



CROSFIELDS SCHOOL

Policy/Procedure Name:	Special Education Needs and Disabilities (SEND) Policy
Policy Owner:	Head of Learning Empowerment and Inclusion
Approved by:	Head
Approval Date:	February 2026
Date of next Review:	February 2027

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Reference Documents/Websites:

This policy has due regard to relevant legislation and policies including, but not limited to, the following:

- Admissions Policy
- English as an Additional Language Educational Provision and Welfare Policy
- Curriculum Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- Equalities Act 2010
- Code of Practice for working with children with SEND, 2014
- SEND Code 2015
- Children and Families Act 2014
- Keeping Children Safe in Education 2025
- JCQ Access Arrangements and Reasonable Adjustments 2025/26

It is estimated that, at some point during their time at school, some 20% of children will experience a learning difficulty or be identified with a Special Educational Need. In September 1994 the *Code of Practice on the Identification and Assessment of Special Educational Needs* came into effect. A revised Code of Practice came into operation in 2002 and a further new Code of Practice for working with children with Special Educational Needs and Disabilities (SEND) came into force on 1st September 2014.

Definitions

Children have special educational needs if they have a **learning difficulty** which calls for special educational provision to be made for them which is **additional to or different from**, mainstream provision. Children have a learning difficulty if:

- They have a significantly greater difficulty in learning than the majority of children the same age, or
- Have a disability preventing/hindering them from making use of educational facilities of a kind generally provided for children of the same age.

Special educational provision is:

“Educational provision that is additional to, or otherwise different from, the universal provision available to children of their age.”

Children have a disability if they have:

“A physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities.”

Objective of the SEND policy

- To identify and assess pupils' needs as thoroughly and early as possible
- To provide for those needs as far as is appropriate and reasonable within the framework of our school through the use of an "assess, plan, do, review" approach.
- To do our best to enable each child to become an independent learner.

To assist parents in securing alternative schooling should Crosfields be unable to meet the level of support needs.

Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.
- The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, but are not limited to:
 - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
 - These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
 - The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
 - Communication barriers and difficulties in managing or reporting these challenges.

The Head and Governing Board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

Learning Empowerment Team (LET)

The SENCOs oversee the implementation of the school's SEND policy and are the nominated budget holders for the Learning Empowerment Department.

Mrs Ianthe King Taylor	Head of Learning Empowerment and Inclusion (SENCO)	Full-time
Mrs Naomi Adams	Learning Support Teacher	Part-time
Ms Nicola Taylor	Learning Support Teacher	Part-time
Miss Claire Colam	Learning Support Teacher	Full-time
Mrs Abhi Rana	Higher Level Teaching Assistant	Full-time
Mrs Clare McIntyre	Higher Level Teaching Assistant, Animal Assisted Therapist	Part-Time
Ms Sara Bunce	Higher Level Teaching Assistant	Part-time
Mrs Cassidy Bartholomew	Higher Level Teaching Assistant	Part-time
Mrs Sarah Wavell	Higher Level Teaching Assistant/ELSA	Part-time
Mrs Sian Ralph	Higher Level Teaching Assistant/ELSA	Part-time

Identification and Assessment

Admission

Children are admitted to Crosfields following registration and a taster day/assessment that is tailored to the age of the prospective pupil. Should any concern be observed at the time of this orientation/assessment it is discussed with the child's parents prior to any offer of a place being made.

Crosfields admits children who have already been identified as having Special Educational Needs and Disabilities where the school feels it can provide the support and facilities to meet the child's needs. Full details of children's needs must be provided by their parents. Details of the support available at Crosfields to meet SEND needs is available in the document, "Supporting pupils with SEND: a parents' guide" (appendix 1). Pupils with local authority Education, Health and Care Plans (EHCPs) are considered on a case-by-case basis. They may be admitted to the school, subject to the school being able to provide sufficiently for their needs as detailed in Section F of the ECHP. Having a special educational need or disability is no barrier to entry so long as a child's needs can be met from the resources available.

All children at Crosfields follow a mainstream education which provides a broad and balanced curriculum. Should it be felt that the school cannot appropriately provide for the specific individual needs of a child (after reasonable adjustments have been made) within this, a place will not be offered. The decision as to whether Crosfields can meet need rests with the school and will take into account available provisions as well as the level of support needs of pupils already enrolled at the school. Should a previously identified SEND need not be notified to the school by a child's parents on application, the school reserves the right to withdraw the offer of a place.

Provision

We recognise that children are individuals who develop in their own ways and at their own pace and the school places a strong emphasis on high-quality, adapted teaching that meets all pupils' needs. Special educational provision is educational provision that is **additional to or different from** the universal provision available to others of the same age, i.e. provision that goes beyond the adapted approaches and learning arrangements normally provided as part of high-quality teaching.

Crosfields follows a graduated response to support needs, designed to help children towards becoming independent learning.

Concerns Raised

- Concerns are communicated via the class teacher and middle leadership using an established referral system.
- Following referral, the SENCO or a Learning Support Teacher will undertake further investigation which may include but is not limited to observation of the pupil, screening activities with the pupil or further information gathering from staff, parents or the pupil.

A decision will then be made as to how to provide for the pupil's needs and whether to add them to the SEND register. Parents will be informed at this stage if the need has been judged to require increased interventions and from this point records will be kept of communications and discussions that take place. Copies of these discussions are filed in accordance with GDPR in the School's information systems.

SEND Support

- A graduated response is followed (summary in Appendix 2) using the language of "waves". Wave 1 is considered universal support and, whilst there may be children with disabilities at this level, they would not be considered to have special educational needs as they are not receiving provision "additional to or "different from" what is ordinarily available. All pupils with a formally diagnosed disability or learning difficulty, whether they meet the definition of having special educational needs or not, are included at Wave 1 and have a one-page pupil passport, outlining the high-quality teaching and/or pastoral strategies

needed to support them.

- Where a child needs more targeted support, they may be included in group interventions addressing one of the four areas of special educational need: cognition and learning, communication and interaction, social, emotional and mental health or physical/sensory needs. These pupils are considered Wave 2.
- From time to time a pupil may need more intense or individualised support and receive timetabled 1:1 support from a member of the LET team. These pupils are considered Wave 3 and will have an individual support or specialist teaching plan that is reviewed at least termly between parents and LET staff.
- Where a pupil's needs require resources beyond what is ordinarily available at Crosfields, the school may ask parents to initiate the EHCP process and the pupil will become Wave 4 on the SEND register. This is a statutory process that will be followed in line with the home local authority's processes as well as Crosfields' policies and processes.
- At all Waves, when a child's difficulties persist, referral to an outside agency, such as a Chartered Educational Psychologist, Specialist Teacher, Occupational or Speech & Language Therapist or Neuro-Psychologist may be recommended for advice and/or an assessment. For pupils in our EYFS setting, staff may request the involvement of the Wokingham Early Years Inclusion Advisor and it is expected that parents will give their consent for this. Following a recommendation, it is the responsibility of the child's parents to arrange this. The school holds an updated list of known and accredited specialists and agencies which can be given to parents for guidance if they choose but does not recommend specific external professionals as parents may choose their own. Recommendations from any such report will be included in pupil passports and plans where possible, in line with the school's available provision.
- Parents will be kept informed, and records of communication and discussions maintained under the GDPR when appropriate, through all stages of their child's SEND journey. For pupils at Waves 1-2, the Form Tutor remains the main point of contact and maintains oversight of the pupil's progress and provisions. For pupils at Wave 3 and 4, the LET team will arrange regular review meetings in addition to the usual school reporting and monitoring processes. Crosfields believe that strong partnerships with parents are key to successful SEND support and parent are always welcome to speak to their child's teacher, the LET team or the SENCOs about any concerns and to share insights about your child's strengths, needs, and preferences at any stage.
- Having followed the graduated approach above, for pupils with higher levels of support needs, it may be necessary to consider whether the resources and curriculum at Crosfields are appropriate for them to thrive here. Should it be necessary to recommend or insist upon alternative schooling, the individual's parents should be made aware of this from the earliest opportunity.

Access Arrangements

Identified children may be awarded a variety of Access Arrangements in both internal and public examinations. Arrangements will be approved by the SENCO, in line with JCQ regulations.

Arrangements are monitored and can be withdrawn at any stage if the pupil does not use nor benefit from the arrangement.

Assessment for access arrangements at GCSE level and above will be completed by members of the LET team.

Use of data and record keeping

All information about pupils will be kept in accordance with the school's Data Protection Policy.

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.
- The school keeps data on the levels and types of need within the school and makes this available to the ISI on Inspection.

Confidentiality

The school will not disclose any SEND information without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To ISI teams as part of their inspections of schools

- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the Head (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

Monitoring and review

This policy is reviewed on an annual basis by the Head of Learning Empowerment in conjunction with the Head. Amendments to this policy will be communicated to all members of staff and updated on the School's website.

All members of staff are required to familiarise themselves with this policy.

This policy will be reviewed annually.

Appendix 1:

Supporting Pupils with SEND: A Parent's Guide

At our school, we are committed to creating an inclusive and nurturing environment where every child can thrive. We recognise that some pupils may need additional support to access learning and reach their full potential. This guide outlines the types of support we offer for children with Special Educational Needs and Disabilities (SEND), following a graduated approach of Universal (Wave 1), Targeted (Wave 2), and Specialist (Wave 3) support. Pupils' levels of need can and does change over time, meaning that an individual may move up and down through the waves during their schooling. The wave a pupil is at is decided on an individual basis by the SENCO in conjunction with class teachers and is based on the level of support they need to access the curriculum. Pupils at any wave may or may not have a formal diagnosis of SEND.

Universal Support – For All Pupils

This is the support every child receives as part of high-quality teaching and inclusive practice. The majority of our pupils with SEND are supported through these provisions and are at Wave 1 on our SEND register, with their provision overseen by their form teacher. This support includes:

- **High quality adaptive teaching** to meet a range of learning styles and needs.
- **Visual aids, structured routines, and clear instructions** to support understanding.
- **Pastoral care and wellbeing support**, including emotional literacy and social skills delivered through PSHE, collects and tutor times.
- **Flexible seating and classroom arrangements** to help focus and comfort.
- **Small group support from a TA in class** at pre-prep and junior school level.
- **Regular progress checks** to identify any emerging needs early.
- **Staff training** in SEND awareness and inclusive strategies.
- **Use of technology** to support learning (e.g., typing, read aloud technology, voice-to-text tools).
- **Access to specialist resources**, such as sensory tools or adapted materials.
- **Pupil passports** - written in the pupil's voice and outlining personalised strategies - shared with all teaching staff for any pupil with a formally diagnosed disability or neurodivergence.
- **Access arrangements for exams**, in line with current JCQ guidance

This level of support helps all pupils feel safe, valued, and ready to learn.

Targeted Support – For Pupils Who Need a Little Extra Help

Some children may benefit from short-term, targeted support in specific areas.

These pupils will be at Wave 2 on our SEND register:

- **Small group interventions** for literacy, numeracy, executive functioning, or emotional regulation. These are time-limited interventions delivered by specialist teachers or HLTAs with specific goals.
- **Reduced MFL curriculum** for pupils with specific learning difficulties around literacy.
- **Social, emotional and mental health support** to build confidence and independence in the form of time-limited ELSA, therapy dog or mental health first aider input.
- **Individual targets** set by a member of the LET team and reviewed termly. These are recorded in the pupil passport.

This support is designed to help children overcome barriers and make progress in specific areas.

Specialist Support – For Pupils With More Complex Needs

For children with significant or long-term needs, we offer more personalised and intensive support. These pupils will be Wave 3 on the SEND register:

- **One-to-one support** from a learning support assistant or SEND specialist for a time-limited intervention focusing on specific skills.
- **Individual Support Plan/Provision Plan** identifying specific targets written by the specialist teacher, communicated with parents and the class teacher and reviewed termly.
- **In class support** for identified subjects from a teaching assistant.
- **Involvement of external professionals**, such as Speech and Language Therapists, Educational Psychologists, or Occupational Therapists (may incur additional costs).
- **Flexible learning programmes** and adapted timetables.
- **Enhanced support with transitions**, including moving between key stages or preparing for post-16 education.
- **Liaison with school nurse** where health needs are also present to ensure a joined-up approach.

At all stages, we work closely with families and professionals to ensure the right support is in place for each child.

Support that is not ordinarily available

Some pupils require a level of support that goes beyond what we as a school are able to ordinarily provide. This level of support can only be provided through an ECHP with a sufficient level of local authority funding. These pupils will be Wave 4 on our SEND register and may require the following:

- **Ongoing, individualised specialist intervention** from a specialist teacher, HLTA or other member of staff (Eg ELSA, Mental Health Practitioner).
- **1:1 TA support in class** to enable inclusion in lessons.
- **1:1 supervision at break or lunchtime** on the playground, indoors or in

the dining areas.

- **Separate dining space** for pupils who find the dining areas difficult.
- **Access to a staffed quiet space**, at all times of the day.
- **The facility to “drop” subjects** and complete alternative study in lieu of these, apart from those pupils on a reduced MFL pathway
- **Any other support** that requires 1:1 supervision

Working Together

We believe that strong partnerships with parents are key to successful SEND support. You are always welcome to speak to your child’s teacher, the LET team or the SENCOs about any concerns and to share insights about your child’s strengths, needs, and preferences.

Appendix 2:



Special Educational Needs and Disabilities Provision Overview

SEND Register	Actions	Planning For Needs - "Different from and additional to.."
Not on SEND register	Class teacher/Tutor keeps a record of concerns and discusses with parents as appropriate.	<ul style="list-style-type: none"> •Planning reflects concerns and evidence of need is gathered •Teacher differentiation •In class TA/NN support
Wave 1	Teacher completes LET referral. In discussion with LET team, child is entered onto SEND Register. Class Teacher/Tutor informs parents. Pupil Passport is written and circulated.	<ul style="list-style-type: none"> •Teacher adaptations in line with pupil passport. •In class TA/NN support. •Intervention in a TA/NN led small group.
Wave 2	Group specialist SEND support is provided. Class Teacher/Tutor and LET Team Monitor. LET Team contribute to reports and parents' evenings.	<ul style="list-style-type: none"> As for Wave 1 plus: •Small group with Specialist Teacher.
Wave 3	Individualised support plan is written. Class teacher and Let Team Monitor progress. LET team hold regular reviews with parents.	<ul style="list-style-type: none"> As for Wave 2 plus: •1:1 support with TA/NN/ Specialist Teacher
Wave 4	EHCP/EHCP Pathway processes are followed. Class teacher and Let Team Monitor progress. LET team hold regular reviews with parents.	<ul style="list-style-type: none"> As for Wave 3 plus: •EHCP Statutory processes followed

Crosfields cannot meet the needs of the child. An alternative placement is sought.

If pupil does not make appropriate progress.

If progress indicates this level of support is no longer needed.