



**Crispin  
School**

Aspiration - Compassion - Excellence

## SEND Report 2026- 2027



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| Date Agreed | September 2026 |
| Review Date | September 2027 |

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## **1. The kinds of SEND that are provided for:**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

## **2. Identifying students with SEND and assessing their needs**

We gather information about each child during the transition from primary school. Individual support and provision are put in place at the start of year 7 based on information provided by parents/carers, primary school Special Educational Needs Co-ordinators (SENDCo) and other external agencies.

There are a range of interventions for students starting Year 7 with identified additional needs, examples include: literacy and numeracy support, SEMHs support or neurodiversity intervention.

There is an on-going review of the support of all students with additional needs at regular intervals throughout the year. There is also regular communication from parents/carers and teachers regarding any child who may need extra support.

Teachers who have any concerns about the progress of individual students will liaise with the SENDCo or Head of Year who may make a referral to the Inclusion Support Team.

The SENDCo and Inclusion Support Team make use of a wide range of assessments to help understand your child's strengths and needs across all areas of the Code of Practice. This includes:

- Screening tools for dyslexia/dyscalculia and other specific learning difficulties
- Assessments relating to working memory and speed of processing; and speed of handwriting/legibility of handwriting
- Assessments relating to SEMHS
- Assessments relating to neurodiversity
- Assessments of physical ability

If you have any concerns that your child has additional needs, you should contact the SENDCo. We welcome communication; and in particular advise you to get in touch before making referrals to outside agencies such as dyslexia assessors; paediatricians or psychologists.

Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

This may include progress in areas other than attainment, for example, social needs.

Slow progress diagnosed need and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents / carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### 3. Consulting and involving students and parents / carers

We will have an early discussion with the student and their parents/carers when identifying whether they need special educational provision. In most cases these conversations will start in the term preceding the transition to Crispin School.

These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' / carers' concerns
- Everyone understands the agreed outcomes sought for the young person
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record on Provision Map.

We will formally notify parents when it is decided that a student will receive SEND support.

Student voice is important to our student focused approach. Each student on the SEND register will have a Pupil Passport created, which will include their views, and will be shared with home for review.

The SENDCo and pastoral team have meetings with parents/carers throughout the year.

### 4. Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the student's progress.

The SENDCo in discussion with the Heads of Year, prepare and maintain a detailed Special Needs register which is available to all staff, this register includes an outline of the students' individual needs, strengths and support. The register is regularly reviewed and updated.

Students with an Education, Health and Care Plan (EHCP) have a pupil passport which summarises needs, support and provision details from the EHCP. This is available to all teachers and support staff.

The SENDCo will liaise with parents/carers and external agencies and with parental permission keep staff updated with new relevant information as a young person's needs change.

## **5. Supporting students moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the student is moving to.

Transitions can be tricky times for students, especially those with SEND, therefore we seek to ensure that transfer takes place as smoothly as possible by:

- Having excellent links with our feeder schools and throughout all phases of education in the Wessex learning Trust
- The Learning Support staff visit the Primary Schools to talk with teachers about children's special educational needs and meet with the students
- The SENDCo meets the primary SENDCO and Year 6 teacher of all students with an EHCP or those young people with severe or complex needs
- Additional visits are arranged as necessary throughout year 6 alongside a SEN specific induction day
- Parents of year 6 students with SEND are invited to additional information sessions and parent forums
- Where needed, the SENDCo invites colleges to SEND review of students in year 11
- SENDCo and/or key worker supports additional visits to post-16 providers

In order to prepare students for adulthood, we offer a through THRIVE curriculum, and spiritual, moral, social education for all students. Many students with SEND also have additional support in preparing for adulthood through interventions such as social skills and life and living skills. We also work closely with local employers to ensure that all students access a week of work experience in year 10.

## **6. Our approach to teaching students with SEND**

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual students.

We will also provide the following interventions:

- There are bespoke classes for English and Maths for those students identified as needing additional support to raise confidence in throughout years 7-9 for students who benefit from a more differentiated curriculum
- One-to-one support for students with this provision named in their EHC plan
- Literacy and numeracy intervention
- Support for speech, language and communication needs
- Support with social/life skills
- Exam revision, homework and coursework support
- Mentoring

The majority of the curriculum is delivered in mixed ability settings.

## **7. Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Ensuring that equipment used is accessible to all children regardless of their needs
- Ensuring that the learning environment is accessible to students of all abilities. This includes differentiation of the curriculum, support and interventions
- Providing support with homework club through Pupil Premium
- Key words and literacy resources are used across the school to support learning
- ICT is used across the curriculum to support and develop learning
- Laptop computers, iPads and other ICT equipment are used by students with more complex needs and/or sensory impairments
- There is a lift situated in the main building for movement between floors when necessary and another in Innovation Block
- Disabled toilets, showers and ramps are situated on the main school site
- Accessible toilets and ramps are situated in buildings

## **8. Expertise and training of staff**

Our SENDCO has 25 years experience in teaching and fifteen years experience in Pastoral care alongside a Masters degree in psychology. He holds the National Award for SEND co-ordination.

We have a team of ten inclusion support assistants, including four senior Inclusion support assistants who are trained to deliver SEND provision.

## **9. Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term

- Reviewing the impact of interventions, usually after 6 or 8 weeks
- Using student questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans
- Parent / Carer surveys

## 10. Support for improving emotional and social development

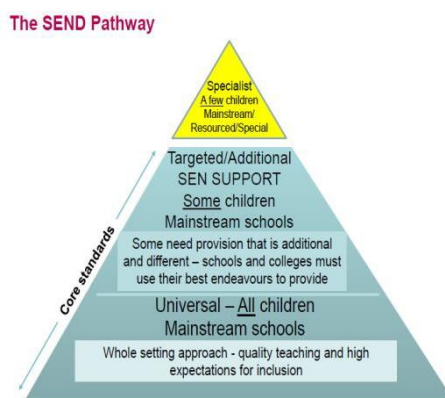
We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school council
- Students with SEND are also encouraged to be part of the wider school with active participation in all clubs and sports

At Crispin we adopt an inclusive philosophy which is founded on the principle that all children can move from dependent to independent with the right support.

The quality of teaching is regularly monitored and developed through learning walks, observations, progress meetings and all staff training which includes:

- Staff briefings
- Staff training on new students with SEND
- New staff training on the SEND ethos, systems and expectations at Crispin
- Training sessions on supporting students with low literacy skills
- Training sessions on how to effectively differentiate for low ability students



The pyramid above shows the graduated response to SEND adopted at Crispin. Where SEND Needs are identified, teachers will use the students' SEND pupil passports to put in place personalised support which promotes progress and development for those with SEND. If a student's needs cannot be met solely by universal support, then interventions may need to be put in place by the school. If these interventions are 'special educational provision', then the individual will be placed on the SEND register. Students' needs and strategies to support are outlined in a pupil passport which is shared with all staff.

Students who are placed on the SEND register will have pupil passport tailored to their specific needs and which also includes targets. The pupil passport is reviewed. All staff responsible for teaching the student receive a copy of the pupil passport to provide a comprehensive picture of the student's learning needs.

A small number of students with highly significant difficulties, may require specialist support and will have either top up-funding and/or an Education, Health and Care Plan (EHCP) which outlines their needs and support plan. We strive to be flexible and creative in our curriculum offer for the students with the highest needs to ensure that all students experience success and are prepared for the wider world. Where we consider necessary, we access outside specialist expertise through Support Services for Education such as educational psychologists, the learning support service, autism and communication service, speech and language support, and visual and hearing support.

We will also refer to health and social care and charitable support services where necessary. We value the whole child at Crispin and as such have a variety of 'in-house' support for Social Emotional Mental health including:

- Access to an emotional literacy support assistant (ELSA)
- Tutor Mentor
- PFSA
- Pastoral support from year leaders
- Access to The Willows as deemed necessary by Head of Year or Inclusion Support team
- Mentoring from the Inclusion Support team

Finally, all students are encouraged to enjoy a wide range of extra-curricular activities and trips at Crispin, and we strive to ensure that all students are able to access this important part of school life. Where a student has SEND, an individual plan of support will be developed with the lead teacher for the trip, the SENDCo, the student and the parents.

## **11. Working with other agencies**

What specialist services and expertise are available to support your child?

We work closely with any external agencies that support individual children's needs within our school. These may include:

GP, School Nurse, Educational Psychologist, Paediatrician, Speech and Language Therapist, Occupational Therapist, the Learning Support Service, the Autism and Social Communication Advisory Service, the Physical Impairment and Medical Support Services (PIMSS), the Child and Adolescent Mental Health Service (CAMHS). We also work with a range of further support services including Young Somerset and Children's Social Care.

If it is decided that your child may benefit from a support from a specialist service, then they will be referred by your GP, Head of Year or the SENDCo in many cases. Before this referral, an Early Help Assessment (EHA) meeting may take place where the available help will be discussed.

## **12. Complaints about SEND provision**

Concerns about SEND provision in our school should be made to the Head of Year or SENDCo. Complaints should follow the Wessex Learning Trust complaints policy:

<https://wessexlearningtrust.co.uk/wp-content/uploads/sites/5/2023/03/Complaints-Policy-September-2026-1.pdf>

The parents / carers of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Suspensions
- Provision of education and associated services
- Making reasonable adjustments for disabilities, including the provision of auxiliary aids and services

### **13. Contact details of support services for parents / carers of students with SEND**

IPSEA- offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND). They also provide training on the SEND legal framework to parents and carers, professionals and other organisations. [www.ipsea.org.uk](http://www.ipsea.org.uk)

Somerset SENDIAS (Special Educational Needs and Disability Information, Advice and Support) can give children, young people and their parent carers information, advice and support about SEND.

This can include information on Education, Health and Care (EHC) Needs Assessments and Plans. The service is free, confidential and impartial.

### **14. Contact details for raising concerns**

Concerns regarding the provision for students with SEND or the identification of an undiagnosed SEND need should be addressed to the SENDCo, [sendcontact@crispinschool.co.uk](mailto:sendcontact@crispinschool.co.uk) in the first instance.

### **5.18 The local authority local offer**

Our local authority's local offer is published [here](#) Somerset's Local Offer.

### **6. Monitoring arrangements**

This SEND information report will be reviewed by our SENDCo, Simon Thomas-Boddy every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

### **7. Links with other policies and documents**

This information report links to the following documents:

Wessex Learning Trust SEND policy:

<https://crispinschool.co.uk/wp-content/uploads/sites/20/2025/10/SEND-Policy-Sept-2025.pdf>

Accessibility Plan:

<https://crispinschool.co.uk/wp-content/uploads/sites/20/2026/03/Accessibility-Plan-Jan26.pdf>