

SEND Policy



SMITH'S WOOD ACADEMY SEND POLICY 2018-19

In college we aim to support our pupils with Special Educational Needs and Disabilities (SEND) by offering an inclusive curriculum and environment which allows them to achieve their full potential. Within the Inclusion and Access Department we work collaboratively to identify areas of need and create a plan of action, which will support the pupils learning. We have a team of Teaching Assistants, who have a wealth and breadth of knowledge and experience; who are used to support our pupils with SEND. They regularly collaborate with pupils, teachers, parents and outside agencies (where appropriate) to ensure that our SEND pupils are supported during their time at Smith's Wood Academy. In SEND, we understand that life with a special need or disability is difficult enough. We aim to raise the aspirations and attainment of all of our pupils, including those with SEND through a 'can do' attitude. We strive towards supporting our pupils as effectively and efficiently as possible, throughout their time with us, ensuring they have the skills and knowledge needed to succeed in future endeavours. The aims of the Smith's Wood Academy SEND policy and practice are:

- To identify and provide for pupils who have special educational needs and disabilities.
- To support identified pupils across the curriculum, and advise subject areas on the creation of schemes of work and individual lesson so as to fully which meet the needs of these pupils.
- To provide support and advice for all staff working with special educational needs pupils within our school.
- To maintain appropriate provision for pupils with an existing Education Health and Care Plans.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To ensure that all teachers are teachers of SEND in the first instance.

Identification, assessment, provision and review:

The early identification, assessment and provision for any child with SEND is extremely important. Therefore, we liaise with our feeder Primary school to ensure information is shared and taken into account when identifying need; thus enabling us to organise and maintain the appropriate provision and support for SEND pupils through the transition phase. Enhanced transition takes place for those who are considered very vulnerable where students come to the school for an additional orientation morning with getting to know you activities with key staff and other pupils.

We identify the academic needs of SEND pupils through the transition process, analysing data and through a referrals process from staff within the school. We also take into account progress at KS2 and all staff track pupils academic progress throughout their time at Smith's Wood Academy, thus ensuring that the first wave of provision takes place with the classroom teacher in the subject area as all teachers are teachers of SEND. The SENCO and Inclusion Team will then feed in at the next wave of provision. Sometimes this follows a request from parents or a referral from a teaching staff member. This is then actioned by the creation of an Individual Pupil Profile (IPP) and the start of a first cycle of "Assess, Plan, Do, Review" if it is appropriate to do so. Pupil progress is regularly tracked and reviewed in order to inform SEND provision and the pupils with the highest levels of need are prioritised for further interventions. Pupils who are no longer requiring SEND support are still closely monitored and are still able to access support as required through their class teachers and subject area differentiation. Additionally, parents are regularly informed and consulted on pupil progress and provision through the reporting calendar and IPP reviews with the link TA.

There are 4 broad areas of need which are catered for in our school as laid out in the SEND Code of Practice 2015:

- Communication and interaction (C&I): This includes pupils with speech, language and communication needs. Within our Learning Support Department, we have a wealth of experience in working with pupils with

Autistic Spectrum Disorder (ASD). We also have an ASD safe space which offers support to our pupils with autism.

- Cognition and learning (C&L): Learning difficulties within this area refer to a wide range of needs, which include moderate learning difficulties (MLD), severe learning difficulties (SLD) and specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia.
- Social, emotional and mental health difficulties (SEMH): This area of need can include attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. This also covers other mental health difficulties such as depression, anxiety, self-harming, substance misuse or eating disorders.
- Sensory and/or physical needs: Visual impairment, (VI) hearing impairment (HI), or multisensory impairment (MSI) will require specialist support and, in some cases, support from outside agencies.

It is important to acknowledge that although slow progress and low attainment may be an indicator of a range of learning difficulties or disabilities, it does not necessarily mean that a child has a special educational need and will not automatically lead to them being recorded on the SEN register. Equally, 'it should not be assumed that attainment in line with chronological age mean that there is no learning difficulty or disability' (SEND Code of Practice, 2014) Furthermore, identifying 'behaviour' is no longer deemed to be an acceptable way of describing a special educational need. Any concerns relating to child or young person's behaviour are referred to the Behaviour Support Team in the first instance. Here, any behaviour presented is assessed as an underlying response to a need, is then recognised, planned and provision is made to support using the schools behaviour processes. If a student continues to be unresponsive work with SEMH specialists may be considered to help signpost.

Provision for pupils with SEND

All teachers are teachers of pupils with SEND. Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those pupils who access support from teaching assistants and other support staff. Our first wave of intervention is based on high quality teaching, differentiated for individual pupils. Additional intervention and support cannot compensate for a lack of good quality teaching. Teaching is frequently reviewed through regular learning walks conducted by SLT, Heads of Department and the SENCO. The Inclusion and Access Team track and review the progress of pupils with SEN. In addition to this the home study set by subjects compliments SEND learning strategies through opportunities for pre learning and over learning. SEND versions of knowledge organisers are also available.

Where appropriate, pupils may need a second wave of intervention involving small group work to improve areas of numeracy or literacy, spellings, social skills or handwriting. For the highest level of need we also amend students timetables to focus on core literacy and numeracy skills and remove languages to facilitate this. This only occurs in year 7 and 8. Our final wave of intervention offers additional highly personalised learning interventions and can involve a referral to an outside agency for additional support and advice e.g. SISS, Solihull Assessment Service, Occupational Therapy, Physiotherapy etc.

We have a specific meeting room where our staff and outside agencies can work with children 1:1 and in small groups. In addition we have a dedicated SEND classroom, the 'Pod' which is also used for lunch club and a safe space where students can use their time out cards for 5 minutes.

For those students who have come to Smith's Wood into year 7 with no EHCP but we feel through the transition process, should have had one already, we will be using something called the 'Pod'. This is a small classroom, with a smaller number of teachers for core subjects and humanities. Students will be based in the 'Pod' meaning that their curriculum can be bespoke to their needs with a higher pupil to teacher ratio. They will also be prioritised for additional support from outside

agencies. There is no more than 10 in the pod. The curriculum will follow the schools main curriculum with a high level of differentiation, but will also have an amended timetable to allow for the acquisition of core skills to try to 'catch up' and reintegrate fully into the mainstream school in all subjects. We will be aiming to reintegrate all students into the mainstream of the school by the end of year 7, however, where this is not looking like a realistic possibility, we will work with parents to begin the EHCP process as early as possible.

The Graduated Approach

The planning and delivery of our SEND support follows a four part, 'graduated approach' of assess, plan, do and review. When a pupil is identified as having SEND, staff and the Inclusion and Access Team work together in order to assess specific areas of need. Drawing on professional advice when necessary, teaching staff are made aware of strategies which can be used to support the learning and progress of the pupil through the use of an IPP -Individual Pupil Profile. Ultimately the classroom teacher remains responsible for working with the child on a daily basis. "High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN" (SEND Code of Practice, 2014). The IPP should be used to help facilitate the appropriate in class differentiation.

Teachers work closely with any teaching assistants who support in the planning and differentiation of the curriculum being delivered. Where 2nd and 3rd waves of support are necessary these are planned for and progress is monitored closely in order to determine when and if the next wave of provision is appropriate. Following an agreed timescale, progress is reviewed, plans are adjusted, and further progress is planned for to ensure a continuation of support. Where any stakeholder feels that it is appropriate to move forwards for an EHCP request, school will support when all waves of intervention have been exhausted in schools and lead on the request. This does not however mean and EHCP cannot be applied for before then by any other stakeholder. There is a common misconception that ONLY educational settings can do this, however, Health, Social Care professionals and parents can also place a

request. If this is the case, school will supply any evidence we have up until that point however, we will NOT lead on it.

EHC plans

If a pupil has an Education, Health and Care plan this is reviewed every 12 months. The college works with the Local Authority on the timescale of these review meetings and will be reviewed within 12 months of the date of the finalised EHCP. These meetings are attended by the pupil, parents, SENCO and any other relevant professionals in accordance with statutory requirements.

Access Arrangements

Within our assessment of the needs of pupils with SEND, we also take into account their needs during exams. Pupils' entitlements for exam dispensation is assessed within college and then applications are submitted to the necessary exam boards in accordance with their requirements. Medical Care plans are created by our onsite Medical Advisor for pupils who have a medical need. This is then communicated to all staff within the college, whose responsibility it is to act on the guidance laid out in the plan. In order to obtain access arrangements, it must be something that is recommended by a health professional and the school has documentary evidence of this. In addition, it must be the students normal way of working to ensure that the system remains fair for all students. Having SEND is NOT an automatic entitlement to access arrangements.

Training and resources

The training needs of staff are identified initially through the performance management structure. As a college we are committed to promoting the continued development of all teaching and support staff. Examples of training that we have put in place recently include Autism level 2 and 3 training for SEND staff, Hearing Impaired training for all staff and general SEND training for all staff.

The Inclusion and Access team



The SEND team is a small and dedicated team with a wealth of experience. Leading the team is the Associate Assistant Headteacher for Vulnerable Students (SENCo), Mrs Caroline Dorrofield. She is lined managed by the Headteacher, Mrs Katy Craig. Her responsibility is to lead on the strategy of support for students who come under the SEND banner. Her role is to monitor the progress of students with SEND and manage the Inclusion and Access team. Furthermore, she identifies the training needs of the staff with regards to SEND with the aim of ensuring that students are effectively supported. In addition, she is responsible for maintaining the SEND register and ensuring that those with EHCPs have support in place that is statutory. Referrals to outside agencies will also be placed through Mrs Dorrofield to ensure that the right students are receiving the appropriate support and the graduated response can be monitored from a central point.

The day to day leading of the Inclusion and Access staff is Mrs Sarah McManus, Inclusion Manager. Ms McManus is trained and qualified to complete access arrangement testing. She is also the first port of call for contact for the SEND team. She also works closely with the Teaching Assistant Team Leader, Ms Jean Austin supporting them in the co-ordination and deployment of TA's.

She assists the Inclusion Manager in timetabling support and monitoring the quality of TA support on a regular basis through the quality assurance, performance management process. Ms McManus and Ms Austin will also work with the TAs to determine TA caseloads.

Our TAs work on a caseload basis. As the member of staff who will often work closest with our students, they are in place to know them best and often have the most productive relationship with their students. They will work with the parent, and using advice from reports, to compile a students IPP, Individual Pupil Profile. They will review this with the parent. In addition our TAs will support in class, liaise with parents and run small intervention groups as appropriate. Our TAs are Ms Sandra Yeates, Ms June Clarke, Ms Claudia Campbell, Ms Lorraine Sanders and Ms Carol Chester.

We have a SEND teacher, Ms Debbie Lyons, who primarily will work with the Pod children in our SEND classroom. She will be teaching core subjects and technologies.



Education Support Workers

The Inclusion and Access team can draw on the support of additional departments to help it meet the different waves of provision. Mrs. Potter is an Education Support Workers. Her work also involves supporting students with SEMH through targeted interventions. Additionally, she also offers 'Understanding your child's behaviour' courses which offer support to parents those who are having difficulty with their child's challenging behaviour. Ms. Sharon Lee is also an Education Support Worker who supports and works with children in the First Time Room. In addition, where behaviour is the concern, we have a behaviour specialist, Ms Hilary Vaughton, who conducts observations, monitoring and 1:1 work with children with challenging behaviours. Her recommendations can often form part of the strategies on an IPP and also as a signpost to the next steps on the graduated response.

The SEND Local Offer

Smith's Wood Academy place their SEND information report, policy and accessibility policy on their school website. This can be found:

<http://www.smithswood.co.uk/the-academy/school-policies/send-report/>

In addition, we are a Solihull school close to the border of a number of counties and take in students from 3 local authorities – Solihull, Birmingham and Warwickshire.

Please find the links to their local offers below:

Solihull: <http://socialsolihull.org.uk/localoffer/>

Birmingham:

https://www.birmingham.gov.uk/info/50034/birminghams_local_offer_send

Warwickshire: <https://www.warwickshire.gov.uk/send>

Publishing this policy

This policy will be available on the school website and be saved to the schools shared area where all staff can access it.

Review of this policy



This policy will be reviewed annually or when new information deems that it needs to be updated, whichever occurs first.

Last updated, September 2018