Hall Cross Academy
SEND Information Report

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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 pupils, parents and staff.

If you have any questions, please get in touch:

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Welcome to Hall Cross Academy

At Hall Cross Academy we focus on pupils being the best that they can be.

We are a large and successful mainstream secondary school for pupils aged 11 to 18, with a sixth form for 450 pupils. We are found close to the center of Doncaster and have over 2000 pupils.

We strive for excellence and balance that drive with a determination to ensure our pupils enjoy their school days. "Enjoying excellence" is therefore at the heart of what we do.

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.hallcrossacdemy.co.uk

officialhallcrossacademy

@officialhallx

> **Hall Cross ensures you'll set yourself up for the rest of your professional life, whatever that may be.**
>
> KS5 pupil

Hall Cross Academy

Exceed Learning Partnership
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

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

Pupil 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**

What is SEND?

A pupil has SEND if they have a learning difficulty or disability that we need to make special provision for.

Some key terms:

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

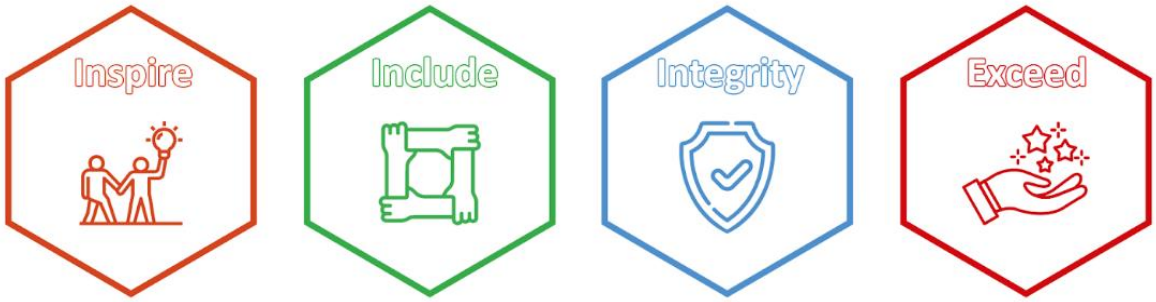
What is our shared vision?

Our shared vision is:

'To equip young people with the knowledge, skills and mindset to thrive and then take on the world!'

For SEND, we strive to ensure that every learner:

What are our shared values and aims for pupils with SEND?



Our SEND values link directly to each aspect of our Trust values. However, this is mostly relevant for 'Include'. We are concerned about achieving equitable, diverse and quality education for all pupils.

Our shared SEND aims are:

- We celebrate each pupil's strengths, interests and individuality.
- We have high expectations and aspirations for all children.
- The views, wishes and feelings of our children are central to all we do.
- We work positively and proactively with parents and others involved.
- All children are entitled to a broad and balanced education and to feel secure, safe and valued.
- All children are encouraged to participate in the life of our school.
- All our teachers are teachers of children with SEND.

> **"I love it at Hall Cross. When I joined, I was a little worried because I was the only pup from my primary school. I shouldn't have worried! I've met loads of people and mad lots of new friends."**
>
> Y8 pupil

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

If a pupil 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 pupil has SEND?

We aim to identify SEND as early as possible to secure the best long-term outcomes for the pupil.

We assess pupils (e.g., reading, writing, maths). Our assessments can also include looking at a pupil's social skills or behaviour. You can find more details of when and how we do this in our assessment policy (go to the policies page of our website).

Some parents give us extra information to help us make decisions. For example, this could be an eye clinic report, or an autism diagnosis letter.

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

When we assess, we look for:

- Any pupils who make less progress than their peers;
- Any pupils who make less progress than they did before;
- Any pupils who do not close the gap with their peers (despite extra help we have given).

We then consider our assessments and weigh up the big picture (how big the gap is, attendance, discussion with parent etc.) before making a decision on whether the child has a SEND.

New Y7 pupils

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. Pupils will then fall into one of these four categories:

- EHCP (or a formal assessment is in progress);
- SEN Support
- SEN Monitoring - 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 pupil has SEND. When we assess whether a pupil 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.

A pupil does not have SEND just because English is not their first language (although they could have SEND as well).

How do we meet pupils' needs?

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

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

What we provide that helps all pupils

Subject departments determine how the needs of the pupils 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 pupil. For example, this might be that we provide key aspects of the work on the board so that pupils 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 pupils and spot gaps in provision.

All pupils 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 endeavors'', they discuss any pupils they are concerned about with the SEND department.

Homework is used to embed learning and stretch pupils.

SEND Support

All teachers are teachers of SEND. Teachers at Hall Cross use their "best endeavors'" to support pupils 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.

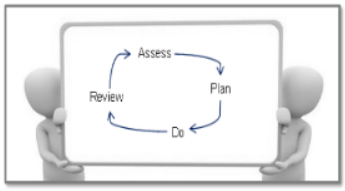
Every school has a whole school annual budget made up of core funding per child and extra SEND funding (based on a formula agreed by local schools). In line with national rules, we deploy up to £6,000 per pupil per year towards meeting SEND for those who have SEND support.

All SEND pupils 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 a smaller 'nurture' groups to help pupils 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.
- Bilingual support to access translated resources.



Assess, Plan, Do, Review

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

- Assess: We establish the pupil's needs.
- Plan: We set targets and agree how we will support the pupil 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 pupil is placed on the SEN register, they are identified with a SEND status. SEN Support, EHCP or SEN Monitoring.
- We use Doncaster Council's SEN Descriptors.
- Pupils have a SEN Support Plan (SSP) as well as a one-page profile.
- Our SSPs are written so that pupils can understand them and have ownership.
- SSPs state the pupil's strengths, difficulties and how they will be supported to make excellent progress.
- Where the SENDCo and parent agree that the pupil has made good progress, it may be appropriate for needs to be met without an SSP.

EHCPs

Where a pupil 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 pupil will have made limited progress. Typically, support services will have already offered support.

Pupils with an EHCP have access to all that is available for pupils 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 Pupils with SEND

We set targets for pupils with SEND so that staff, parents and pupils know what we are all working towards.

We often call these SMART targets:

- **S**pecific: We say exactly what the next small step is for the pupil.
- **M**easurable: We say how we know if the pupil has met their target.
- **A**chievable: We have big ambitions, but each target must be achievable.
- **R**elevant: We link it to the pupil's needs or what they need to overcome.
- **T**ime bound: Targets are until the next stated review.

SMART targets say what the pupil 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.

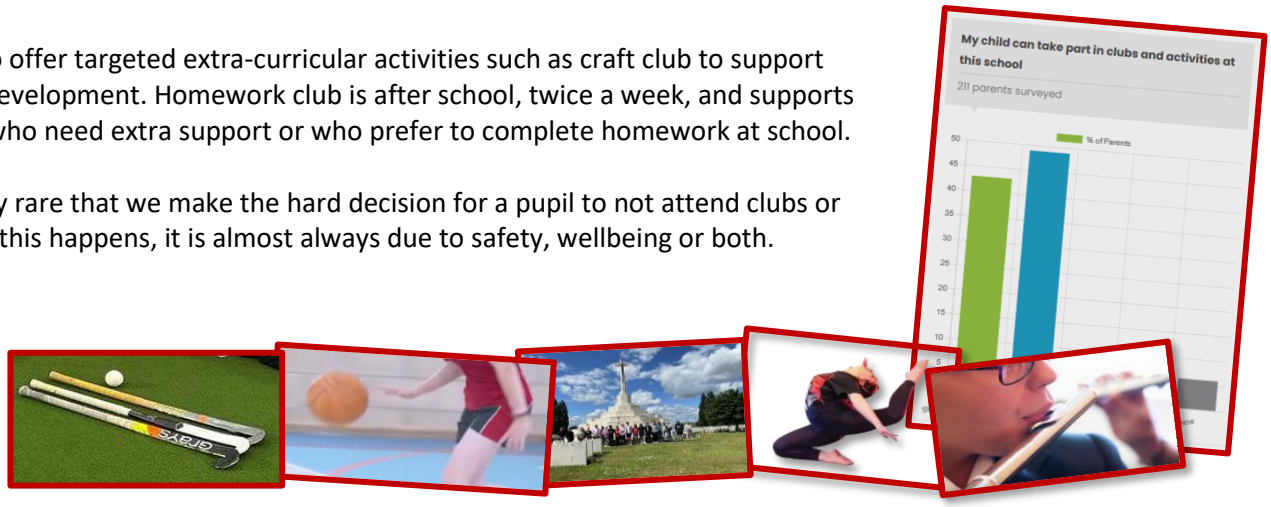
Can a pupil with SEND join in clubs and school trips?

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 pupils, 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 pupils who need extra support or who prefer to complete homework at school.

It is very rare that we make the hard decision for a pupil 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 offe where you can make lots of new friends."**
>
> Y7 pupil

The Role of Pupils

We expect pupils 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 pupils:

- 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 pupil 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 pupil

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 pupil's long-term success:

- Parents' knowledge helps us to get a shared view of a pupil'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 pupil 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.

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 pupil'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 pupil 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 pupils (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 pupils) 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

Our Team: Who's Who?

The Principal 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 pupils with SEND.

Our Principal 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 pupil'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 pupils with SEND.
- Oversee all SEND reviews, including at transition.
- Liaise closely with staff, parents, pupils 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.

The role is best explained by our seven promises:

1	We will oversee all of the SEND work at our school.
2	We will work with our leadership team and SEND Governor to plan improvements to our SEND work.
3	We will work in partnership - that includes listening to the concerns of staff and parents.
4	We will ensure staff and parents have the right information, guidance and training on SEND.
5	We will offer time, practical support and solutions to SEND issues.
6	We will work with nurseries, child minders, parents and other schools to help successful transfer into and out of our academy.
7	We will engage external SEND support services for children who have more severe needs.

Our Teachers will:

- Have high aspirations for every pupil.
- Have a detailed knowledge of pupils with SEND.
- Focus on the achievement of each pupil's outcomes.
- Monitor the progress of pupils with SEND.
- Devise strategies and adaptions to unlock even more progress.
- Refer to pupil 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 pupil's outcomes.
- Liaise with the SENDCo and teachers about SEND issues.
- Not be a substitute for a teacher's involvement with a pupil.
- 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 pupils 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.

> **"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…"**
>
> Y13 pupil

Can we access specialist help?

Yes. Some pupils 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) • 01302 796 888	**Speech and Language Therapy Service** • 01302 642 633 • Doncaster Royal Infirmary, Armthorpe Road, Doncaster, DN2 5LT
Attendance & Pupil Welfare Service • 01302 737235 • welfare.service@doncaster.gov.uk • APWS@doncaster.gov.uk	**Occupational Therapy** • 01302 644 111 • Children's Therapy, Doncaster Royal Infirmary, Armthorpe Road, Doncaster. DN2 5LT
Behaviour Outreach Support Service (BOSS) • 01302 736 295	**Physiotherapy** • 01302 642 633 • dbth.paediatricsadmin@nhs.net • Children's Therapy, Doncaster Royal Infirmary, Armthorpe Road, Doncaster. DN2 5LT
Educational Psychology Service (EPS) • educationpsychology@doncaster.gov.uk • 01302 737 291	**Child Mental Health Service (CAMHS)** • 01302 796 191 • The Crystal Building, Weston Road Site, Balby, Doncaster. DN4 8QN
Service for Children with HI (SCHI) • sarah.barton@doncaster.gov.uk • SEND/HI, Floor 3, Civic Office, Waterdale, Doncaster, DN1 3BU	**School Nursing Team** • 01302 566 776 • cyp&fschoolnurses@rdash.nhs.uk • Park Lodge, Woodfield Park, off Tickhill Road, Balby.
Service for Children with VI (SCVI) • 01302 734 838 / 07920 283 550 • Amanda.Bayley-Sunter@doncaster.gov.uk • SEND/VI, Floor 3, Civic Office, Waterdale. DN1 3BU	**Child Development Centre** • 01302 642302 • dbth.DoncasterGDAreferrals@nhs.net • Children's Outpatients, Doncaster Royal Infirmary, Armthorpe Road, DN2 5LT
SEN Service • 01302 737210 / 737211 • sen@doncaster.gov.uk • SEN Team, Civic Office, Waterdale. DN1 3BU	**Children's Epilepsy Nurse** • 01302 379 528 / 07917 232 005 • Cantley Health Centre, Goodison Blvd, Cantley, Doncaster DN4 6ED
Early Help • 01302 734110 • earlyhelphub@doncaster.gov.uk	**Social Care** • 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 pupil'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.**
>
> Y9 pupil

Transition

Joining Us from Primary School

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 pupils 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 pupil'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 pupil's individual needs.

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

If pupils 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 pupil. Any arrangements will depend on how soon the pupil is moving and also the nature of the pupil'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 pupils transitioning to the upper school site to start their KS4 education journey. Vulnerable pupils are given the opportunity to make additional visits to the upper school site supported by the SEND team.

- Between lower and upper school, pupils 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 pupils move to upper school.
- From Y9, we begin to discuss pupil's hopes for the future and other aspects in preparing for adulthood.

Y11: Onwards and Upwards

- When pupils are due to move on, they and their parents will be encouraged to consider all options for the next stage of learning.
- We support pupils 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 pupils, 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 pupils can make informed decisions about where their journey will take them next.
- Where pupils 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

- Pupils heading for university are supported with the UCAS and interview process.
- Careers advice and guidance is prioritised to ensure that pupils 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."**
>
> Y8 Pupil

Your Questions Answered

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

No. Some pupils do have a diagnosis (e.g., autism, ADHD), but we can address a pupil'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 pupils' SEND can be met without an EHCP - we use our SEND funding to help with this. A small number of pupils with more complex SEND have an EHCP (about 1 - 2% of all mainstream secondary pupils).

3. Can pupils have adjustments to exams?

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

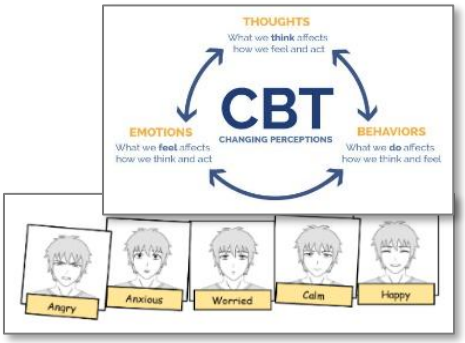
- A reader or a scribe;
- Extra time;
- A separate room.

4. Are emotional difficulties always SEND?

No.

Many pupils 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 pupil.

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 pupil

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

We are proud to be a nurturing and supportive school. Pupils 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 pupil may become withdrawn or isolated, or have disruptive or disturbing behaviour. For some pupils, these behaviours reflect underlying mental health difficulties (e.g., anxiety, depression, eating disorders). Other pupils may have, for example, ADHD or attachment disorder.

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

What do we provide for all pupils?

- 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 pupils for key changes or transitions.
- Staff self-reflect and this can prompt a deeper understanding of a pupil's needs and what might be done differently in future.

What do we provide for pupils who need something extra?

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

The Hub

- The Hub is a quiet, safe environment where pupils 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 pupils 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 pupils 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 pupil. It can help to remove barriers to learning and agree referrals for extra help for the pupil 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 pupils 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 pupil 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 pupils?

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 pupil

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 pupils 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 pupils 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 pupil 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
Designated Teacher

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

Contact me:
g.massarella@hallcross.elp.org.uk
01302 320626

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

Extra Funding (Pupil Premium Plus)

We get extra money for LAC pupils and those who were LAC but aren't anymore (e.g., pupils 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 pupil is always behind in their learning. For example, a LAC pupil 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?

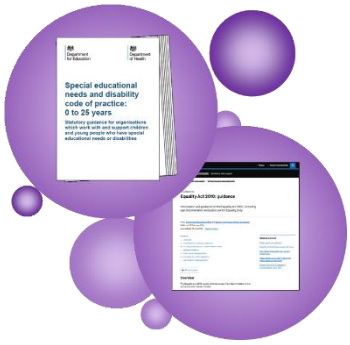
If you have a concern or complaint about our SEND provision, you should discuss this with the Year Manager or SENDCo in the first instance. If you remain unsatisfied, complaints and concerns can be raised via Exceed Learning Partnership using the link here.

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
- Supporting Pupils with Medical Conditions.

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 pupil

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.

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 and 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 pupils.
- Monitoring how well pupils 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 pupil's work.
- Listening to the views of pupils, parents and staff.

Review

We review this policy every 12 months. If we need to update anything before the end of 12 months, we will. Our SENCo is in charge of any review. Then, our governors discuss and approve it.

> **"Teachers want to see nothing but pupils reach their potential..."**
> Y13 pupil