



Crestwood School

**Special Educational Needs and Disabilities (SEND)
Information Report: 2023/2024**

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Special Educational Needs and Disabilities (SEND) Information Report

Every 12 months, schools are legally required to publish information about the arrangements put in place for identifying, assessing and making provisions for pupils who are identified as having SEND. The document forms an Information Report, which corresponds with the school's SEND Policy, also updated annually, and found on the school's website.

Types of SEND Provided for at Crestwood School

Children are identified as having SEND when they have significantly greater difficulty in learning than most of their peers, within the same age range, or have a disability which prevents them from making use of educational facilities, which are generally provided for children of the same age within the area of the Local Authority (Code of Practice, 2014).

At Crestwood School, we promote inclusivity, offering places to students of all abilities. As a mainstream secondary school, it is expected that all students attend timetabled lessons, only being withdrawn for specific interventions, which aren't counterproductive to their overall learning experience.

The school supports students across all 'four broad areas of need', as detailed in the SEND Code of Practice (2014): Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health (SEMH) difficulties, and Sensory and/or Physical difficulties.

The Local Offer

Crestwood School's SEND provision is part of the wider support provided by the Local Authority. You can access Dudley's Local Offer, which includes information regarding groups and support for young people, on their website, using the following link:
<https://www.dudley.gov.uk/resident/localoffer/>.

How do we Identify and Assess Students who have SEND?

Year 6 Transition:

Crestwood School has established close links with primary feeder schools, forming effective liaison to ensure Year 6 students experience a successful transition. During Spring Term 2, direct communications between our Transition Team and primaries begin, leading to the gathering of Year 6 SEND information in Summer Term 1. This allows for a greater understanding of student needs, in preparation for Induction.

Whole School Approach to Identification and the Application of Strategies:

The SENCo, class teachers, Heads of Department (HoD), Heads of Year (HoY), and Senior Leadership Team (SLT), closely monitor the progress and attainment of all students. Systematic and robust monitoring is common practice at Crestwood School and aims to highlight areas of difficulty which may be seen as a special educational need, and/or disability, that, in some cases, may have been previously unidentified. Concerns can be raised by anyone who has worked, or is working, closely with the student, including parents/carers, and external services. If your child needs to be assessed, evidence will be gathered, and a SEND referral will be made to the SEND Department. This will allow for further investigation, and/or an assessment of needs, using a graduated approach. If required, suitable and effective interventions will be put in place, and progress will be monitored over a 12-week period, with a midpoint review. Interventions will be deployed using a Graduated Response, as outlined in the SEND Code of Practice (2014). They may include: Subject Specific Support, led by a class teacher, Pastoral Care, led by a Head of Year, additional assistance from the Safeguarding team, and/or SEND based provision (these pathways, combined, are classed as Inclusion Provision).

Students identified as having SEND are placed on the Local Authority's SEND Register, with parental permission, and the school's SEND Overview Provision Map. This allows for the tracking of support provided, and outcomes; this can be accessed by key members of staff. In addition, students' SEND status is displayed on their Arbor Profile. Students who are in receipt of SEND Support are referred to as having SEND K status, and those who have an Education, Health and Care Plan (EHCP) have SEND E status. Those who have recently entered the Assess, Plan, Do, Review (ADPR) cycle, with no previously known SEND, will not have an official SEND status on Arbor. This will be determined by the monitoring of deployed provision and measurable data at a later stage, if necessary, in collaboration with all relevant parties.

All students who have SEND, and those who are being monitored as part of our APDR cycles, will have a ONE PAGE PROFILE (1PP), outlining their need(s), strategies to support the scaffolding of lessons, strengths and difficulties, and helpful information creating a full picture around the child. All staff are provided with this information and use it to assist with the planning and deliverance of lessons.

Education, Health and Care Plans (EHCP):

Students with an EHCP (formerly a statement of SEN) receive provision at the level of their needs and based on the outcomes documented in their plan. Continual 1:1 Teaching Assistant (TA) support in class is not included within plans, as it impedes the development of independence. Crestwood School do not deploy Teaching Assistants continually in classroom settings, and instead utilise the skills of specialist staff to deliver measurable and timely interventions, both small group and 1:1. This support model is based on research

which evidences the limited impact TAs have on progress within lessons, compared to data taken from specific intervention sessions relevant to the needs of individual young people (EEF). The Local Authority's guidelines regarding support, as per each EHCP, will be followed, and met by the presence/use of Quality First Teaching (QFT), additional interventions, as necessary, external services' assessments, and whole school Continual Professional Development (CPD).

Targets and Access Arrangements:

Targets are based on the learning skills in which students need to make progress. These include literacy, numeracy, thinking, motor, organisational, and social skills. Formal feedback from staff, on individual progress, forms targets, in addition to input from the students, parents/carers, and external services. At Crestwood School, we regularly monitor all students to ensure they are making good progress towards their targets. If any concerns arise, reports are sought from professionals and/or teachers in consultation with students and parents/carers.

The school ensures that screening tests for Access Arrangements are undertaken and in place for all students who may require this provision. Final Access Arrangements are completed and authorised in Year 9, following official assessment by a fully qualified member of staff. The assessment will be carried out in accordance with the Joint Council for Qualifications exam regulations.

Our Approach to Teaching Students with SEND

Teachers at Crestwood School have high expectations of all students. The SEND Department will inform teachers of your child's needs and provide a 1PP, ensuring staff can adapt their lessons to meet individual needs. A vital factor to the success of all students, including those who have SEND, is high quality teaching. Subject teachers at Crestwood School are responsible for the progress of students with SEND, and it is our belief that 'every teacher is a teacher of SEND, and every teacher understands the importance in delivering Quality First Teaching (QFT) to all students.'

To assist learning further, we rigidly follow the 'Assess, Plan, Do, Review' process for students with SEND. This enables us to gain greater understanding of their needs and to identify which approaches are most impactful. We offer a range of interventions to help fully support your child if necessary and will inform you if we feel your child requires additional intervention to meet their aspirations.

School based interventions may include:

School Based SEND Interventions (Mainstream)				
Broad Provision Available	Areas of Need Supported by Intervention			
	Cognition & Learning	Physical & Sensory	Communication & Interaction	Social, Emotional & Mental Health
Literacy	X			
Phonics	X		X	
Numeracy	X			
Handwriting	X	X		
Speech and Language			X	
Preparation for Adulthood	X	X	X	X
Social Skills	X	X	X	X
Nurture Provision (SSC)	X	X	X	X
Mental Health First Aid			X	X
ELSA			X	X
ANGER Management			X	X

- To support progress and deliverance, Teaching Assistants will assess students on entry-point, mid-point, and exit point for each intervention.
- Assessments are supported by in class observations, in session observations, and triangulation of student/stakeholder voice, alongside assessment data from ordinarily available provisions i.e. lessons.

- As with all interventions, to increase success, application must be in accordance with program recommendations (frequency/duration), be provided by trained staff, and follow Assess, Plan, Do, Review (APDR) cycles (6-week mid-point, 12-week exit-point/next steps).

Inclusion Interventions (Alternative Pathway)				
*Broad Provision Available	Areas of Need Supported by Intervention			
	Cognition & Learning	Physical & Sensory	Communication & Interaction	Social, Emotional & Mental Health
The Forge	X	X	X	X

- The above pathway is applied once all mainstream provisions, including pastoral support have been exhausted.
- Referrals are made directly to Deputy Headteacher pastoral by the HOY Teams.
- Decisions to place students in the Forge for a set period of time are made in consultation with the wider Senior Leadership Team, and all involved stakeholders.

School Based Heads of Year Interventions (Mainstream)				
*Broad Provision Available	Areas of Need Supported by Intervention			
	Cognition & Learning	Physical & Sensory	Communication & Interaction	Social, Emotional & Mental Health
Mentoring	X	X	X	X
Report Cards	X	X	X	X
Mental Health First Aid			X	X
Modified Timetables	X	X	X	X

- Modified timetables are reviewed bi-weekly and are used on a short-term basis only. These are applied in consultation with all stakeholders involved with the young person and are formed from a student-centered perspective.

External Services				
Service	Areas of Need Assessed by Services			
	Cognition & Learning	Physical & Sensory	Communication & Interaction	Social, Emotional & Mental Health
Dudley Learning Support Services	X		X	
Dudley Educational	X	X	X	X

Psychology Services				
Dudley CIPS	X	X	X	X
Occupational Therapy	X	X	X	X
NHS School Nurse		X		X
School Liaison Police Officer			X	X
The Right Path			X	X
Phase Trust				X
Here4Youth				X
CAMHS		X	X	X
Reflexions		X	X	X
Breathing Space Therapeutic Services				X
Innovate				X
Revive				X
Greenhills				X
Impact Education				X
Baggeridge Challenge Academy		X	X	X
Rugby Academy Coaching and Mentoring		X	X	X

- The above services are used in relation with need and based on assessment evidence to ensure deployment is purposeful.

The majority of students with SEND follow a traditional curriculum, however, in line with the Code of Practice (2014), Crestwood School take reasonable steps to modify timetables, for a small number of learners, to match individual needs and abilities; these are reviewed on a regular basis and are not seen as a permanent arrangement.

A range of interventions and strategies are in place for improving students' emotional and social development. This includes extra pastoral support from Heads of Year, such as mentoring, access to counselling services, and small group interventions. Crestwood School has a 'no tolerance' stance regarding bullying. Further information is available in the school's 'Equal Opportunities and Anti- bullying Policy' on the website.

Inclusion Leadership and Middle Management Team

Please see the below table for Leadership and Middle Management staff at Crestwood School

Job Role	Name	Email Address
Governor: SEND & Safeguarding	Jen Grice	jgrice@crestwood-s.dudley.sch.uk
Head Teacher	Phillip Sutton	psutton@crestwood-s.dudley.sch.uk
Deputy Head Teacher: Inclusion & Behaviour	David Boerm	dboerm@crestwood-s.dudley.sch.uk
Assistant Head Teacher: Inclusion (Lead SENCo)	Tammy Harding	tharding@crestwood-s.dudley.sch.uk
Assistant Head Teacher: Designated Safeguard Lead	Shariff Naujeer	snaujeer@crestwood-s.dudley.sch.uk
Assistant SENCo:	Tracy Burrows	tburrows@crestwood-s.dudley.sch.uk
Inclusion Manager: The Forge Learning Centre	Edward Hughes	ehughes@crestwood-s.dudley.sch.uk
Designated Teacher of LACs	David Boerm	dboerm@crestwood-s.dudley.sch.uk
Deputy Designated Safeguard Lead	Paige White	pwhite@crestwood-s.dudley.sch.uk
Attendance Officer	Emma Seddon	eseddon@crestwood-s.dudley.sch.uk
Year 7 Head of Year Team		
Pastoral Lead	Mrs E. Howard	ehoward@crestwood-s.dudley.sch.uk
Head of Year	Mr S. Chatterley	s chatterley@crestwood-s.dudley.sch.uk
Year 8 Head of Year Team		
Pastoral Lead	Mrs J. Cumming	jcumming@crestwood-s.dudley.sch.uk
Head of Year	Mr. P Knight	pknight@crestwood-s.dudley.sch.uk
Year 9 Head of Year Team		
Pastoral Lead	Ms J. Hicklin	jhicklin@crestwood-s.dudley.sch.uk
Head of Year	Miss S. Langley	slangley@crestwood-s.dudley.sch.uk
Year 10 Head of Year Team		
Pastoral Lead	Ms H. Walker	hwalker@crestwood-s.dudley.sch.uk
Head of Year	Mr. J. Morgan	jmorgan@crestwood-s.dudley.sch.uk
Year 11 Head of Year Team		
Pastoral Lead	Mr M. Price	mprice@crestwood-s.dudley.sch.uk
Head of Year	Miss K. Ellis	kellis@crestwood-s.dudley.sch.uk
Main Reception Number for All Staff: 01384 686850		

Parents are advised to speak to subject teachers, tutors and/or Head of Year (HoY), in the first instance, if they have concerns about their child's progress.

SEND strategy is by the Lead SENCo who is a member of the Senior Leadership Team, in liaison with the Middle Management Team; the entirety of SLT work collaboratively with all

staff to ensure SEND provisions provide optimised outcomes.

Admissions for Students with Additional Needs

For admissions, please refer to the Crestwood School Admission Policy and Arrangements on the school's website. All applications to Crestwood School must be made through Dudley Local Authority School Admissions. Admissions for children with Education, Health and Care Plans are undertaken via a consultation process with the relevant local authority.

Accessibility

Crestwood School is a safe environment for all children. Adjustments have been made for students who are visually impaired or have other physical needs. Staff have the relevant specialist training and information to meet the needs of all students. Further information can be found in 'Accessibility Plan Policy' on the school's website. All safeguarding procedures and risk assessments are in place and adhered to by staff.

Medical Needs

Crestwood School works closely with relevant professionals. We work in partnership to meet the medical needs of students. When a care plan is in place, we liaise with the clinical contact to ensure their guidance is understood and applied. All staff are informed about students on the medical register. Medication is administered in school in agreement with parents/carers with an accompanying Medical Consent Form. All medication administered in school is recorded and under the supervision of the Lead First Aid contact. All staff have access to Epi-pen and seizure training. There are several members of non-teaching staff who are First Aid trained and can be called to administer basic first aid if required. Should a child require a medical pass, such as a toilet card, medical evidence is required; please note that Crestwood School do not reimburse costs for medical letters.

Involving Students and Parents/Carers in Planning Support and Reviewing Outcomes

The active engagement of parents/carers of young people with SEND is crucial to the development of our students to ensure that both wishes and /or concerns are fully considered. This can be done by:

- Annual reviews of EHCPs, ensuring students are invited to share their views at the Annual Review meeting, or prior dependent on their wishes.
- 1PP documents for students who are identified as having SEND, or under investigation.
- SEND Team involvement at Parent-Teacher-Meetings, upon request.
- Regular planning and review meetings organised to ensure that appropriate

interventions and support are provided to meet individual student needs.

- Promoting and maintaining effective communication between all professionals involved with a child/young person.
- Meetings with other professionals, such as the Educational Psychologist or Learning Support Services' Specialist Teachers.
- Effective communication between primary schools and colleges at the point of transition.

Student Voice is very important at Crestwood School. Students' complete surveys, lunch meetings, and are welcomed to apply for Student Council to inform us of their feelings and views about their school experiences.

Measuring Pupil's Progress and Outcomes

'Every teacher is a teacher of SEND, and every teacher understands the importance in delivering quality first teaching (QFT) to all students' and is, therefore, responsible and accountable for the progress of each child in their class. Teachers are expected to provide students with targeted scaffolding according to their needs.

Student progress is monitored, tracked and challenged by the HoD, SLT, including the SENCo who is a member of the Senior Leadership Team. Parents/carers and students receive feedback on progress at Parents Evenings, scheduled throughout the year. Parents/carers also receive reports throughout the year to ensure they have clear communication of the child's learning journey. Parents/carers can also arrange to talk to, or meet with, subject teachers to discuss subject-specific concerns. In addition, we use a range of evidence to evaluate the effectiveness of our offer including internal data tracking, responses from parental student consultation and progression rates to Post 16 courses.

If your child receives support, or an intervention following a Progress Review you will be informed of this. Staff will review progress made within interventions during the following progress review cycle. If your child is on the SEND register, they will meet with a member of the SEND Team to discuss their progress, support and any concerns they may have. Students will also set areas for development which will be discussed at their next review meeting. These actions will inform student 1 page profiles.

Meetings with the Assistant SENCo can be requested at any point throughout the year to discuss concerns, whether a student is identified as having SEND, or not. Reasoning for the meeting request will be discussed in an initial phone call, or email, to provide details in preparation prior to the meeting date. It may be suitable for other relevant staff members to be present, or details to be shared with certain staff prior to meetings. If parent/carer contact is made, the Assistant SENCo will reply within 48 hours (working days). Should parents/carers feel further support is required following initial communication, the SENCo will be available to support and arrange subsequent contact, suitable with parents/carers.

Transition between Phases of Education and into Adulthood

The Assistant SENCo and SENCo works with primary school colleagues to ensure a transition plan is in place for all students with an EHCP or SEND Support; the work carried includes HOY/SENCo visits to primary schools. As part of the transition period students attend an Induction, with those acknowledged as having SEND joining a additional bespoke session, comprising a 'Getting to Know You' presentation and introduction to the SEND Team, followed by a 'Taster Session'. In addition, Teaching Assistants are deployed in lessons, throughout the entirety of the Induction period, to conduct student observations forms, and build positive working relationships. Students who have an EHCP, or SEND Support, will be visited by the Assistant SENCo and/or SENCo to discuss more detailed transition plans, and complete a student passport in conjunction with their primary school SENDCO.

Towards the end of KS3, and throughout KS4, students are encouraged to visit colleges and explore Post 16 courses. At GCSE level, we work closely with Connexions and an allocated careers advisor to ensure relevant paperwork is completed for students with EHCPs, and those who are in receipt of SEND Support. If students partake in SEND, SEMH, or Restorative interventions, at any point, they will also be encouraged to consider future career aspirations, and Nurture Provision incorporates elements of careers advice.

During KS4 transition, all information is passed to college SENCos. Where appropriate, further meetings between school and Post 16 settings may take place to facilitate a more detailed transition. In addition, final EHCP reviews are arranged between the Assistant SENCo and/or Lead SENCo, Local Authority, and relevant external services, to determine the provisions required for KS5.

There are a number of interventions and provisions available to support your child's emotional and social needs such as: Counselling, Targeted intervention groups delivered by ELSA lead, break and lunch time nurture sessions. Further to this, when needed, Crestwood school will work with external provisions in a bid to break down barriers to learning, such as: Breathing Space Therapeutic Services, Innovate, Greenhills Alternative Learning Centre, Revive, and Impact Education.

Support and Training for staff

We aim to keep all staff up to date with relevant legislation, training, and developments, enabling them to support students, with confidence. The SENCo attends SEND courses, including Dudley's SENCo Network Meetings, in order to keep up to date with local and national developments. At Crestwood school, we recognise the need to train all our staff in relation to SEND matters; the SENCo, in collaboration with the wider SLT, ensures CPD opportunities are suited to school development priorities and the most prevalent student needs.

Training sessions are offered during PD Days, and staff briefings, throughout the year. For new staff, the SENCo meets with them on an individual basis to ensure they are aware of the school's procedures and student needs. In addition, a training session is delivered as part of the staff induction program. When necessary, training sessions will be delivered during twilight sessions and may be carried out at any one of the MAT schools, to ensure a collaborative approach is taken across the Trust.

The Involvement of other Organisations in Meeting the Needs of Students with SEND and Supporting their Families

In some cases, we adopt a 'Team Around the Child' approach to best support your child. This means that outside agencies may be invited to provide interventions and support for your child. As interventions are put in place there will be review meetings where professionals will discuss support and any future actions. In addition, concerns raised by students, and/or parents/carers, may be discussed with relevant key contacts from external services to seek initial advice. This may include Dudley SEND.

Evaluating the Effectiveness of our SEND Provision?

We evaluate the effectiveness of our SEND provision via the following methods:

- All of our provisions are recorded on a Provision Map.
- Students are assessed regularly throughout the year, and you will receive progress reviews. The SENCo, HoY, and HoD analyse this data to measure the effectiveness of interventions and provisions.
- The deputy and SENCo will also use national data to compare the progress and outcomes of students with SEND at Crestwood school to those nationally.
- Voices exercise of students will be carried out to monitor provision, extra-curricular activities and the culture of engagement and involvement of students with SEND.
- Evidence and feedback arising from student and parental questionnaires.
- The Annual Review and Transition Plans produced for students with an Education, Health and Care Plan.

Complaints

Complaints regarding students with SEND, about their provision, or any other matter, should follow the school's 'Complaints Policy', which can be found on the school's website. Complaints for children with SEND will comply with The Special Educational Needs and Disability Regulations 2014 and will follow the Crestwood School Complaints Procedure in liaison with the SENCo, and, if applicable, in coordination with Senior Leadership.

Our Policy and Next Steps

Our policy seeks to value the voice of all students in the planning and review process. We encourage and welcome the involvement of parents/carers to ensure we build a mutual respect and good working relationship to meet the aspirations of students.

Our provision has been reviewed to ensure that:

- Students identified as having SEND are taught by staff with high levels of expertise.
- Students identified as having SEND are supported to access a mainstream curriculum which challenges them academically, socially, and sets high aspirations for their progress and achievement.
- Students identified as having SEND are receive a personalised approach to their individual needs. Withdrawal from lessons is a last resort when all other options have been exhausted.
- Teaching staff are trained to know and understand how best to support students identified as having SEND, building a repertoire of strategies in response to pragmatic information provided by the SEND Team.

In this year the school has the following development priorities:

- To fully embed the school's support model, allowing for a greater number of students to benefit from small group/1:1 sessions in a timely manner. This priority aims to reduce barriers to learning in mainstream sessions more promptly, thus increasing outcomes.
- Improve provision and outcomes for SEND Pupils by ensuring that they receive support from well qualified support staff who foster independence and challenge.
- Assess reading ages, regularly, analysing data to identify areas of need and provide a graduated response to needs and varied interventions.
- Deploy the use of baseline tests, from Year 6 transition, routinely throughout the academic year, ensuring cognitive profiles are fully explored.
- Development of Wave 3 interventions (Alternative Pathways), ensuring students who are unable to access mainstream learning have suitable alternatives on-site, which are robustly monitored and integrated with mainstream aims.

Further information

General Crestwood School Information can be found on the school website.

<https://www.crestwoodschool.co.uk/>

Where can the local authority's local offer be found?

<https://www.dudley.gov.uk/resident/localoffer/>.

This SEND information report was last updated September 2024 and will be updated yearly.

Person responsible for next review: Mrs T Harding. Assistant Head Teacher of Inclusion.

