



The Crossley Heath School

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SEND Policy

September 2021

Responsibility: Inclusion Co-ordinator/SEND Co
Date: September 2021
Approved by: Governing Body
Review: September 2022 (annual review)

The SENDCo is Miss Stella Guillespie.

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Intent

This policy is intended to reflect the practice and aspirations of the whole school and to reinforce the school's commitment to supporting students who have additional educational needs or special educational needs & disabilities (AEN or SEND).

It is designed to be a working reference document as well as a statement of intent. It is accessible to all members of the school community and is underpinned by the new SEN Code of Practice, in place from September 2014. In keeping with the fundamental principles of current reform this policy will be reviewed annually alongside parents, students, the governing body and school staff.

Our practice follows the statutory guidance on duties, policies and procedures relating to the Equality Act (2010) and Part 3 of the Children and Families Act (2014) that has replaced the previous SEN Code of Practice (2001). Full details and supporting information relating to this Act can be found by accessing the following link:

<https://www.gov.uk/government/organisations/department-for-education>

Section 1 - Crossley Heath School Contextual SEN information

There are currently 14 students on the Special Educational Needs register, 6 of these students have an Education Health Care Plan (EHCP) with a further 70+ students being identified as having Additional Educational Needs.

Section 1: Responsibility for Coordination of SEN Policy

Provision for students with special educational needs is a matter for the school as a whole. The following stakeholders have strategic and statutory duties:

Special Educational Needs Coordinator (SENCo)

The SENCo has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. The school SENCo for 2021-22 is Stella Gillespie who is newly appointed to the post.

Contact: email – s.gillespie@crossleyheath.org.uk Tel – 01422 360272

The Head Teacher

The head teacher has overall responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN. The head teacher keeps the governing body fully informed and also works closely with the school's SENCo.

The SENCo is directly responsible to the head teacher who acts as an advocate for SEN on the Senior Leadership Team (SLT). The person with this responsibility for 2020-21 is Lynette Cassidy.

Contact: email- l.cassidy@crossleyheath.org.uk

The Governing Body

The governing body should, in collaboration with the head teacher, deputy head, SENCo, parents and students, determine the school's general policy and approach to provision for children with SEN, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The Governors have elected a 'link' governor with responsibility for SEN.

The SEN link governor for 2021-22 is Yasmin Ahmed.

Section 2 - The aims of our SEN policy are:

- To support the child or young person, and the child's parents or carers, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood
- To facilitate the participation of students, their parents and young people in decision- making
- To focus on the early identification of student's and young people's needs and put in place early intervention to support them
- To work together to give greater choice and control for students and parents over support
- To ensure effective collaboration between education, health and social care services to provide support
- To develop and maintain high quality provision to meet the needs of students and young people with SEN
- To ensure that children and young people with SEN can engage in the activities of the school alongside pupils who do not have SEN

Section 2 - Our Objectives (how are we going to achieve our aims?)

- To identify and provide for students who have additional and special educational needs
- To work within the guidance provided in the SEND Code of Practice (2014)
- To operate a "whole student, whole school" approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Coordinator (SENCo) who will work to ensure the SEN policy is upheld
- To provide support and advice for all staff working with SEN students

Section 3 - Identification of Student Needs

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people and therefore only a minority of students at Crossley Heath are likely to be considered to have SEN.

At Crossley Heath we assess each student's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. This evidence can help the early identification of any SEN that has not already been recognised.

The Code of Practice (2014) refers to four broad areas of need that allow us to consider what action the school needs to take in order to support the student. The four areas of need are outlined below:

Communication and Interaction

Students with speech, language and communication needs (SLCN) have difficulty in communicating with others. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Students with Autistic Spectrum Conditions (ASC), including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

What potential barriers to learning are not considered to be SEN?

Some students may be subject to factors that can impact on their progress and attainment that are not considered to be a special educational need. These are listed below:

- Disability – A student who has a disability under the Equality Act 2010 has ‘...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’. Whilst some students with a disability may also have SEN, a disability alone does not constitute SEN.
- Problems with attendance and punctuality.
- Issues in health and welfare.
- Having English as an additional language (EAL).
- Being in receipt of a Pupil Premium Grant.
- Being a Child Looked After (CLA)
- Being a child of Servicemen/women.
- Behaviour – Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

Section 4 - A Graduated Approach to Additional and Special Educational Support

Students are only identified as having SEN if they do not make adequate progress once they have had all the interventions and adjustments that high quality personalised teaching can offer.

Some students may have been identified and assessed as having Specific Learning Difficulties (SPLD's) such as dyslexia but this does not mean that they cannot make expected progress given effective strategic teaching.

Students with this level of need are considered to have Additional Educational Needs (AEN). AEN students will have a 'student support profile' that highlights their specific learning needs in order that the teacher can plan for effective differentiation. The school holds a register of students who have AEN.

A Graduated Approach – Wave One

At wave one, subject teachers are responsible and accountable for the progress and development of pupils in their class. High quality teaching, differentiated for individual students, is the first step in responding to students who may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Teachers will apply an 'Assess – Plan – Do – Review' cycle in developing the most effective strategies for individual students' learning. Teachers will work with students and parents in order to share in target setting and decisions about support. Teachers may need to work with form tutors and Achievement Leaders to maximise the support for students at wave one.

The school is committed to developing the awareness, skills and expertise of teachers in identifying and supporting students with AEN and SEN. Teachers can make use of a range of strategic information and resources available to assist in their planning for individual needs.

A Graduated Approach – Wave Two

At wave two, students who are not making adequate progress need additional intervention and support. Subject teachers will have supporting evidence gained through the 'Assess – Plan – Do – Review' cycle that can be used alongside other information gathered from within school to investigate potential barriers to learning and help

identify any underlying SEN early. The SENCo or another member of the Learning Support Team will work with the subject teacher, student and parents/carers to review this information and consider next steps. At this wave a student may require a student support profile to help give clarity to the particular areas of need and could therefore be added to the AEN or SEN register. The SENCo or another member of the Learning Support Team may need to work with the teacher and student, in or outside of the classroom, to establish effective learning strategies. Some curriculum adaptations may be appropriate.

It may also be appropriate to conduct screening tests (see appendix for assessment procedure), such as a dyslexia risk assessment, or student focused observations to help support a decision to move a student to wave three of the graduated response. External specialist assessments may be required in order to confirm underlying specific needs such as dyslexia or autistic spectrum conditions. Any such investigations into possible learning barriers will be carried out in agreement with the student and parents/carers.

The subject teacher would still be responsible and accountable for the progress and development of the student and any new strategies developed need to be monitored through the Assess - Plan – Do – Review cycle and communicated clearly with parents and the learning support team.

A Graduated Approach – Wave Three

Some students may have higher levels of need that require special educational provision* in addition to the high quality teaching delivered at wave one and two. At this stage it may be appropriate to work with the student and parents/carers alongside specialist external agencies who can offer advice around support and appropriate next steps and access to any relevant assessments. Examples of the agencies the school works closely with can be found in the SEN 'school offer' on our website – www.crossleyheath.org.uk

In some cases there may be a need to make agreed adaptations to a student's curriculum in order to work more effectively towards the student centred outcomes at the heart of our support. Such adaptations can release additional time for the student to access specific support to address their areas of need.

Students who have an Education Health Care Plan (EHCP) are likely to access wave three support on arrival at the school including during the transition process.

***What is Special Educational Provision?**

Special educational provision under Section 21 of the Children and Families Act 2014 is described as “educational provision that is additional to or different from that made generally for other children or young people of the same age.” Examples of special educational provision in our school setting might be additional in class support, small group or 1:1 interventions and curriculum pathway adaptations.

How are students, parents/carers and families involved in the Graduated Response?

At all waves of the graduated response early discussions with the student and their parents/carers are fundamental to the process. These early discussions should lead to a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions should be added to the pupil's record on the school information systems. The school provides links, through the 'school offer', for parents and students to access the local authority's information, advice and support services (SENDIASS & Unique Ways – formally Calderdale Parents and Carers).

The school offer and local authority offer for SEN students can be found by clicking on the Special Educational Needs link in the 'School Information' drop down menu on our website www.crossleyheath.org.uk

Alternatively parents/carers and students can access the local authority offer via the link www.calderdale.gov.uk/education/parents/sen/local-offer.html

Section 5 - Managing Students Needs on the SEN Register

Students on the SEN register now come within a single category of SEN SUPPORT. This is a change to the system which ended on 1st September 2014 that categorised students into School Action and Action Plus. The process for managing and meeting the needs of students on the SEN register from September 2014 is outlined below:

- The subject teacher has the responsibility for planning and delivering support for individual students with SEN, including those who have EHC plans.
- The SENCO provides professional guidance to colleagues and will work closely with the student, staff, parents and other agencies in order to create the best support for the individual.
- Where a student is receiving SEN support, teachers and the SENCo, will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the student and the school. Review meetings will be held with parents at least three times each year.
- The SENCO produces a map of student provision geared towards evaluating the effectiveness of any interventions in place. This will include impacts on progress and achievement along with the funding required for each intervention. The provision map is reviewed each term and can form part of the discussion at student progress meetings.
- The SEN administrator is responsible for updating ILP's following review meetings and ensuring that all staff have up to date information.
- The SEN administrator is also a point of contact, other than the SENCo, for parents and students who may need information, guidance and support.
- In addition to the termly school based review meetings, students who have a current statement or new EHC plan will have their plans reviewed at least once a year at the Annual Review Meeting. This meeting will involve the SENCo, the key worker or LSA where appropriate, parents/carers, the student and representatives from the local authority teams supporting the individual student.
- In most cases where additional support and specialist services may be required the SENCo or appropriate member of the SLT will coordinate this action.
- In most cases where a formal referral process is required the student and parents/carers will be fully involved in compiling the necessary evidence to support the referral.
- In exceptional cases, where the graduated response for meeting individual needs has not been effective in securing agreed outcomes, the school may request additional funding from the local authority 'High Needs Block'. In this event the SENCo and or appropriate member of the SLT will, in collaboration with the student and parents/carers, present supporting evidence to the local authority.
- Where additional funding from the local authority is granted the student may have need for an EHC plan in which case, in agreement, the school and parents can request an Education and Health Needs Plan assessment.

Section 6 – Criteria for Exiting the SEN Support Register

One of our core aims in supporting students with SEN is preparing them effectively for adulthood. In meeting this aim we work to develop a strong level of independence within each student at the school and in doing so help them to acquire the skills and awareness needed to lead safe and successful lives as they move into higher education or the work place. If a student is receiving special educational provision and support there is an expectation that, over time, the level of support is reduced or altered to allow for increased independence.

Most learning needs and disabilities will be present for life and as such we recognise that the majority of students with additional or special needs will require continued monitoring whilst at school regardless of the level of support. However, students on the SEN register who demonstrate over time that they are making good progress towards their outcomes with increasing independence can be taken off the SEN register. In this case the student is likely to be added to the AEN register.

In any case where a student could be taken off the SEN register the student and parents/carers would be invited to discuss this allowing us to share views and feelings. No decision can be made without first consulting the student and parent/carer.

All students are individuals and as such there are no prescribed 'best fit' criteria for exiting the SEN support register. Common indicators are likely to be based on attainment across subjects, effort grades, teacher evidence, emotional wellbeing status and student and parent/carer views.

Section 7 – Guiding Students and Families to Access SEN Support Information

The Lamb Report (2009) and the subsequent government Green Paper – “Support and Aspiration. A New Approach to Special Educational Needs”, highlighted that parents/carers, children and young people did not have easy and sufficient access to relevant information about the support available for meeting their needs.

The new Code of Practice stresses;

“the importance of the child or young person, and their parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions.”

The following information and links are in place to guide parents/carers and students to useful information that can support their part in decision making.

The Calderdale Council Local Offer can be accessed using the link below. Calderdale's Local Offer is one central place to access all information about services and support available to SEN and disabled children, young people and their families. Whether you are a child, young person or parent/carer, you will be able to access all the information you need about education, leisure, social care and health.

www.calderdale.gov.uk/education/parents/sen/local-offer.html

Our School Offer for students with AEN and SEND can be accessed via the school website. It can be found by clicking ‘School Information’ and selecting ‘Special Educational Needs’ from the drop down menu. This document is intended to provide straight forward information for parents/carers and students about the support and provision they can expect from the school including support through transitions.

The School Website has further information about our provision and support for AEN and SEND students and their families including links to other agencies.

AEN and SEND Exam Access arrangements are managed by the SENCo and the school’s Exam Officer. A member of the Senior Leadership Team has overall responsibility for the schools exam procedures.

There are a range of exam access arrangements that can be applied to students who are recognised as having AEN/SEND. Additional time allocations, lap-top provision, an exam reader or a scribe are examples of such arrangements. In each case clear evidence of need supported by an accredited specialist assessment is required.

If you have any queries about exam access arrangements then you can contact the SENCo;

s.gillespie@crossleyheath.org.uk tel: 01422 360272

Section 8 – Supporting Students at School with Medical Conditions

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual Healthcare Plans (IHCPs) specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEN, their provision is planned and delivered in a co-ordinated way with the IHCP. The SENCo works with the Healthcare Assistant for the overall managing of students with medical needs, teachers, student, parents/carers and relevant health professionals to develop the most effective strategies for support.

The school’s Healthcare Assistant for 2021-22 is Duncan Beattie: d.beattie@crossleyheath.org.uk

The school recognises that pupils with SEN and or medical conditions should be supported so that they have full access to education including school trips and physical education.

The school Medical Needs Policy can be accessed via the website www.crossleyheath.org.uk and by clicking on ‘School Information’ and selecting the ‘Policies’ link.

Section 9 - Monitoring and Evaluation of SEND

The school is eager to maintain and develop outstanding practice across departments. The provision for SEND students is monitored and evaluated in a number of ways.

- The school leadership undertake a rolling programme of department reviews. The most recent whole school SEND review took place in April 2014. The review provided a thorough and comprehensive evaluation of the provision, experiences and progress of our SEND students and also the leadership and management of the department.
- The provision for students with AEN and SEN is one of the criteria for school lesson observations. This is underpinned by the new OFSTED framework and Teacher Standards (2012).
- In 2016-17 there was a whole school teaching and learning focus on Quality First Teaching through differentiation, something that is at the heart of supporting students with SEN/AEN.
- Parents/carers and students get the opportunity to give their views and feedback via a questionnaire sent out each year.
- The views of students and parents are also considered as part of our on-going support and provision procedures including those put forward at review meetings.
- Teachers can give their views at any time in steering the provision available in and out of their lessons to meet the individual needs of students.
- The SENCo has the responsibility to work with all stakeholders to address any areas for development identified through the above and to promote an active process of continual review and improvement of provision for all students.
- The SENCo is also responsible for reporting annually to the schools governing body in order that they can review provision for students with additional needs.

Section 10 - Training and Resources

How is SEN Provision Funded?

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

Staff Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development in SEN. The following examples highlight the ways in which the school achieves this;

- The SENCo is qualified with the National Award for SEN Coordination
- The SENCo regularly attends local authority SENCo Network Meetings in order to keep up to date with local and national updates
- Members of the Learning Support Team (key workers), who offer close support for high needs students, receive opportunities to develop their professional knowledge and expertise in order to best meet the needs of the students they support.
- Members of the Senior Leadership Team are actively involved in developing their awareness of issues relating to SEND and attend appropriate conferences in order to support the SEND and inclusion agenda in whole school decision making
- All staff attend SEN INSET presentations as part of the Teaching and Learning Programme

- In 2020-21 there was a whole staff training session on supporting students who have autistic spectrum conditions.
- New staff, including support staff, undertake induction on taking up a post and this includes meeting with the SENCo to explain the systems and structures in place around the school's AEN and SEN provision and practice
- All staff have easy access to on-line CPD materials
- Staff who teach students with more complex needs are part of a teacher team through which strategy and experience can be shared regularly in order to create consistency in provision and faster response to current need
- Some staff follow a SEND CPD pathway as part of the whole school CPD programme
- Some staff have specific SEN targets as part of their performance management

Section 11 – Reviewing the SEND Policy and Information Report

This policy and information report is intended to be a working document. It is statutory to review this document annually but the school recognises that more regular amendments and updates may be necessary. The school welcomes parent/carer and student views and advice on its contents and how best to present this information. If you would like to contribute to the continued development of the policy underpinning our SEND practice then please contact the SENCo with your views.

s.gillespie@crossleyheath.org.uk

Section 12 - Accessibility

The school is committed to being inclusive and accessible to all students who have earned the right to attend should that be their wish. The SEN and Disability Act (2001), placed a duty on all schools and local authorities to plan to increase over time the accessibility of schools for disabled students and to implement their plans. This was further supporting by the Equality Act (2010).

The school Accessibility Plan can be viewed via the website www.crossleyheath.org.uk by clicking on the 'School Information' icon and then selecting 'Policies'.

Additionally, students and parents can find relevant information regarding accessibility by reading the 'school offer'. Go to the website, select 'School Information' and click on 'Special Educational Needs'.

Section 13 – Dealing with Complaints

At our school decisions about provision for students with SEN or disabilities should be made jointly by school staff, parents/carers and the students themselves, taking a person-centred approach, with the views of the student and parents taken into account when those decisions are made.

Effective relations between school, parents/carers and students should be marked by open communication so that parents/carers and students know where they are in the decision-making process, their knowledge and experience can be used to support good decision-making and they know the reasons why decisions have been made.

We aim to forge positive and supportive relationships with both students and parents/carers in order to work together effectively.

Where concerns or disagreements around SEN provision are experienced parents can contact the SENCo or another appropriate member of staff. They can then look into your concern and give you a response, making clear any action or monitoring of a situation that may be necessary. At this stage, misunderstandings can usually be cleared up. An apology can be given if something is found to be wrong. Everyone benefits from the speedy resolution of difficulties and from suggestions for improvement.

If no satisfactory solution to the concern has been agreed you should be informed of your option to take the matter further. This process is outlined in the schools Complaints Procedure document. This can be accessed by going to the school website www.crossleyheath.org.uk and clicking on 'School Information' followed by 'Policies'.

Some complaints and disputes regarding decisions involving SEN students including those with statements and EHC Plans may need to be dealt with by the local authority. This process is outlined in the new SEN Code of Practice from page 221. Parents/carers can access this document from the 'Special Educational Needs' section of our website.

Section 14 – Dealing with Bullying

It has been identified through a number of national studies that students with SEND are more likely to be subject to bullying especially from their age group peers in schools and the wider community.

We recognise that all students have a right to be happy and respected and will actively promote such an ethos across the school. We aim to foster an ethos of respect and value for every individual so that all students feel safe and confident to be themselves.

National publicity in the fairly recent past has clearly shown what distress bullying causes to its victims and how that distress can lead to the most appalling results.

It is therefore important that everyone connected within the school understands the following:

- That bullying in any form will not be tolerated;
- That anyone who knows or suspects that bullying is going on is under a clear obligation to take action to stop it;
- That the consequences of bullying are made clear to all.

The effects of bullying may include:

- Anxiety and depression
- Long term absence from school
- Physical illness or psychosomatic complaints
- Poor self esteem
- Difficulty in forming positive relationships
- Feelings of worthlessness and betrayal
- Lowered standard of work
- Withdrawal, isolation or self-harm.

Within school, bullying issues are addressed through the PHSCE curriculum to which all students have an entitlement. The PHSCE curriculum is revised annually to ensure the programme is relevant and takes into account current guidance from the DfE.

The pastoral teams within the school also work together to address issues relating to bullying. Tutors work with their groups during extended tutorial time and Achievement Leaders, senior leaders and guest speakers reinforce positive behaviours that help to prevent bullying. There is a peer support programme in operation in Year 7 (the Buddy System) which encourages younger students to trust and confide in an older student.

The 'Buddies' receive training in handling such issues and referring to a member of staff when necessary. Post 16 students are trained as Peer Mentors, their role being to support from groups and individual students. There is a 'Well Being' Coordinator in school weekly who can also offer support and guidance where appropriate and student 'Well Being' Leaders are also in place to support students.

It is vital that an open culture about bullying exists. All students must feel that any incident of bullying which they report is dealt with thoroughly and effectively. In the first instance, students should inform their form tutor or any trusted member of staff. All staff share responsibility in ensuring that bullying is prevented and/or stopped.

The school procedures for dealing with incidents of bullying can be found in the Anti-Bullying Policy. This can be accessed by going to the school website, www.crossleyheath.org.uk and clicking on 'School Information' followed by 'Policies'.

Section 15 – Links to Legislation and other Guidance

The following website links can be accessed in order to find further information about special and additional educational needs.

The Department for Education website has links to a large number of documents detailing legislation and guidance relating to special educational needs.

<https://www.gov.uk/search?q=special+educational+needs>

The full version of the new SEND Code of Practice can be accessed using the link below.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Calderdale Local Authority 'Local Offer' contains a wide range of information about the provision and services available to children and young people with SEND and their families. Use the link below to access the relevant pages of the Local Authority website.

<http://www.calderdale.gov.uk/socialcare/family/disabledchildren/local-offer.html>

Appendix One

Referral and Assessment Procedure for Slow Processing



It is not unusual for a high achieving student to have a slow processing speed. Slow processing is not a formal learning disability, but having it can frustrate students, teachers and parents.

If slow processing is identified in a student, there are a range of ways to support the student through Quality First Teaching, as well as support in exams, through extra time. The JCQ have strict guidelines on how extra time is allocated to students and schools must be able to present evidence of slow processing and what adjustments have been made in the classroom before putting students forward for assessment.

Below is the graduated response in place at Crossley Heath

