



**Crosshill**  
School

Prepare and flourish

# SEN Policy

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**Oak**   
Learning Partnership

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### **Information about the school's Special Educational Provision**

Crosshill is a through phase, Special School and Post 16 provision. Crosshill supports learners with a range of SEND need including Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health (SEMH) and Sensory and Physical.

We have extensive provision for students with Special Educational Needs and Disability (SEND) from KS1 - Post 16. Crosshill meets the needs of students with Generic Learning Difficulties (GLD). This policy is committed to the aims of the school.

All students enter Crosshill with an Education Health and Care Plan (EHCP), after they and their parents have visited the school at the recommendation of the Area SEND Officer/s, and have requested a place. All students have access to the National Curriculum 2014. We disapply from Modern Foreign Languages.

We are committed to meeting the individual needs of all our students through detailed 'provision mapping' which identifies and assesses the:

- Additional and different needs of individual students
- Specialist interventions or provision needed

Crosshill consists of a main building for Key Stage 1/2,3 students and Key Stage 4 students within Darwen and a separate College building for Key Stage 5 students at Shadsworth Industrial Estate.

The school is a two storey building with shared access to specialist Food Technology Room, Art, Science, Maths, English and Science bases aswell as generic classroom space.

There are adequate school grounds including access to a forest school, and a playground space, aswell as a primary play area, and a calm sensory garden space and a quiet calm playground.

School has full accessibility for all students and this includes an accessible lift in the main building as well as accessible personal care facilities.

Crosshill is committed to working across education, health, adult services & transitions for joint outcomes within the Education, Health and Care Plan (EHCP).

### **Identification, Assessment and Provision**

Within Crosshill there is a Senior Leadership Team (SLT) who share responsibility for SEND. It is the role of the SLT to meet the following objectives:

- Develop an SDP P and plans to ensure high standards of SEND provision within school
- Assess all documentation to facilitate needs within current provision
- Facilitate the *Individual Support Plans for students*
- Monitor & update EHCPs for all students within school
- Carry out observation and monitoring & evaluation with a variety of focus on SEND of students ie: Personalised Learning Programmes, and the use of a raft of specialist approaches to ensure provision meets the needs of our students.
- Create detailed provision maps which identify all SEND of all students in school and also any need which is 'additional & different' by way of resources, specialisms, equipment, individual support including those young people with life limiting conditions and young people who may need *Medical Care Plans* (see policy for supporting students with medical needs)
- Have oversight of all Annual Review documentation in all key stages
- Action any requirements and liaise with any Specialist Interventions from EP, Specialist teachers, Counsellor, OT, School nurse, CAMHS/ ELCAS, etc. for all students
- Develop any documentation to facilitate effective student participation
- Ensure that working documentation / ILPs / Curriculum Assessments are monitored and evaluated to ensure a high quality provision and individual progression
- Audit students for specialist support/ advice/ interventions annually and through: Annual Review, teacher request, observation outcomes, parental request, and liaison with paraprofessionals
- Ensure that teachers (the named person) carry out initial assessment in order to facilitate access at the appropriate level, sharing any medical or educational needs as necessary
- Ensure that accessibility of our school is audited along with a request for a place within the school and appropriate arrangements are made
- Ensure that the environment is suitable for individual learning needs through 'environmental audit'

### **Partnership within and beyond the school**

An annual programme of Inset is delivered or facilitated on current initiatives within SEND practice in school and through county and out of county training courses as well as within Oak Learning Partnership.

SEND policy and provision is monitored within Crosshill by a designated SENCO and the QEB board.

Para-professionals linked to education and who support and work closely with our students are:

- Counsellor
- Specialist Teachers from BwD
- Educational Psychologist
- Careers advisors
- Transitions & Adult Services
- School Nurse
- Speech & Language Therapist
- Dentist
- Doctor
- Optician
- Paediatrician
- Clinical Psychologists / Learning Disability Team
- CAMHS / ELCAS
- Occupational therapists
- Physiotherapists
- Bi-lingual Assistant
- Hydrotherapist

### **Partnerships with parents:**

We have two Parent QEB members on the board. Parents are encouraged to involve themselves with their child's education in a number of ways:

- Attendance at Annual Reviews
- Attendance at Parents Evening
- Attendance at training and information workshops for parents
- Invited to Parents Group by Family Support Worker
- Newsletter
- Social media
- Encouraged to liaise regularly with class teachers, SLT, Headteacher
- Invited to social events
- Working through Family Support to improve aspects of family living
- Home School Agreement

### **Partnership with students:**

All students contribute to their Annual Review by way of a differentiated student participation activity prior to their meeting:

- All students are invited to attend all or part of their Annual Review

- All students have the opportunity to be nominated and voted onto the School Council
- Students are all accepted with their learning difficulties without discrimination
- Students are encouraged to attend links with mainstream schools or to return to mainstream, if appropriate
- Students have opportunities for participation in joint events with other schools including British National Opera.
- Students have opportunities for participation in development of ILPs, audits of need, all about me books, learning journey documents, transition plans,
- School will support young people in determining 'mental capacity' for important decisions in their lives
- Students meet with careers advisors and are involved in destinations and 'next steps' planning

This policy is reviewed annually.