guidance for how to arrange and monitor the support we give.

7.2 Students are identified as having SEND using a variety of methods. Which include:

a) Transition meetings which are held with all feeder junior schools, in the summer term, before students start in year 7.
b) Assessments which are conducted on entry and throughout a student's education including:
    - Cognitive Ability Tests (CATs)
    - Reading and spelling tests (on entry)
    - Baseline assessments (each subject)
    - In class assessments
    - Dyslexia screening tests
c) Termly data analysis by the SENCO of information which is collected from class teachers.
d) Referrals from class teachers and Heads of House.
e) Annual SEND audits of all students' levels and progress.
f) Referrals from outside agencies.
g) Parental requests/concerns.
h) Observations.
i) Liaison with outside agencies e.g. Educational Psychologists, Speech and Language Therapists, Specialist teacher advisors.

The above list is not exhaustive and students may be identified through a variety of means.

7.3 If a parent believes their CYP has special educational needs, they should contact the SENCO who will be able to undertake investigations and appropriate assessments to see if they meet local and national SEND criteria.

Assessment

7.4. Assessment for SEND may include screening tests within the College or external assessments by outside agencies. Referrals for some external assessments can be made by the SENCO if deemed appropriate and beneficial for the student. Parents can request assessments but there is no guarantee the request will result in assessment being undertaken.

7.5 Some preliminary assessments may be conducted by the College before external requests for support are made.

7.6 Assessments for statutory assessment are made in accordance with the SEND Code of Practice for 0-25 years 2015.

7.7 Requests for statutory assessment for an Education, Health and Care (EHC) Plan can be made by:

- *The child's parent (or advocate on their behalf)*
- *The young person over the age of 16 (or advocate on their behalf)*
- *A person acting on behalf of the school (with the knowledge and agreement of the parent or young person where possible)*

(SEND Code of Practice for 0-25 2015)

7.8 Statutory assessment will not always result in an EHC plan. The information from the assessment may indicate ways in which the College can meet the young person's needs from within existing resources.

Provision

7.9 All teachers have a responsibility to cater for the needs of all students in their class.

7.10 All students have the right to receive '*high quality teaching …. which is differentiated and personalised to meet the needs of the majority of children and young people.* (SEND Code of Practice for 0-25 years 2015). This is now further supported within Hampshire by the focus on ordinarily available provision that should be implemented in every classroom by the teacher, before targeted SEN support is put in place.

7.11 Additional support is provided through 1:1 or small group interventions where students will be withdrawn from tutor time or non-core lessons for the period of the intervention. A wide variety of additional interventions can be used to support students. These may include nurture, speech and language, reading, maths, handwriting, touch typing, spelling and ELSA. Additional interventions are also offered depending on the need of the student.

Students are identified for interventions according to; the assessments discussed in section 6.4-6.8.

7.12 All students who receive additional support will be assessed at the start and end of the intervention. Progress will be monitored against targets and recorded on the College provision map, in the student file and on their Student Profile.

7.13 Students with EHC plans are supported in class, through interventions and personal resourcing according to the requirements of the statement. If a student does not have an

EHCP in class support is not routinely offered, however, this can be considered in exceptional cases, if deemed necessary.

7.14 Some students are eligible for access arrangements for GCSE examinations. Assessments for eligibility to these are completed by the SENCO and the Exams Officer or an external assessor, and the support a student can have is dependent on the scores they receive in these tests alongside evidence of a history of need.

8. Graduated approach to SEND including

8.1 '*Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.'*

'High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN.' (SEND Code of Practice for 0-25 (2015))

8.2 Most students will be supported through differentiation of lessons and resources and high quality, personalised teaching. Differentiation may include a simplified task, live marking, homework activities, seating within the room or access to specific resources.

8.3 Some students identified as SEND may be eligible for provision that is *'additional to or different from that made generally for others of the same age.'* (SEND Code of Practice for 0-25 (2015))

8.4 Crookhorn operates an additional level of support to that offered nationally and operates a SEN Monitoring register. This comprises of students who may have a mild need and are therefore not SEND but may need some additional support. It is also a mechanism through which the SENCO can track the progress of students who may not be making sufficient progress and identify them for additional interventions if felt appropriate or necessary.

8.5 Students who are not making progress despite receiving high quality, personalised teaching may be identified as requiring 'SEND support'. A student identified as requiring SEND support may fall into one or more of the following categories:

1. Communication and interaction

2. Cognition and learning

3. Social, emotional and mental health

4. Sensory and/or physical

Assessments will be undertaken to identify which categories their needs fall into and support will be allocated, if felt necessary by the SENCO and parent/carer, following the *'assess, plan, do, review'* process as detailed in the SEND code of Practice for 0-25 (2015).

8.6 Targeted intervention (as detailed in 6.11) is available to support students with SEND who are not making progress. A range of programmes exist which focus on literacy, numeracy, touch-typing, handwriting and spelling. Students are identified for intervention by the SENCO following termly reviews or progress as outlined in section 11.2.

8.7 The majority of students will be supported through the graduated approach outlined above. In exceptional cases where a young person's needs cannot be reasonably provided from within the resources available at the school an application may be made to the local authority for a statutory assessment of education, health and care (EHC) needs. This assessment is not the first stage in the process but the result of the graduated approach not being successful.

8.8 Following a request for assessment the local authority must decide if an assessment for an EHC plan is necessary and inform the parents and CYP of their decision. The local authority then follow a twenty-week process to decide if an EHC plan is necessary. A timeline for this process can be requested from the local authority or the SENCO at Crookhorn.

8.9 The named school has the responsibility to assess if with 'reasonable steps' they can meet the needs of the CYP.

8.10 The Headteacher of the school named in the EHC plan has the responsibility for ensuring staff who work with the CYP are aware of their needs and have arrangements in place to meet these.

8.11 Formal reviews of an EHC plan must be held annually with both the parents, CYP and outside agencies attached to the student.

9. Staff training

9.1 Crookhorn has a comprehensive INSET and training programme for all staff. Training about SEND and supporting students with SEND is included in the programme when necessary. Training is provided each September to inform staff of key new Year 7 students who may need support and strategies to assist them in their learning. Past SEND training has included differentiation, Executive Function skill deficits and how to support this, Attachment and Trauma informed practice (SEMH), Speech & Language, the SEN friendly classroom, Adaptive teaching and differentiation as well as a neuro developmental approach to learning.

9.2 All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND students. Teachers, TA's, Pastoral support staff and study supervisors are all currently engaging in the Hampshire training for supporting complex learners.

9.3 All members of the Learning Support Department including the SENCO are encouraged to complete training courses which meet the criteria of the College and reflect the targets outlined in individual staff appraisals.

9.4 Staff newly appointed to the Learning Support Department receive training about the specialist interventions they will be running and key needs they will be supporting.

9.5 There is a programme of on-going training for TA's to enable them to develop skills and areas of curriculum expertise, in line with the College structure of TA's being allocated to specific subject areas, or within areas of specialism such as the SEMH team.

9.6 The SENCO contributes to the support and training for trainee and newly qualified teachers.

10. Parent partnerships

10.1 *'Parents have statutory rights to contribute to the decision making process about their child's education including in relation to assessments of SEND, provision for SEND and the way that support is provided for SEND.'* (SEND Code of Practice for 0-25 (2015). Crookhorn adheres to this by contacting parents before all assessments by external agencies are made and inviting them to attend parents' evenings. Generic internal assessments to gauge a student's abilities in a particular area may be made without contacting parents.

10.2 Parents and carers play in large role in ensuring children with SEND make progress. The Code of Practice for 0-25 (2015) states that *'local authorities must ensure parents, children and young people are involved in discussions and decisions about every aspect of their SEND, planning outcomes and making provision to meet these outcomes.' (SEND Code of Practice for 0-25 (2015))*

10.3 The College recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a CYP's needs and the best ways of supporting them. All parents of CYP with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

10.4 Parents are encouraged to make contact with the SENCO if they have concerns about SEND issues or Heads of House/Subject if it is an issue relating to a specific subject. Parents should attend parents' evenings where possible as this will provide an opportunity to discuss their CYP needs and current progress. Appointments can be made with the SENCO at parents' evenings. The College annual open evening provides an opportunity for prospective students and their parents, as well as current ones, to visit the Learning Support department and meet the SENCO informally. Tours round the College and the opportunity to meet the SENCO can be requested at any point in the academic year.

10.5 All local authorities have an obligation to provide parents, children and young people with objective advice related to SEND. Hampshire have a service called Hampshire SENDIASS which can provide impartial advice to parents who have concerns about SEND. Upon request, the College will make available, to all parents of students with SEND, details of Hampshire SENDIASS which is accessible through the LA.

10.6 The College will inform parents of interventions that their child is receiving through Student Profiles which are accessible twice a year through Provision Map where parents can record their own feedback. Concerns can also be raised directly with the tutor, class teachers and Head of House.

10.7 Parents of a CYP with an EHC plan have the right to request that Crookhorn is named in the plan.

11. Student involvement

11.1 The SEND Code of Practice for 0-25 years (2015) states that '*Children have a right to be involved in making decisions and exercising choices'.*

11.2 *Children and young people with SEND have a unique knowledge of their particular circumstances. They have aspirations and goals. They have views on what might be done to remove barriers to their learning and participation. (*The SEND Code of Practice for 0-25 years (2015))

11.3 At Crookhorn we believe all students should, where possible, be involved in the process of making decisions about the support they receive. All students identified as requiring SEN support are offered an opportunity to meet with the SEN team at least annually to review the content of their Student Profile. All students with an EHC plan are also invited to their annual reviews.

11.4 Students are given the chance to feedback back on their SEN profile twice a year through Provision Map, an online platform where their SEN profile is stored. This is reviewed by the SEN team and after discussion with the student their plan can be amended if necessary.
The student is entitled to assistance with the completion of this task if requested.

11.5 Where a student is added to the Learning Support register they are met with individually and their needs are discussed with them to ensure they feel their concerns are addressed and that the information included will help them to be supported.

11.6 When a student starts an intervention the TA will discuss with them what they would like to achieve from the intervention and targets will be set. Progress against these targets will be discussed throughout the intervention.

11.7 Students who are identified for exam support are consulted about the support they think would help them most in their exams.

11.8 Should a student have concerns about their learning or progress they should discuss this with the class teacher, tutor, Head of House or SENCo.

11.9 The local authority has a responsibility to provide impartial advice and support to a CYP if requested.

12. Review of the success of the policy

12.1 The progress of students on the SEND register is monitored at least once a term and students are identified for intervention/support if necessary. The information used to support this process is:

- Learning support reviews with the TAs about the success of students who have finished interventions.
- Standardised tests e.g. reading tests.
- Data tracking from core subjects.
- Reviews with the SLT representatives regarding the success of SEND students in core subjects.
- Reports from teachers.
- Exam analysis report.
- OFSTED reports.
- Local authority reports

12.3 A letter is sent home to parents informing them of any changes to SEND status following these reviews.

12.4 Parents have a right to request a meeting with the SENCO to review the progress of their CYP if felt necessary.

13. Complaints procedure

13.1 Crookhorn have a comprehensive Complaints Procedure which can be found on the website. An informal concern can be raised in person, by email or by telephone and directed to the SENCO. Formal complaints can be made by accessing the following link to the Formal Complaints Form Formal Complaint Form - Fill out form (paper copies are available from reception). The Chair of Governors will only review a complaint when Stage 1 has been exhausted before proceeding to Stage 2.

13.2 The Governing Body has a responsibility to ensure people who wish to make a complaint are treated fairly, given the opportunity to voice their concerns, provided with a written response and are given information about how to appeal decisions which are made. If there is still a concern, complaints should be forwarded to the Department for Education's Schools Complaints Unit who will take up the matter.

13.3 Any complaints about EHC assessments and plans should be made to Hampshire County Council and appeals about the local authority's decision on these matters will be forwarded to the SEND and Disability Tribunal. Information about appeals can be requested from the local authority.

14. Concluding statement

The aim of this policy is to outline the support provided for students with Special Educational Needs or a disability and ensure they are given the best opportunities to access the curriculum and develop the skills they may need later in life. We aim to meet the needs of every student to the best of our capabilities. This policy is in line with the SEND Code of Practice 0-25 years (2015), Equality Act (2010) and Children and Families Act (2014). All staff at the College are responsible for implementing this policy.