



# **The Crypt School**

## **Special Educational Needs Policy 2026-27**

**Lead Person:** Mrs Natasha Prout, SENDCo

**SLT responsible:** Mrs Gemma Hargraves, Deputy Head (Pastoral)

**Support Persons:** Deputy SENDCo, all staff

**Governing Body Committee:** Pupil Education and Outcomes

### **FOREWORD**

This policy takes into account the revised Code of Practice for Special Educational Needs and Disability (SEND) 0-25 years. The code refers to Part 3 of the Children and Families Act 2014 and associated regulations. The regulations associated with the Children and Families Act 2014 are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137.

This policy is also written with reference to the DFE 2022 SEND review and published paper- *'Right Support, right place, right time'* and should be read alongside The Crypt School Special Educational Needs Offer and SEND Information Report, which are both available on the school website.

### **Part 1: Introduction**

#### **1.1 OUR AIMS**

The Crypt School aims to provide a challenging and transformational education for its pupils.

This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum. It reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

Specifically, we aim to:

- Provide a differentiated curriculum appropriate to the individual's needs and ability.
- Ensure that pupils with SEND take as full a part as possible in all school activities - making reasonable adjustments where at all possible and practical.
- Ensure that parents/carers of pupils with SEND are kept fully informed of their child's progress and attainment.
- Ensure that pupils with SEND are involved, where practicable, in decisions affecting their future SEND provision.

This policy is written with specific reference to The Crypt School outstanding lesson guidance (July 2025).

In particular: Teachers should

- Provide overview of lesson structure and position of lesson within topic (to support SEND pupils).
- Share teaching plans, or lesson materials, with Teaching Assistants (TAs) and discuss the most appropriate support for each SEND pupil referring to the advice given in Student Support Plans and My Plan Plus.
- Ensure pupils with SEND are aware of the content of the lesson via visible 'to do lists/task boards' capturing the main content of the lesson.
- Make use of department vocabulary and glossary keyword lists that are accessible to SEND pupils.

## **1.2 DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEND)**

A child has special educational needs if they have learning difficulties that call for special educational provision to be made.

A child has learning difficulties if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age;
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind provided for children of the same age.

Special education provision means provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area. Many young people who have SEND may have a disability under the Equality Act 2010 that is 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. 'Long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer which can contribute to a SEND need.

Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

Pupils are not regarded as having learning difficulties solely because their language, or their home language is different from that in which they are taught. Difficulties related solely to limitations in English as an additional language are not SEND (please refer to the English as an Additional Language Policy).

The Crypt School will have due regard for the Special Needs Code of Practice when carrying out its duties towards all pupils with special educational needs and ensure that parents/carers are notified when SEND provision is being made for their child.

## **Part 2: Structural Arrangements**

### **2.1 ROLES AND RESPONSIBILITIES**

Provision for pupils with SEN is a matter for the whole School staff community.

#### **The role of the Governing Body**

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for pupils with SEND
- Ensuring that a designated governor is identified who will take responsibility for assuring the quality of SEND provision as part of the whole School development plan.
- Ensuring that pupils with SEND are fully involved in school activities as far as reasonable adjustments allow
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEN policy.

The SEND team is:

- SENDCo (line managed by the Deputy Head Safeguarding, Inclusion and Wellbeing) - Mrs Natasha Prout - [nprout@crypt.gloucs.sch.uk](mailto:nprout@crypt.gloucs.sch.uk) or [send@crypt.gloucs.sch.uk](mailto:send@crypt.gloucs.sch.uk)
- Deputy SENDCo - Miss Annie Hall
- SEN Governor - Amit Ray
- Heads of Department
- Subject Teachers
- Teaching Assistants - Mrs Susie Watts (KS3),, Ms Karen Whiting, Mrs Emma McGeoch

#### **The role of the SENDCo**

The SENDCo plays a crucial role leading in the school's SEND provision. This involves working with the Headmaster and Governing Body to determine the strategic development of the policy.

Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Coordinating the provision for pupils with SEND
- Liaising with and giving advice to fellow teachers
- Managing Teaching Assistants
- Overseeing pupils' records and Annual Reviews for pupils with an Education, Health & Care Plan (EHCP).
- Liaising with parents/carers
- Contributing to the whole school's continuous professional development.
- Liaising with external agencies, Local Authority support services, Health and Social Services, Personal Advice/Careers Services, and voluntary bodies.
- Maintaining an up-to-date knowledge of national and local initiatives which may impact on SEN policy and practice.
- Exam Access Arrangements

For effective coordination the SENDCo must ensure all staff are aware of:

- The responsibility all teachers have in making provision for SEN pupils
- The commitment required by staff to keep the SENDCo well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEN pupils
- What constitutes a 'level of concern' and at which point intervention is initiated
- How to alert the SENDCo via SEN Concern form
- The procedure by which parents/carers are informed of this concern and the subsequent SEN provision
- Additionally, parents/carers must be given clear guidance to the means by which they can contribute to coordination, and how they can provide additional information when and if required.
- The importance of having high aspirations for all pupils.

The SENDCo is supported in her work by Deputy Headteacher (Pastoral) and all of the Senior Leadership Team who champion children with SEND and ensure the Code of Practice is followed and this policy is implemented.

### **The role of the Deputy SENDCo**

- Deputising for the SENDCo in her absence in any of the above areas.
- Working closely with Deputy Headteacher and Assistant Headteacher (Academic) to analyse data, promote effective teaching and learning, and monitor progress of SEN pupils.
- Attend Heads of Department meetings and assist the CALL Team, in planning and delivery of effective CPD.

- Reviewing Student Support Plans as per SEND Code of Practice.
- Collating, reviewing and utilising staff feedback to improve SSPs.

### **The role of the Subject Teacher - “*All teachers are teachers of special needs*”**

**High Quality Teaching** is the bedrock of strong provision and is especially important for children and young people with SEND. Research from the EEF found that teacher strategies, additional teaching, and positive interactions with teachers are important factors for improving the outcomes of children and young people with SEND.

Responsibilities include:

- Being aware of the School’s procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Collaborating with the SENDCo to decide the action or support required to assist the pupil to progress
- Working with the SEND team to collect all available information on the pupil
- In collaboration with the SENDCo, develop Student Support Plans for SEN pupils
- Working with SEND pupils on a daily basis to achieve targets within adaptive planning
- Working with TAs in the classroom to meet the needs of pupils with SEND
- Developing constructive and positive relationships with parents/carers
- Being involved in the development of the School’s SEN policy

### **The role of Teaching Assistants**

- Be fully aware of the school’s SEN policy and the procedures for identifying, assessing and making provision for pupils with SEND
- Support the work of the class teacher in including those with SEND within the mainstream classroom
- Support pupils on an individual basis through delivering intervention strategies and supporting pupils in consolidating their classroom learning
- Take on a ‘Key Worker’ role for a number of named pupils, including the relevant links with parents/carers and other agencies where required
- Support whole school initiatives such as Neurodiversity Celebration Week.

### **The role of Parents and/or carers**

- Communicate regularly with the school and alert appropriate staff to any concerns they have about their child’s learning or provision
- Collaborate with SEND team when developing or reviewing Student Support Plans or Education Health and Care Plans

### **The role of the pupil**

- Engage fully in learning and wider school life (for example clubs and societies)
- Take an active role in establishing and meeting appropriate individual learning targets and, where possible, inform staff of any further support needed.

## **2.2 ADMISSION ARRANGEMENTS**

The Crypt School is a selective grammar school and in all aspects (other than academic ability) it strives to be a fully inclusive school. We work closely with the Local Authority to place suitable pupils with Education, Health and Care Plans where this is the wish of parents and the pupil's admission would be compatible with the school selection procedure.

The Crypt School will liaise closely with the feeder school to ensure a well-planned and smooth transition. Information is shared between Primary Schools and The Crypt School to ensure a smooth transfer.

All pupils will be taught the value of each individual and it is a natural expectation of the School that everyone is treated with kindness, dignity and respect in line with our school values.

## **PART 3: Identification, Assessment and Provision**

### **3.1 IDENTIFICATION, ASSESSMENT AND PROVISION**

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

## **CATEGORIES OF SPECIAL EDUCATIONAL NEED**

Children's needs and requirements may fall into four broad areas:

- Communication and interaction
- Cognition and Learning
- Behaviour, emotional and social development
- Sensory and/or physical

In practice, pupils often have needs that cut across all these areas and their needs may change over time.

A detailed assessment of need ensures that the full range of a pupil's needs is identified, not simply the primary need. The support provided to a pupil with SEND is always based on a

full understanding of their particular strengths and needs and seeks to address them all using evidence-informed interventions targeted at their areas of difficulty.

## **EARLY IDENTIFICATION**

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment
- Pupil progress judged against level/grade descriptors
- Reports or observations
- Records from feeder schools
- Information from parents/carers
- Internal and / or external examination results.

For pupils with identified SEND, the SENDCo, in collaboration with other staff, will:

- Use information from the primary school to shape the pupil's curriculum and pastoral provision in the first few months
- Identify the pupil's skills and note areas that require support
- Ensure ongoing observations/assessments provide regular feedback on achievements/ experiences, in order to plan next steps in learning
- Ensure pupils have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve pupils in planning/agreeing their own targets
- Involve parents/carers in a joint home-school learning approach.

## **THE RANGE OF PROVISION**

The main methods of provision made by the school are:

- Primarily, full time education in classes, with additional help and support by subject teachers and/or Teaching Assistants through an adaptive curriculum
- Time to work with a teacher/ teaching assistant one-to-one or in a small group, as required (dependent on resources). This would form part of a personalised programme designed to meet their individual needs.

### **3.2 FUNDING**

The Headmaster, Deputy Headteacher (Safeguarding, Inclusion and Wellbeing) and the governors of the school regularly monitor the needs of pupils with SEND.

Resources are allocated according to need. The resources available include training for staff, teacher time, teaching assistant time and materials, and these are dependent on the school's SEND budget.

The school has a continuing commitment to purchase or create appropriate resources for pupils with SEND to ensure that all pupils' needs are met.

### **3.3 MONITORING PUPIL PROGRESS**

Teachers will assess progress for all pupils. This identifies pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- 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

Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour
- Is likely to lead to Further Education, training, and/or employment.

Where teachers assess that a pupil's learning is below expected levels, the SENDCo will work with teachers in consultation with parents/carers to identify strategies to improve the rate of progress. Where necessary, external sources of support will be consulted.

### **3.4 RECORD KEEPING**



The school will record the steps taken to meet pupils' individual needs. The SENDCo will maintain a Special Needs Register and, where appropriate, Student Support Plan/My Plan Plus documents for individual pupils. These will be accessible to Staff and will include:

- Information from parents/carers
- Information on progress and behaviour
- Pupil strengths and interests
- Information from external agencies.

The General Data Protection Regulation applies the principle that personal data should be kept for no longer than is necessary for the purpose for which the data are processed. Records relating to SEND will be retained for a minimum period of the pupil's date of birth plus 31 years, in accordance with the School's Records Retention Schedule.

### **3.5 NATURE OF INTERVENTION**

Where a pupil is identified as having SEND, the School will take action to remove barriers to learning and put effective special educational and exam provision in place (see also our exams policies). This SEND support takes the form of a four-part cycle.

#### **Assess**

In identifying a child as needing SEND support the teacher will assess the pupil's needs and then submit an SEN Concern Google form. This will be received by the SEN Department for further action. Initial assessments/investigations will start by gathering information from the pupils' subject teachers, in collaboration with the SENDCo. Once the information has been gathered a decision will be made as to what next steps are needed including interventions if appropriate.

Parents/carers' views will be sought and recorded. In some cases, outside professionals from health or children's services or Local Authority SEN professionals may need to be, or are already, involved with the child. These professionals will liaise with the school to help inform the assessments.

#### **Plan**

Where SEND support is necessary, the parents/carers will be notified and the SENDCo will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place. At this stage, targets for progress, personal development and/or behaviour for learning, along with a date for review will be agreed.

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. This will also be recorded on the school's information system and included on the SEN register. The support and intervention provided will be selected to meet the outcomes identified for the pupil.

## **Do**

Subject teachers will remain responsible for working with and supporting the pupil in lessons on a daily basis. Where the interventions involve group or one-to-one teaching or support away from the main class or subject teacher, they still retain responsibility for the pupil. They 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 SENDCo and/ or Deputy SENDCo supports the 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**

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents/carers. The teacher, working with the SENDCo and/or Deputy SENDCo will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents/carers will be provided with clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps. They are involved from the outset and encouraged to discuss any concerns with their child's subject teacher or Form Tutor or a member of the SEND team. They are encouraged to take part in the process of reviewing and monitoring provision and progress.

## **INVOLVING SPECIALISTS**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school may consider involving specialists. Parents/carers are consulted before specialists are involved.

The SENDCo, together with the specialists, and involving the pupil's parents/carers, will consider a range of evidence based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

## **SUPPORTING PUPILS WITH MEDICAL CONDITIONS**

Where pupils with SEND also have medical needs, their provision is planned and delivered in a coordinated way within their Education Health Care Plan, Individual Healthcare Plans or Student Support Plan.

Further information can be found in Supporting Students with Medical Conditions policy.

## **STUDENT SUPPORT PLANS / MY PLAN PLUS**

The Student Support Plan will record only that which is different from or additional to the normal differentiated curriculum and will concentrate on three or four individual targets that closely match the pupil's needs. The Student Support Plan will be discussed with the pupil and the parent and be regularly reviewed.

As part of the graduated pathway, if it is judged by all stakeholders that a Student Support Plan is not sufficient to meet the pupils' needs, they will graduate to a My Plan Plus. This is a document based on the same principles but is more detailed and reflects the input of a broader group of professionals, e.g.: Advisory Teaching Service and Educational Psychologists by example. This is the step before an EHCP is considered.

## **REQUESTING AN EDUCATION, HEALTH AND CARE ASSESSMENT**

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the School having taken relevant and purposeful action to identify, assess and meet the SEND, the pupil has not made expected progress, the School may consider requesting an Education, Health and Care assessment. Parents and the pupil will be fully involved in this process.

## **REVIEWS OF EDUCATION, HEALTH AND CARE PLANS**

Education, Health and Care Plans must be reviewed annually. The aim of the review will be to:

- Assess the pupil's progress in relation to the My Plan Plus targets and outcomes
- Review the provision made for the pupil in the context of the School's Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Education, Health and Care Plans in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets and outcomes for the coming year.

From Year 9 onwards, particularly for those with Education, Health and Care Plans, Local Authorities, Schools and other agencies are involved in the planning for a pupil's transition to adult life, the future and how to prepare for it, including their health, where they will live,

their relationships, control of their finances, how they will participate in the community and achieve greater independence.

The School will also ensure that all reviews for Service children with SEN explicitly consider any Service related issues which are relevant to the outcomes of those reviews.

The School will ensure that reviews for pupils transferring to post-16 provision are conducted by 31st March in the year the pupil is due to transfer.

## **EVALUATING SUCCESS**

The success of the school's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by the SENDCo and Heads of Department, including Learning Walks conducted by SENDCo, Deputy SENDCo and members of SLT
- Analysis of pupil progress, by tracking data and assessment results
  - For individual pupils
  - For cohorts
- Value-added data for pupils on the SEND Register
- Consideration of each pupil's success in meeting Student Support Plan targets
- School self-evaluation
- The School Improvement and Development Plan /SEN Development Plan

In evaluating the success of this policy, the school will consider the views of:

- Pupils
- Teachers
- Teaching Assistants
- Parents/carers
- Governors
- External professionals

## **3.6 COMPLAINTS PROCEDURES**

The school's complaints procedure is published on the School's website and in the SEN Information Report. The SEN Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements.

## **Part 4: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL**

### **4.1 Staff development and appraisal**

Staff are encouraged to attend courses or other training to help them to acquire the skills needed to work with SEND pupils. Part of the SENDCo role in school-based Continuous Professional Development is to develop awareness of resources and practical teaching procedures for use with SEND pupils.

As a routine part of staff development, CPD requirements in SEND will be assessed. The Governing Body will undertake a similar review of training needs.

Teaching Assistants' training requirements to support pupils' needs are considered frequently. Early Careers Teachers and staff new to the school will be given training on the school's SEND approach and expectation as part of their induction. The School's Continuing Professional Development needs will be included in the School Improvement and Development Plan.

### **4.2 Links with other agencies, organisations and support services**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for pupils with SEND. When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- Educational Psychologists
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- SEN Advisory Support Service
- Occupational Therapists

### **4.3 Partnership with parents/carers**

The Crypt School firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential.

### **4.4 The voice of the pupil**

All pupils are involved in making decisions where possible. The ways in which they are encouraged to participate reflects their evolving maturity. The Children and Families Act 2014 gives significant new rights directly to young people once they reach the end of compulsory school age (the end of the academic year in which they turn 16). When a young person reaches the end of compulsory school age, local authorities and other agencies should normally engage directly with the young person rather than their parent, ensuring that as part of the planning process they identify the relevant people who should be involved and how to involve them. In practice, the School believes that the needs of pupils are usually best served by continued parental involvement at this stage.

Research from the Children's Commissioner's Big Ask Survey shows children and young people with SEND have the same aspirations as their peers. They value their education and want good friends, a social life, and good mental health. They desire independence, and the prospect of a good job or career in the future. We believe that, with the right support, all children and young people with SEND can achieve their potential, with most achieving in line with their peers.

The specific decision-making rights about Education, Health and Care Plans (EHCP) which apply to young people directly from the end of compulsory school age are:

- The right to request an assessment for an EHCPs (which they can do at any time up to their 25th birthday)
- The right to make representations about the content of their EHCP
- The right to request that a particular institution is named in their EHCP
- The right to request a Personal Budget for elements of an EHCP
- The right to appeal to the First-Tier Tribunal (SEN and Disability) about decisions concerning their EHCP.

#### **4.5 Safeguarding of Children with special educational needs and disabilities**

Children with SEND can face additional safeguarding challenges. The Safeguarding and Child Protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- The potential for children with SEN and disabilities being disproportionately impacted by
- behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

#### **4.6 Transition**

The School has a Transition Programme in place for all pupils joining Year 7 and Year 12. Those with SEND are given additional support within the Transition Programme. Key staff will share information about pupils with SEND to ensure a smooth transition at the start of the new school year. Information is shared between primary and secondary staff for all SEND pupils to ensure a smooth transfer. Where possible the appropriate member of secondary staff will attend the final annual review of Year 6 pupils with EHCPs due to join the secondary stage. Representatives from The Crypt School liaise with feeder primary schools to meet key staff and parents/carers and pupils before transfer. Pupils with SEND are given additional visits, if required, so that they will become more confident in the new situation.

#### **4.7 Preparation for adult life**

Being supported towards greater independence and employability is crucial for pupils with SEND. This support needs to start early and should centre on the child or young person's own aspirations, interests and needs. All professionals working with them should share high aspirations and have a good understanding of what support is effective in enabling children and young people to achieve their ambitions.

Preparing for adulthood means preparing for:

- Higher education and/or employment – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies. Pupils at school are supported by a qualified Careers Advisor and parents/ carers are invited to any appointments pupils with SEND have with them.
- Independent living – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living. This is covered as part of the Personal Development curriculum.
- Participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community
- Being as healthy as possible in adult life. This is also covered as part of the Personal Development curriculum.

High aspirations about employment, independent living and community participation will be developed through the curriculum and co-curricular provision. The School has a personalised approach and where necessary, will seek partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups, to help pupils understand what is available to them as they get older, and what it is possible for them to achieve. For pupils with EHCP, personal budgets can be used to help to access activities that promote greater independence and learn important life skills. Pupils with SEND get priority access to appointments with the school Careers Advisor.

**Reviewed: June 2026**

**Approved by Full Board of Trustees: July 2026**

**Review cycle: 1 year**

**Date of next review: June 2027**