



The Crypt School Special Educational Needs Offer

This document has been drawn up using LA guidelines and the Code of Practice January 2015.

The SEN Code of Practice 2015 states:

Students have special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for him, her or them.

Students have a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of students of the same age.
- or have a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for students of the same age in schools in mainstream schools.

Special educational provision means:

- educational or training provision, which is additional to, or otherwise different from, that made generally for students of their age.

Introduction to The Crypt School

Our SEND team consists of the SENDCo Mrs Natasha Prout, Deputy SENDCo Miss Annie Hall and 4 Teaching Assistants. At the Crypt school we foster inclusive teaching practice which allows all students to flourish. All teachers are teachers of SEND. As a school we recognise that some pupils have specific learning difficulties, medical conditions, communication, and interaction needs, social and emotional difficulties, a disability or a physical or sensory difficulties which can affect learning. It is our aim to ensure that we provide an inclusive curriculum which all students can access regardless of need.

Please see the Frequently Asked Questions below to understand how The Crypt School supports pupils with a special educational need or disability. To arrange a visit or tour of the school please contact, Mrs Hazel Wasley: hwasley@crypt.gloucs.sch.uk

For further information, please see our [SEND Policy](#) or contact our SENDCo Mrs Natasha Prout nprout@crypt.gloucs.sch.uk.

SEND Information Report 2025

Please click this link for more information about [Gloucestershire Local Offer](#).

Frequently Asked Questions:

1. How does our school know/identify that children have special educational needs?

Pupils with a Special Educational Need can be identified in a variety of ways. Parents/carers, pupils, subject teachers, the SEN department, the tutor, Head of Year or external agencies may be involved in the identification process.

The process of identifying students with Special Educational Needs begins in Year 6 as part of the secondary transition process. The Head of Year 7 and SEN team may visit primary schools where possible to meet with Year 6 pupils and notify the SEN team of any students who have already been identified as having SEN. The SENDCo will also contact parents to discuss their child's needs and the transition process.

Some pupils find it helpful to make additional individual visits to the school as well as attending the formal transition events for the new year group.

When a pupil joins the School in Year 12, parents and feeder schools provide information to the Sixth Form Pastoral Support Worker who liaises with the SEN team.

Any member of staff who has a concern about a particular pupil associated with special educational needs will make a referral to the SEN team.

Parents or carers may make a referral if they think their child has special educational needs. If they have a concern, they should contact the SENDCo. Sometimes parents/carers refer their children to Occupational Therapists or other NHS services. These services will send copies of any reports to School, so where appropriate, teachers can support individuals. Parents are asked to give these services their consent for this to happen to expedite the process.

2. What are the first steps our school will take if special educational needs are identified?

The SEN Team will liaise with teachers to gain more information on the child and then meet the child if a clear need is identified. If a pupil appears to have a difficulty a Student Support Plan will be drawn up. This document is a collaborative document between school and home and will not be made available to staff until all stakeholders have agreed upon the targets, strategies, and actions. Please see below for more information.

3. How will our school include parents/carers and pupils in planning support?

Following a referral, a member of the SEN team and pupil will meet to start planning support for the pupil. They will co-write a Student Support Plan. This document outlines the nature of the pupil's difficulty and suggests strategies subject teachers could use to support the individual's learning. Where appropriate, targets will be set. Parents/Carers are asked to contribute to this process and to

subsequent reviews. Pupil and parent voice is an integral part of all planning, support, and review processes.

4. How will our school teach and support children with SEN?

Your child will be supported at School by subject teachers, their tutor and their Head of Year. The SENDCo will advise subject teachers on how your child can be supported within the classroom through the Student Support Plan.

These plans are reviewed at least three times a year. With the pupil, the SEN team uses evidence from performance in assessments, Key Stage 3, 4 and 5 examinations, feedback from Heads of Year and subject teacher comments to review progress. Tutors and Heads of Year are key in providing support to improve the emotional and social development of pupils with SEND through tutor time activities and year group trips or events. Careers education and wellbeing strategies will help to prepare pupils for adult life.

If a pupil with a Student Support Plan does not make the expected age-related progress for our cohort, the next step will be to use the Gloucestershire Graduated Pathway in order to enlist the support of outside agencies. At this point the pupil's Student Support Plan will become a My Plan.

If a pupil has an Education Health Care Plan (previously known as a statement of special educational needs), they will in addition to the above will have an Annual Review with the SEN team, parents/carers, and various external agencies. The school will support the pupils and the parents/carers in making informed decisions regarding personal budgets.

5. How will parents/carers know how their child is doing?

Feedback on assessments are compiled by all subject teachers and sent to parents/carers at regular intervals during the academic year. For each subject, the level or grade at which the child is currently working is shown. The report also indicates if the pupil is on target to meet end of year predicted targets or grades.

6. How does our school measure outcomes and impact of the support provided to pupils?

The school employs a series of methods to gather data for analysis including:

- the attainment and achievement of pupils with SEND as measured by assessment grades, school exam results, GCSE and AS results and staff opinion.
- post-16 destinations of pupils with SEND;
- feedback from regular observation of teaching;
- the views of parents/carers, teachers and pupils;
- feedback from meetings between SEN staff, parents/carers, Heads of Year, subject teachers, Heads of Departments, SLT and Advisory teachers.

7. How does our school ensure that the information about a pupil with SEND is shared and understood by teachers and all relevant staff who come into contact with that child?

A copy of the SEN Register and all Student Support Plans are posted on the Digital Staff Room Intranet. The SEN documents are also available to teachers on Bromcom.

8. What expertise does our staff have in relation to SEN?

SEN team members attend appropriate local and national SEND conferences and Early Help Training courses. INSET days are used for whole staff updates and training. New members of staff meet with the SENDCo for training at the beginning of the academic year. Training within the SEN department is ongoing, we follow a bespoke programme tailored to the needs of our students.

The SENDCo will attend local and national courses/conferences including SEND county cluster meetings to meet the needs of the school.

The SENDCo is qualified with a Postgraduate Certificate in Special Educational Needs Coordination and has achieved full NASENCO award status.

The Deputy SENDCo is also undertaking the course and one of our Teaching Assistants is completing the Emotional Literacy Support Assistant (ELSA) qualification.

9. What access do our SEN pupils have to facilities and extra-curricular activities available to all children?

In addition to the statutory curriculum, the school provides a wide range of additional activities. These include sports [e.g., rugby, cricket, football, and cross-country], music, drama and several clubs and societies. Pupils with SEN have the same access to these activities as the other pupils in the school. The participation of pupils with SEN in these activities is high and is monitored carefully.

Pupils with SEN are all encouraged to take part in leadership opportunities within the school and in curriculum evaluation. The school seeks wherever possible that pupils with disabilities can attend all relevant trips including residential trips.

10. What resources and equipment do we provide for children with SEN?

A number of laptops have been purchased and are used by pupils with dyspraxic or dyslexic tendencies during examinations. A few pupils require access arrangements for internal and external formal examinations. These include (depending on level of need and in accordance with JCQ regulations) additional time, rest breaks and the use of laptops. Support sessions and revision sessions are also available for students.

There are toilets adapted for disabled use: in C and S blocks and a Personal Care Suite comprising of a toilet, washbasin, shower, plinth, and hoist in this area. The ground floor of the school is largely suitable for wheelchairs. (See the Accessibility Policy). Drugs, e.g., Ritalin, are kept secure by the school's receptionist.

11. What role do the Governors have? What does our SEN Governor do?

The school, including the Governing Body and the SEN Governor Amit Ray, is committed to regular and systematic evaluation of the effectiveness of its work. The SEN Governor compiles an annual report on SEND provision at the school and meets with the SENDCo at regular intervals to monitor provision (see introduction to governance).

12. Complaints

Please see the schools complaints procedure here: <https://cryptschool.org/policies-and-forms/>

Updated: January 2025