

Hall Cross
Academy



Welcome to SEND

2024 – 25

**Our SEND Policy
and
SEND Information Report**

Enjoying Excellence Every Day



Meet the SENDCo

My name is Ms Laszkowicz. My role is Special Educational Needs and Disability (SEND) Coordinator, or SENDCo for short. I've been SENDCo at Hall Cross since 2017 and completed the National SENDCo Award in 2018.

This is our combined SEND policy and SEND information report. It tells you how SEND works at our school and is written for students, parents and staff.

If you have any questions, please get in touch:

- 01302 320626 ext. 258
- Ini@hallcrossacademy.co.uk



Welcome to Hall Cross Academy


Hall Cross Academy is a mainstream secondary academy for 11 to 18 years old which is situated on two sites; a KS3 lower site and a KS4/5 upper site. The aim of the Academy is to keep all students safe and protect each other's rights. Making provision for students with special educational needs with or without an EHCP ensures that students have the right of access to a broad and balanced curriculum, which meets their needs, and to make good progress with their outcomes.

Hall Cross Academy offers a supportive and encouraging learning environment to all its students. The Academy places equal value on and offers equality of opportunity to students with special educational needs. All students have talents and abilities, which the Academy aims to nurture and develop. The Academy celebrates achievements that represent the fulfilment of a student's individual ability.

Hall Cross Academy
Lower School (Years 7-9)
St Michael's Road
Doncaster
DN4 5LU

Upper School (Years 10-13)
Thorne Road
Doncaster
DN1 2HY
www.hallcrossacademy.co.uk



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 [@officialhallx](https://twitter.com/officialhallx)

“ Hall Cross ensures you'll set yourself up for the rest of your professional life, whatever that may be. ”

KS5 student

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This booklet uses the term "parent" to mean any adult who has parental responsibility.

Student photos and quotes are chosen whether they have SEND or not. That is inclusive.

“ My own children attended this school. That makes me even more confident that it is the right place to send your children. ”

Mr Swain, Principal

Version Information

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Updated by: Ms Laszkowicz, SENDCo
Approved by: Governing Body
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What is SEND?

A student has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age,
- or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Some key terms:

- **Learning Difficulty:** When a student finds it harder to learn than most students do.
- **Disability (that we need to make special provision for):** Something that hinders a student from using our school facilities.
- **Special provision:** Support that is extra or different to what is typically provided.

The SEND Code of Practice (2015) identifies four categories of SEND. It is important to note that a young person may experience difficulties in one area, or multiple areas.

What are our ambitions for students who have SEND?

We are ambitious for all our students with SEND. We want them to make excellent progress and so are committed to meeting the needs of all students with SEND. We want our students with SEND to:

- Make excellent academic progress;
- Be champions in the four values of the four areas of our CARE programme (CARE stands for Community, Achievement, Respect, and Equality);
- Become confident people who live fulfilling lives;
- Make a successful transition on to the next stage of their lives.



“

I love it a Hall Cross. When I joined I was a little worried because I was the only student from my primary school. I shouldn't have worried! I've met loads of people and made lots of new friends.

”

Y8 student

What are the types of SEND?



We follow government guidelines from the SEND Code of Practice. These guidelines split SEND into four categories:

1. Cognition and Learning (C&L), including:

- Learning difficulties;
- Dyslexia & dyscalculia.

2. Communication and Interaction (C&I), including:

- Autism / ASD;
- Social communication difficulties (other than autism);
- Speech & language difficulties (e.g. receptive language difficulties, selective mutism).

3. Social, Emotional Mental Health (SEMH), including:

- ADHD;
- Anxiety;
- Eating disorders.

4. Physical / Sensory needs, including:

- Physical needs (e.g. cerebral palsy, dyspraxia);
- Deaf or hearing impairment;
- Blind or visual impairment.

We welcome students with all of the above SEND who applied for a place via our normal admission process. This includes students who have more than one type of SEND.

If a student has an EHCP, we consider admission on a case by case basis (through an EHC Plan consultation). Please contact our SENDCo to discuss this.

How do we decide if a student has SEND?

Hall Cross Academy is an inclusive school, committed to identifying and addressing the needs of students with Special Educational Needs/Disabilities. Throughout their learning journey all students have the right to a balanced and broad curriculum. In adhering to the requirements of the SEND Code of Practice, 2015, we will ensure that every student with SEND receives the most appropriate package of support to meet their needs.



We aim to identify SEND as early as possible to secure the best long-term outcomes for the student and their family, making reasonable adjustments, in line with the Equality Act 2010.

Regular assessment allows us to identify students 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 student's previous rate of progress
- fails to close the attainment gap between the student and their peers
- widens the attainment gap

Sometimes our assessment might be quick. Sometimes SEND only becomes clear when we assess a student over a longer period. Sometimes, we ask outside experts to assess students (e.g. an Educational Psychologist) so that we can better understand the fine-detail of their needs.

New Y7 students

During the transition process, Hall Cross Academy works closely with our feeder schools. Our SENDCO meets with feeder school staff and parents to gather information. Students will then fall into one of these four categories:

- EHCP (or a formal assessment is in progress);
- SEN Support Plan;
- Additional needs that require careful monitoring and some adjustments;
- Not adaptations needed.

Is it always SEND?

Limited progress or attainment does not always mean a student has SEND. When we assess whether a student has SEND, we also consider whether other issues may have hindered progress, e.g:

- Low attendance
- Home issues (e.g. divorce, hunger)
- Social issues (e.g. friendships)

Often, we address slow progress via adjustments to what we already offer, without needing SEND provision.

English as an Additional Language (EAL)

Pupils who are learning English as an additional language (pupils whose first language is not English) may be referred to the Inclusion team for EAL support. The support will focus on developing the skills the pupil needs for the curriculum, which may include, for example, reading comprehension, vocabulary building and writing skills support.

A student will not be regarded as having a learning difficulty solely because English is not the language spoken at home. However, EAL pupils who do have SEND will have equal access to the support provided by the SENDCo.

How do we meet students' needs?

Hall Cross Academy is an inclusive school, providing students with quality first teaching and learning experiences within the mainstream classroom.

We match the level of support to the student's level of need. This matching is called our graduated response.

Students with SEND are taught within the mainstream classroom through quality first teaching with differentiation and personalised support to meet need. A graduated response is employed to the identification, assessment and teaching of students with SEND as follows:

UNIVERSAL SUPPORT: Quality first teaching for all learners with recognition that some learners may require very time-limited support in addition to inclusive Quality First Teaching in order to secure effective learning and increase their rate of progress.

UNIVERSAL PLUS SUPPORT: Quality first teaching for all learners with recognition that some learners may require time-limited intervention programmes in addition to Inclusive Quality First Teaching in order to secure effective learning and increase their rate of progress.

TARGETED SUPPORT: Quality first teaching for all learners with recognition that some learners may require increasingly individualised intervention programmes, in addition to Inclusive Quality First Teaching to accelerate and maximise progress and close performance gaps.

SPECIALIST SUPPORT: Quality first teaching for all learners with recognition that a few learners may require significant amounts of additional to and different from provision in order to secure effective learning and increase the rate of progress.

What we provide that helps all pupils

Subject departments determine how the needs of the students are best catered for. They track pupil progress and, where needs are identified, put in place actions to address them.

Some subjects are taught in mixed ability groups whilst others are set by ability. Even within lessons set by ability, teaching is adapted to meet the needs of each student. For example, this might be that we provide key aspects of the work on the board so that students use less mental energy on remembering the steps of the task and more mental energy on doing each step well.

A whole school provision map enables us to plan to meet the needs of all students and spot gaps in provision.

All students are continuously assessed by their teacher, including against SEND targets and outcomes. Attainment data is collected three times each year. Teacher planning is adjusted to meet need. Our staff keep parents informed of progress.

Teachers (and departments) are not alone in managing SEND. Whilst still making their 'best endeavours', they discuss any students they are concerned about with the SEND department.

Homework is used to embed learning and stretch students.

SEND Support

All teachers are teachers of SEND. Teachers at Hall Cross use their "best endeavours" to support students with SEND. To help with this, all staff have access to a SEND handbook with a wealth of tips and strategies. Staff briefings are also used to update staff on SEND strategies and tools.

Every school has a whole school annual budget made up of core funding per child and extra SEND funding (based on a formula agreed by local schools). In line with national rules, we deploy up to £6,000 per student per year towards meeting SEND for those who have SEND support.

All SEND students have a one page profile, which describes their strengths and difficulties, and identifies ways in which staff can effectively support them. Teachers use this profile, alongside assessment data, to adapt resources and personalise learning.

We also provide support that is 'additional to or different from' our normal support. This can include:

- Adapted resources.
- Targeted adult group support and, in some cases, individual TA support.
- Homework club.
- In Y7, we have two smaller 'nurture' groups to help students to catch up. These groups are focused on those who did not achieve expected levels in Y6.
- Access to *The Hub* (a safe space) when needed.
- Short term, evidence-based interventions.
 - IDL literacy and numeracy.
 - Programmes to address barriers to learning e.g. dyslexia, speech and language.
 - Nurture or friendship groups.
 - Motor skills or handwriting groups.
- Overlays, fiddle objects and sensory breaks.
- Use of ICT to record work.
- Social skills and emotional literacy groups.

Assess, Plan, Do, Review

All our SEND support fits into a four-part cycle: Assess, Plan, Do, Review.

- Assess: We establish the student's needs.
- Plan: We set targets and agree how we will support the student to meet them.
- Do: Everyone follows the plan.
- Review: We look at how successful the plan was. We then agree our next steps.



More detail about SEND Support Processes

- If a student is placed on the SEN register they are identified with a code K to show that they have SEN support (or code E for EHCP).
- We use Doncaster Council's SEN Descriptors.
- Students have a SEND Support Plan (SSP) as well as a one-page profile.
- Our SSPs are written so that students can understand them and have ownership.
- SSPs state the student's strengths, difficulties and how they will be supported to make excellent progress.
- Where the SENDCO and parent agree that the student has made good progress, it may be appropriate for needs to be met without an SSP. In this case, the student's code would change to N.

EHCPs

Where a student needs more support than can be provided by £6,000, the SENDCO requests an EHCP assessment to Doncaster Council's SEND Team. This is only done with parent consent.

Often, the student will have made limited progress. Typically, support services will have already offered support.

Students with an EHCP have access to all that is available for students who have SEND Support. In addition, EHCPs have an annual review (and extra reviews may be called if needed). Our reviews comply with the SEN Code of Practice (paras 6.56 and 9.173 – 9.176).

Targets for Students with SEND

We set targets for students with SEND so that staff, parents and students know what we are all working towards. We often call these SMART targets:



- **Specific:** We say exactly what the next small step is for the student.
- **Measurable:** We say how we know if the student has met their target.
- **Achievable:** We have big ambitions, but each target must be achievable.
- **Relevant:** We link it to the student's needs or what they need to overcome.
- **Time bound:** Targets are until the next stated review.

SMART targets say what the student will be able to do. We avoid words that are vague. Instead, we use action words to set targets (read, write, use etc).

- Sam will use a planner to help organise himself so that he completes all homework on time (without adult prompts).
- Sam will use calming strategies to self-regulate if he is anxious in class.
- Sam will visit the college and choose the Y12 course(s) to apply for.

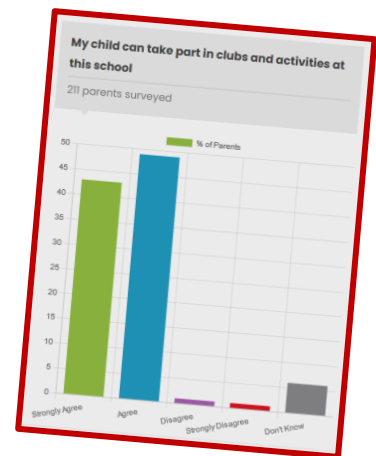
We normally have up to 4 targets on a SEN Support plan.

Can a student with SEND join in clubs and school trips?

Our extra-curricular activities cater for the talents and interests of all our learners and we don't want anyone to miss out. Therefore, staff work closely with students, families and support services to make adjustments so that everyone can join in all that's on offer. If you are worried that someone might need adjustments to be successful, please contact the correct year leader or the SENDCo.

We also offer targeted extra-curricular activities such as craft club to support social development. Homework club is after school, twice a week, and supports students who need extra support or who prefer to complete homework at school.

It is very rare that we make the hard decision for a student to not attend clubs or trips. If this happens, it is almost always due to safety, wellbeing or both.



“

The after school clubs are great with sporting and non-sporting activities on offer where you can make lots of new friends.

”

Y7 student

The Role of Students

We expect students set the very highest standards for themselves and work hard. We also want them to exercise their rights to be involved in making decisions and choices. At Hall Cross, this means that students:

- Attend their SEND meetings, where they have the opportunity to be a full part in the discussion about their strengths, support and targets. Being part of target setting is important because it helps the student to know what their targets are and why they have them.
- Help to develop their own one page profile.
- Are involved in monitoring and reviewing their individual progress through the use of layered targets (in most lessons).
- Are helped to learn about learning.
- Take an ever increasing role in their own SEND reviews.



I have learned so much and had so many opportunities to get involved.



Y9 student

Parent Involvement

Hall Cross works closely with parents to ensure that they are actively involved in their child's education. This teamwork is crucial to each student's long-term success:

- Parents' knowledge helps us to get a shared view of a student's needs.
- Parents tell us what works well at home (these approaches can help us adjust school life).
- Parents attend SEND review meetings which are held at least twice a year.
- Parents use ideas from school to help the student at home.
- Parents are just as ambitious for their young person as we are.

Hall Cross and parents keep in touch via letters, emails and calls. We also ask parents to download the EduLink One app to ensure effective communication.

All parents are invited to attend annual parent's evenings to meet with individual subject teachers. There is also a settling in meeting for Year 7 parents during the Autumn Term.

Our school aims to work in partnership with parents and carers. We do so by:

- Making parents feel welcome and instilling confidence that we will listen and act fairly;
- Focusing on the student's strengths as well as areas of additional need;
- Encouraging parents to discuss ways that they and the school can help their child;
- Making parents aware of sources of information, advice and support.

When we think a student might have SEND, we discuss this with parents. This is so that we can share views, discuss next steps and agree our targets.

Parents & SEND

SENDIAS

SENDIAS is a service that provides independent advice and support for parents.

The service is free and they offer:

- Info on local groups and services
- Info on SEND laws
- Help to prepare for meetings
- Help to solve disagreements



Older students (aged 16+) can also access SENDIASS for help with all of the above issues.

How to access SENDIAS

People who need SENDIAS don't need anyone to make a referral for them. Parents (or older students) get in touch themselves.

- Tel: 01302 736 920
- Email: sendias@doncaster.gov.uk
- Web: www.doncaster.gov.uk/services/schools/sendias
- Facebook: www.facebook.com/DoncasterSENDIAS

The Local Offer

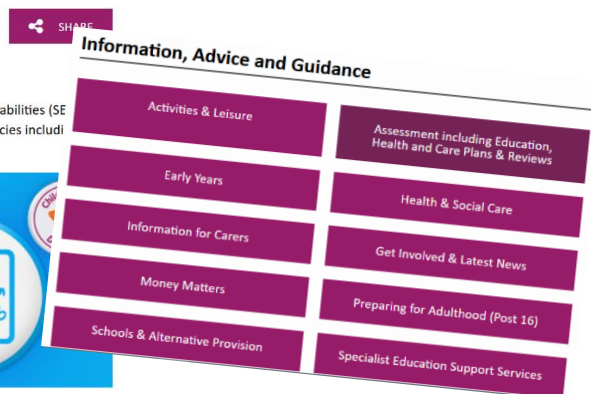
The Local Offer is a website that is written for parents and families. It is a guide to all schools and services in our local area. It is not possible to outline all the information here, but it includes:

- Support services
- Leisure activities (e.g. SEN sports clubs)
- Health services (e.g. contacts for the NHS speech and language team)
- Contacts for SEN charities

Go to: www.doncaster.gov.uk/services/schools/local-offer-early-years-and-childcare

Local Offer - Special Educational Needs / Disabilities (SEND) - Homepage

The Local Offer provides information for children and young people with special educational needs and/or disabilities (SEN) and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care.



Our Team: Who's Who?

The Head teacher and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to our SENDCO. Nevertheless, all of our staff have a responsibility for maximising the achievement and opportunity of our students with SEND.



Our Head Teacher will

- Set an inclusive ethos for our academy.
- Regularly review the quality of education that we provide.
- Ensure that the SENDCO has the time and support to fulfil the role.
- Make strategic decisions that maximise every student's progress.



Our SENDCO will:

- Oversee the operation of this policy.
- Deploy the learning support team.
- Strategically support the quality of teaching and SEND support.
- Disseminate information, advice and guidance on SEND.
- Co-ordinate provision for students with SEND.
- Oversee all SEND reviews, including at transition.
- Liaise closely with staff, parents, students and support services.
- Contribute to staff CPD as part of the school's development plan.
- Liaise with the SEND Governor and keep them informed of SEND issues.



Our Teachers will:

- Have high aspirations for every student.
- Have a detailed knowledge of students with SEND.
- Focus on the achievement of each student's outcomes.
- Monitor the progress of students with SEND.
- Devise strategies and adaptations to unlock even more progress.
- Refer to student one page profiles and advice from SENDCO.
- Raise individual concerns with the SENDCO.
- Contribute to SEND reviews, either in-person or in writing.



Our Support Staff, including TAs, will:

- Focus on the achievement of each student's outcomes.
- Liaise with the SENDCO and teachers about SEND issues.
- Not be a substitute for a teacher's involvement with a student.
- Work with groups or individuals under the direction of teachers.
- Plan and deliver personalised interventions.
- Contribute to SEND reviews, either in-person or in writing.

Our SEND Governor's role is to:



- Monitor SEND in our school, including our legal duties.
- Monitor long term plans for improving our SEND work.
- Meet with the SENDCo at least three times a year and feedback to other governors about SEND issues.

How do our staff develop their SEND expertise?

At Hall Cross Academy, we strive to provide our staff with access to the best continuing professional development (CPD) possible. We ensure that staff invest in meaningful CPD and that we are consistently upskilling and enhancing pedagogy so that our students are exposed to excellence in every lesson.

In addition to training days, staff can sign up to after school training sessions. These regular sessions share successful teaching strategies, resources and best practice.

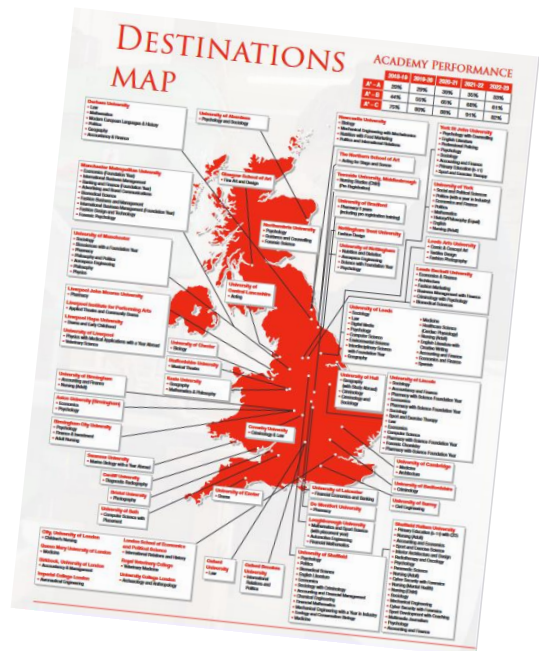
The SENDCO attends Doncaster Council's termly updates to ensure that we keep up to date with the latest developments in SEND.

What training have our staff had?

Experts from external services are invited into school to provide training to staff. This has included mental health; autism; and Team Teach.

Training delivered and accessed by the SEND team includes:

- Dyslexia,
- Lego Therapy, Precision Teaching.
- ASD.
- ADHD Awareness, Anxiety, Attachment.
- HI and VI Awareness.
- Effective Use of TAs, Access Arrangements.
- EAL support



“ University wasn't on the cards for me... I didn't feel confident enough in myself and my own ability to achieve at that level. ”

However, teachers were there to guide me and expose me to different experiences and choices that I didn't feel I could make; looking back this completely changed my own trajectory for the better...

KS5 student

Can we access specialist help?

Yes. Some students have needs that are very specific or complex. Therefore, we work with support services to benefit from specialist advice. You will often hear support services referred to as “external agencies”.

Support Services	
Autism Team (also known as ASCETS) <ul style="list-style-type: none"> 01302 796 888 	Speech and Language Therapy Service <ul style="list-style-type: none"> 01302 642 633 Doncaster Royal Infirmary, Armthorpe Road, Doncaster, DN2 5LT
Attendance & Pupil Welfare Service <ul style="list-style-type: none"> 01302 737235 welfare_service@doncaster.gov.uk APWS@doncaster.gov.uk 	Occupational Therapy <ul style="list-style-type: none"> 01302 644 111 Children’s Therapy, Doncaster Royal Infirmary, Armthorpe Road, Doncaster. DN2 5LT
Behaviour Outreach Support Service (BOSS) <ul style="list-style-type: none"> 01302 736 295 	Physiotherapy <ul style="list-style-type: none"> 01302 642 633 dbth.paediatricsadmin@nhs.net Children’s Therapy, Doncaster Royal Infirmary, Armthorpe Road, Doncaster. DN2 5LT
Educational Psychology Service (EPS) <ul style="list-style-type: none"> educationpsychology@doncaster.gov.uk 01302 737 291 	Child Mental Health Service (CAMHS) <ul style="list-style-type: none"> 01302 796 191 The Crystal Building, Weston Road Site, Balby, Doncaster. DN4 8QN
Service for Children with HI (SCHI) <ul style="list-style-type: none"> sarah.barton@doncaster.gov.uk SEND/Hi, Floor 3, Civic Office, Waterdale, Doncaster, DN1 3BU 	School Nursing Team <ul style="list-style-type: none"> 01302 566 776 cyp&schoolnurses@rdash.nhs.uk Park Lodge, Woodfield Park, off Tickhill Road, Balby.
Service for Children with VI (SCVI) <ul style="list-style-type: none"> 01302 734 838 / 07920 283 550 Amanda.Bayley-Sunter@doncaster.gov.uk SEND/VI, Floor 3, Civic Office, Waterdale. DN1 3BU 	Child Development Centre <ul style="list-style-type: none"> 01302 642302 dbth.DoncasterGDArefferrals@nhs.net Children’s Outpatients, Doncaster Royal Infirmary, Armthorpe Road, DN2 5LT
SEN Service <ul style="list-style-type: none"> 01302 737210 / 737211 sen@doncaster.gov.uk SEN Team, Civic Office, Waterdale. DN1 3BU 	Children’s Epilepsy Nurse <ul style="list-style-type: none"> 01302 379 528 / 07917 232 005 Cantley Health Centre, Goodison Blvd, Cantley, Doncaster DN4 6ED
Early Help <ul style="list-style-type: none"> 01302 734110 earlyhelp@doncaster.gov.uk 	Social Care <ul style="list-style-type: none"> 01302 737777 01302 796000 (evenings or weekends)

If we think extra advice from one of the SEND support services is needed, then we will discuss this with the student’s parent. The parent makes the final decision.

The above list isn’t every service. For example we also seek support from local special schools and have engaged with the *With Me In Mind* team (NHS experts on mental health).

Support services advise our teachers or the SENDCo. Teachers make sure advice is faithfully followed and the SENDCo monitors this.



“

There’s no doubt that there’s a place for everyone at Hall Cross.

”

KS3 student

Transition

Joining Us from Primary School

Hall Cross Academy works closely with our feeder schools to share information and identify students that may require additional support. For children who have SEND, primary school staff (via the Y6 teacher or SENDCo) alert our SENDCo. Then, our inclusive transition work includes features that help many SEND children:



- A Y6 Open Evening in October, with an opportunity for children and their families to see the school and talk to staff from all subject areas.
- All Y6 children get two transition days during the summer term.
- Our website has lots of great info, FAQs and an exciting welcome video.
- A transition book to help children get to know our school and how things change in Y7.

What extra do we provide for Y6 children with SEND?

- A member of our SEND team meets primary school staff during summer term. This is to discuss all children who have SEND and to allow us to plan the provision that may be required and create one page profiles.
- The Y7 Manager or a member of the SEND team attends Y6 EHCP annual reviews if invited.
- If a child is identified as needing extra visits, these are arranged with primary schools.
- Parents are welcome to contact our SEND team to discuss their primary-aged child's SEND.

Admission to Y7 of students who have an EHCP

If a Y6 child has an EHCP, their school and parent should have an annual review in autumn term of Y6 and discuss which school(s) the parent wants to be considered for their child. The council's SEND team then consult with us (and other schools if more than one has been identified), to ask if we can meet their needs. The council's SEND team then confirm the named school to the parent.



SEN amazing... Answered all questions and put our minds at ease.



Parent feedback

Joining us from another school during Y7 - 11

We speak to the student's current school to get information. One of our SEND team will also contact parents to introduce ourselves. We then plan the transition based on the student's individual needs.

We ask the current school about any safeguarding issues before the student joins us. This is a normal approach in schools (safeguarding children is a valid reason to share private information).

If students move to a new school (e.g. due to moving house)

We will work with the new school to make the change as successful as possible for the student. Any arrangements will depend on how soon the student is moving and also the nature of the student's SEND. If parents are thinking of moving, they should contact our SEND team as soon as possible so that we can get plans in place.

From Lower to Upper School

- Similar provision is offered to our year 9 students transitioning to the upper school site to start their KS4 education journey. Vulnerable students are given the opportunity to make additional visits to the upper school site supported by the SEND team.
- Between lower and upper school, students with SEND are guided through our options programme, with one-to-one interviews to help ensure that their onward pathway meets their needs in terms of academic outcomes and life ambitions.
- Transition visits are arranged during the summer term before the students move to upper school.
- From Y9, we begin to discuss student's hopes for the future and other aspects in preparing for adulthood.

Y11: Onwards and Upwards

- When students are due to move on, they and their parents will be encouraged to consider all options for the next stage of learning.
- We support students with SEND through their own post-16 plans, which may include support with visits to post-16 providers, application forms and practice interviews.
- For SEND students, we offer early intervention with the Careers Advisor, who supports the application process for sixth form, college etc.
- Post-16 providers are invited to lead sessions to ensure that students can make informed decisions about where their journey will take them next.
- Where students have chosen a Post-16 provider, they are invited to attend the Year 11 EHCP annual review and SEN support meetings.
- A careers advisor is available at Y10 and Y11 parent's evenings.

Y13: Onwards and Upwards

- Students heading for University are supported with the UCAS and interview process.
- Careers advice and guidance is prioritised to ensure that students with SEND have a good awareness of all the possibilities open to them.
- A careers advisor is available at Y12 and Y13 parent's evenings.

“

I absolutely love it here at Hall Cross. All the teachers are so kind.

”

They are always there for us if we need support or guidance.

KS3 Student

Your Questions Answered

1. Does a student need a diagnosis in order to have SEND?

No. Some students do have a diagnosis (e.g. autism, ADHD), but we can address a student's SEND even if they don't have a diagnosis.

2. What is an EHCP?

EHCP is short for Education, Health and Care Plan. This is like a contract between a local council, school and parents. Most students' SEND can be met without an EHCP - we use our SEND funding to help with this. A small number of students with more complex SEND have an EHCP (about 2% of all mainstream secondary students).

3. Can students have adjustments to exams?

Yes – adjustments to exams are called “access arrangements.” From the summer of Y9 onwards, staff identify students who will need access arrangements for their Y11 exams. We follow the guidance from exam boards and must consider the students 'normal way of working.' The adjustments can also apply to internal exams and can include:

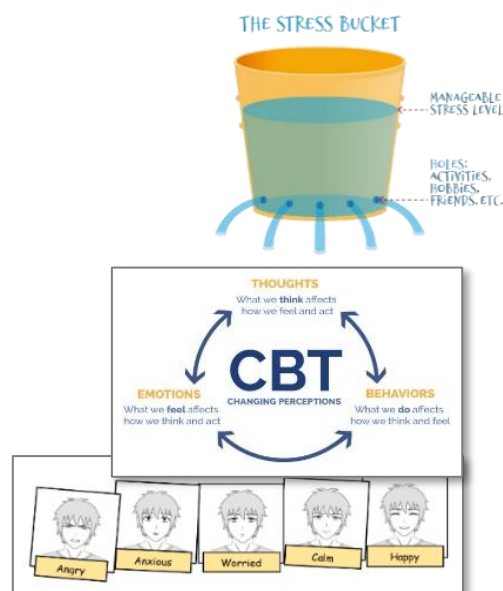
- A reader or a scribe;
- Extra time;
- A separate room.

4. Are emotional difficulties always SEND?

No.

Many students have time when their mood changes (e.g. if parents split up, death of a family member, exams). Such short-term distress is rarely SEND. Nevertheless, we will still support the student.

Some experiences do lead to longer term mental health issues. If so, it might be that the difficulties do become a SEND because we need to make SEND provision that's extra to our usual pastoral work.



“

I feel a lot more independent here compared to primary.

”

Y7 student

5. What support is available for social and emotional needs?

We are proud to be a nurturing and supportive school. Students need to feel happy and secure so that they can meet their potential.

Social or emotional needs can be displayed in many ways. For example, a student may become withdrawn or isolated, or have disruptive or disturbing behaviour. For some students, these behaviours reflect underlying mental health difficulties (e.g. anxiety, depression, eating disorders). Other students may have, for example, ADHD or attachment disorder.

If a student displays challenging behaviour, we try to find the causes and then adapt so things can improve rapidly. We also expect that the student and their parents will work with us to make rapid change.

What do we provide for all students?

- Staff who care and want the best for everyone.
- We have clear systems for managing behaviour and rewards.
- PSHE teaching in Years 7 – 11 (known as Life lessons).
- Staff prepare students for key changes or transitions.
- Staff self-reflect and this can prompt a deeper understanding of a student's needs and what might be done differently in future.

What do we provide for students who need something extra?

- We provide staff with information about each student and the best approaches to use.
- Extra support in class from teachers and TAs.
- Staff who mentor students (we call this our Student Support Scheme). Mentoring can include anger management, bereavement, healthy relationships etc.
- A trained Emotional Literacy Support Assistant (ELSA) who helps students learn to understand their emotions and respect the feelings of those around them.
- Counselling.

The Hub

- The Hub is a quiet, safe environment where students can seek guaranteed support from one of our staff. It's a lifeline for those who find the wider school environment overwhelming as well as those who are struggling to get through their day without a pause to work through how they are feeling. The SEND team can provide students with 'time out' so they can come to the Hub.
- The Hub is also used for independent learning, catch up sessions or for socialising and games during break and lunchtimes. It is supervised by our SEND team who encourage the students to develop their social skills whilst in the area.

Support from beyond school

We can ask support services to provide expert support (e.g. CAMHS). Details of the Support Services can be found in the Support Services section of this booklet.

If needed, we work with parents to identify the wider needs of the child and family. This may involve forming a Team around the Child (TAC). A TAC is a series of meetings and plans that tackle any wider issues for the student. It can help to remove barriers to learning and agree referrals for extra help for the student or their family.

6. Is the school accessible?

We carry out regular audits to ensure that our buildings are accessible. We provide disabled access to all buildings and accessible toilets. In addition, disabled parking and clear signage helps to ensure safe access into the main building.

7. Who buys SEND equipment?

Some students need extra items to help them to be successful. Most of these are not expensive and we buy them from our SEND budget.

From time to time, equipment costs much more than this (e.g. special seating for a student with cerebral palsy). If so, we might ask for outside funding from the local council's SEND Team.

We do not ask parents to pay for essential SEND items from their own money.



8. Do you suspend and exclude students?

We reduce the risk of suspensions and exclusions by having high standards of behaviour and adjusting make school life inclusive. However, you can find out more about this topic on the policies page of our website – look for 'Suspensions and Exclusions'.

9. What do you do if there's bullying?

We explain this in full in our Behaviour Policy. Check out our website policies page and look for 'Behaviour Policy.'

“ Hall Cross is an incredible school where you learn so much and have lots of fun in the process. ”

Y7 student

SEND & Looked after Children (LAC)

Being looked after means that parents need help to care for a child and the council or court takes on parenting decisions. This can be temporary or permanent and can include foster care or children's homes.

NSPCC has a good explanation of LAC: learning.nspcc.org.uk/children-and-families-at-risk/looked-after-children.

For our students who are LAC and have SEND, we:

- Monitor progress through a termly Personal Education Plan (PEP).
- Arrange PEP meetings at the same time as SEND meetings so that PEPs and SEND plans are joined up (as much as possible).
- Work well with LAC support teams (e.g. social workers, Virtual School Headteacher).
- Make sure LAC students with SEND can join in extra activities, by making extra arrangements. For example, we might need to gain consent from both a social worker and carer to allow a student to attend a residential.
- Give LAC equal access to SEND provision (i.e. no less than they would get if not LAC).
- Support staff to understand the effects of separation from a birth family.
- Know that SEND can make it even harder for some LAC children to trust adults, and how we might overcome this.

Mrs G Massarella-Burton
Interim Designated Teacher



I oversee LAC in school. The full name for my role is "*Designated Teacher for LAC and students who were previously LAC.*"

Contact me:

- GMA@hallcrossacademy.co.uk
- 01302 320626

National data shows that students who are LAC and SEND aren't achieving well enough. Therefore, we'll make sure we have big ambitions for our students who are LAC and SEND.

Extra Funding (Pupil Premium Plus)

We get extra money for LAC students and those who were LAC but aren't anymore (e.g. students who've been adopted after time in foster care). This money is called Pupil Premium Plus. From time to time, you might also hear it being called LAC Pupil Premium.

Being LAC and having SEND does not mean that a student is always behind in their learning. For example, a LAC student may be very able at maths and English but experience social difficulties that are identified as a SEND.

Other Information

Complaints about SEND provision: Where do I start?

If you have a concern or complaint about our SEND provision, should discuss this with the Academy's SENCO, Nichola Laszkowicz. If you are not satisfied that your complaint has been fully resolved a formal complaints procedure is available on the Academy website.

Where to find more SEND Information

Visit our website to read our other policies that link to SEND, including our policies on:

- Accessibility
- Admissions
- Behaviour (includes how we tackle bullying)
- Equality & Diversity



SEND Rules and Law

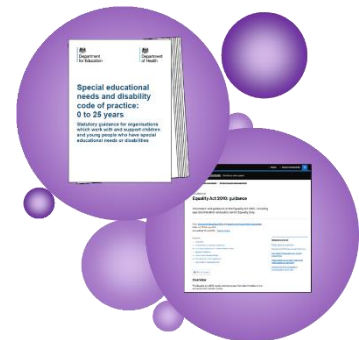
If you want to read more, these are the key SEND rules and laws:

SEND Code of Practice

- This is the Government's SEND handbook. It explains the law and you can find it [here](#).

Equality Act

- This 2010 law sets out our duties to make reasonable adjustments for those who have disabilities. It protects people from discrimination. Find out more [here](#).



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Y7 student

Status of our SEND Policy

This policy is statutory. That means that the law says we must have a SEND policy and a SEND information report. The DfE say that these can be a single document.

We use a single document so that it is easier to find out about our SEND work. This booklet is that document and complies with the SEN Code of Practice rules (paras 3.66, 6.79, 6.80 and 6.81).

Evaluating the success of our SEND Policy

Our SENDCo, Heads of Department & Senior Leadership Team evaluate our policy. They use five ways to judge how well our SEND policy is working:

- Monitoring the progress and results of students.
- Monitoring how well students with SEND meet their targets (this is discussed at Annual Reviews and SEN Support meetings and parents evenings).
- Regular reviews of interventions with staff who lead them.
- Leadership team visits to observe lessons and monitor student's work.
- Listening to the views of students, parents and staff.

Review

The SENDCo reviews this document every 12 months. The governors then approve it (or request changes).

Version	Date	Change Control: Details of changes
1	Mar 2024	Combined policy and SEN Info Report.

“ Teachers want to see nothing but students reach their potential... ”

Y13 student