



**SMITH'S WOOD SPORTS COLLEGE**  
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## Special Educational Needs and Disabilities Policy

### Our Aims:

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 Sports College.

We aim to raise the aspirations and attainment of all of our pupils, including those with SEND. 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 Sports College 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 Statement of Special Educational
- Needs and pupils with 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.
- We identify the academic needs of SEND pupils through diagnostic assessment of reading, spelling and mathematical attainment. We also take into account progress at KS2 and all staff track pupils academic progress throughout their time at Smith's Wood Sports College.
- The SENCO and Inclusion Team are responsible for identifying pupils with SEND; 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".
- Pupil progress is regularly tracked and reviewed in order to inform SEND provision. Pupils who are no longer requiring SEND support are still closely monitored and are still able to access support as required. Additionally, parents are regularly informed and consulted on pupil progress and provision.

There are 4 broad areas of need which are catered for in our school as laid out in the SEND Code of Practice 2014:

- **Communication and interaction:** 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 base which offers support to our pupils with autism.
- **Cognition and learning:** 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:** 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. Here, any behaviour presented is assessed as an underlying response to a need, which is then recognised, planned and provision is made to support.

### **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 first 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 also conduct book trawls and track and review the progress of pupils with SEN.

This policy is reviewed every term, and will be updated as necessary (Last updated Sept. 2015)

Where appropriate, and following a progress plan, pupils may need a second wave of intervention involving small group work to improve areas of numeracy or literacy. Our final wave of intervention offers additional highly personalised learning interventions.

### **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. Additionally, this may involve working with appropriate outside agencies and professionals.

Where appropriate, a 'progress plan' will be developed in collaboration with a TA assigned to the child, the SENCO, teaching staff, the pupil and parents/carers. This will involve establishing outcomes, strategies and a timescale for review purposes. Teaching staff are made aware of strategies which can be used to support the learning and progress of the pupil.

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)

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.

Following an agreed timescale, progress is reviewed, progress plans are adjusted and further progress is planned for to ensure a continuation of support.

### **Statements and EHC plans**

If a pupil has a Statement of Educational Need or 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. 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. Pupils who require support in this area can assess the college medical advisor or other members of staff as defined in the care plan.

### **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. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the college's SEND provision and practice and to discuss the needs of individual pupils.

### **Roles and responsibilities**

#### The Inclusion and Access Team

##### SENCO

Mr Deen is a Vice Principal who is our named SENCO. He oversees the work of the Inclusion Managers.

##### KS3 Inclusion Manager

Mrs Robertson is our KS3 Inclusion Manager with a specialism in Autistic Spectrum Disorders (ASD). Her role is to monitor and ensure the effective provision and rates of progress for pupils with SEND in KS3. Additionally, she also offers support to our ASD and their families across the Key stages, including managing the ASD base. In conjunction with the KS4/5 Inclusion manager she maintains the SEND register, and ensures that statutory guidance is adhered to in terms of Education, Health and Care Plans (EHC plans). Furthermore, she identifies the training needs of the Inclusion and Access support staff, to ensure that pupils are appropriately and effectively supported. She also works closely with the Teaching Assistant Team Leaders, supporting them in the co-ordination and deployment of TA's.

##### KS4/5 Inclusion Manager

Mr Webley is our KS4/5 Inclusion Manager who is responsible for monitoring and ensuring the effective provision and rates of progress for pupils with SEND in KS4/5. Additionally, he provides a link between the behaviour support team and pupils who have Statements or Educational Health and Care plans. He is also accountable for assessing pupils' entitlement for Access Arrangements. Furthermore, he is responsible for our high ability learners, and providing a SEND related link between each department, identifying any training needs. In conjunction with the KS4/5 Inclusion manager he maintains the SEND register, and ensures that statutory guidance is adhered to in terms of Education, Health and Care Plans (EHC plans). He also works closely with the Teaching Assistant Team Leaders, supporting them in the co-ordination and deployment of TA's.

##### Teaching Assistant Team Leaders

Mrs Gould and Ms Austin are our Teaching Assistant (TA's) Team Leaders. Their role is to line manage a group of Inclusion TAs on a daily basis. They assist the SENCO in timetabling support and monitor the quality of TA support on a regular basis.

## The Behaviour Support Team

### Behaviour Consultant

Mrs Vaughton is our Behaviour Consultant. Her role is to support pupils with behaviour difficulties through individual and group interventions, in order to ensure they can be successfully included into college life. She also offers support to parents and school staff as appropriate.

### Education Support Workers

Mrs. Potter is an Education Support Workers. She oversees the work of The Link and The Link Extra. 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 manages The Link. She is also a lead mentor for pupils using The Link; providing much needed support for the pupils to be reintegrated back into lessons.