

## Parent Information: School SEND Offer

All Solihull maintained schools have a similar approach to meeting the needs of pupils with Special Educational Need and Disabilities (SEND) are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible.

Please see [Click here](#) for the Solihull Local Authority Offer

### **How do we identify pupils with SEND?**

The early identification of pupils with a learning need is key. At the start of year 7 all pupils have their reading and spelling assessed through standardised testing. This helps us establish who might need additional support to help them catch up. Additionally, we have a SEN referral process, where staff can highlight students who they believe have additional needs.

### **Does my child need to have a SEND diagnosis in order to receive support?**

No. Although a formal diagnosis will provide us with greater knowledge about your child's difficulties; no formal diagnosis is needed in order to access support.

### **Is the curriculum fully accessible to children with SEND?**

We are an inclusive school, which offers a variety of support to pupils with additional needs. The curriculum is differentiated to meet the learning needs of students with SEND and target setting is effective and appropriate for these students. Any materials provided to students are presented in an appropriate form in order for them to access the content. This includes providing a multi-sensory learning environment, which caters to a variety of learning styles e.g. kinaesthetic, visual and auditory.

### **What provision is available for students with SEND?**

Our provision is in line with the SEND Code of Practice (2014). We use the 'Graduation Approach' of Assess - Plan – Do – Review, in response to a pupils needs. Additional support and intervention is provided on the basis of a pupil's needs and the resources available at the time.

Furthermore, we offer a variety of specialist interventions to help support students whose difficulties are more persistent. Where appropriate, we also utilise a wide range of external agencies to help support our vulnerable pupils.

## Outlined below is the support we can offer in relation to a pupils SEND need:

Category of Need	Wave 1 ( High Quality First Teaching )	Wave 2 (Additional Support e.g. Targeted work for particular groups)	Wave 3 (Specialist individualised Intervention support)	External Support
	- Baseline Assessments - Data collection and reviews on a half termly basis - Student Progress Reports			
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>◇ The effective inclusion of all pupils through high quality everyday personalised teaching</li> <li>◇ Use of interactive teaching styles which use visual, kinaesthetic and auditory learning styles.</li> <li>◇ Extra time given for activities (e.g. written work, exams and practical activities)</li> <li>◇ Frequent opportunities for 'Over learning' and revision</li> <li>◇ Allowing extra time for responses to questions or group discussions</li> <li>◇ Opportunity for children to develop and transfer cross curricular skills and apply them to different subjects</li> </ul>	Maths Catch-Up Literacy Catch-Up Accelerated Reader Mathematics SEN Homework Club Peer Mentoring Rapid Plus Reading Read Write Inc. Fresh Start Read, Write, Inc. Phonics Additional Screening Tests	1:1 Tuition (English and Maths) 1:1 and Small group work Rapid Plus Reading SEN Homework Club Peer Mentoring Rapid Plus Reading Read Write Inc. Fresh Start Read, Write, Inc. Phonics Access Arrangements Applications In Line With JQC Regulations Application for EHC Plan (Where appropriate)	Educational psychologist
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>◇ Teaching methods which include the use of visual aids, objects of reference, signalling and signing to support understanding and the development of language in lessons</li> <li>◇ Access to groups where pupils are working with peers of similar ability</li> <li>◇ Access to groupings that enable pupils to work with peers who provide good role models for language and communication skills and for co-operative and independent learning</li> </ul>	Social Skills Groups Friendship Groups The ASD Base Mentor Support Lunchtime Club Lunchtime and Break Time Library Club	Social Skill Groups Friendship Groups The ASD Base Mentor Support Access Arrangements Applications In Line With JQC Regulations Application for EHC Plan (Where appropriate)	Speech and Language Therapist Educational Psychologist ASD Team
<b>Social Emotional and Mental Health Difficulties</b>	<ul style="list-style-type: none"> <li>◇ Clear classroom routines supported by visual cues</li> <li>◇ Teaching and learning which is multi-sensory and well structured</li> <li>◇ Strategies to develop and extend listening and attention</li> <li>◇ Transition support and timetabling flexibility (e.g. leaving lesson early to avoid crowds)</li> </ul>	Social Skills Groups Pastoral Support program Mentoring Program Behaviour Support Lunchtime Club Anger Management Transactional Analysis	Behaviour Specialist Support Intensive Mentoring Support Social Skills Groups Pastoral Support program Focus Brief Therapy Mentoring Program Access Arrangements Applications In Line With JQC Regulations	CAMHS Behaviour Specialist Support Educational Psychologist YISP
<b>Sensory and/or Physical Needs</b>	<ul style="list-style-type: none"> <li>◇ Assistive devices which aid access to the environment and the curriculum (writing slope, internal lift, pencil grips, Neo, laptop)</li> </ul>	Additional reasonable adjustments Handwriting Support Typing Skills Program Access Plan if required	Access Arrangements Applications In Line With JQC Regulations Application for EHC Plan (Where appropriate)	Occupational Therapy Physiotherapy Physical Disability Team Hearing Impairment Team Visual Impairment Team

### How do you ensure access for pupils with Physical Disabilities?

Our building is fully accessible to pupils with physical disabilities. We have excellent access to our main building reception, we have automatic front doors, a large circulation space in reception and an easily accessible area to the front doors. We have meeting rooms and toilets within easy reach of the Reception area and we can easily accommodate wheel chairs and visitors with reduced mobility around the school.

Additional facilities include:

- Disabled toilets throughout the school.
- Internal lift to all floors.
- An Evac chair on both sides of the building in case of an emergency evacuation.
- Ramps to external onsite buildings, dining hall, theatre and sports facilities for easy access.
- Audio Induction loop to assist individuals with hearing difficulties

Please see our [Accessibility Policy](#) for more information

### **Can my SEND child participate in wider school opportunities?**

We are an inclusive school. We offer a wide variety of lunchtime and after school clubs and SEND students are welcome at all extra-curricular clubs. SEND students are able to attend school trips and reasonable adjustments are always made to accommodate their needs. Trip organisers are required to complete risk assessments to ensure that students are safe and that their needs are adequately met.

### **What training do staff receive to help them support students with SEND?**

All teachers are teachers of SEN (*SEN Code of Practice 2014*). Therefore we are committed to ensuring that all staff have the right skills and strategies needed to support students with a variety of special educational needs and disabilities. Staff are provided with Individual Pupil Profiles (IPP's) for students with additional needs. These highlight the child's strengths and weaknesses, and provide strategies for teachers to use within the classroom. This process helps us to achieve 'Quality First Teaching'. Additionally, on-going training opportunities are arranged throughout the school year in order ensure good teaching and support practice.

### **How do you gather the views of SEND students?**

Our SEND pupils are at the heart of any provisions made. Where appropriate, they take an active part in the review process. The Inclusion and Access team are available before and after school, and also at break and lunch times if a pupil needs to talk. Furthermore, pupils also have a strong pastoral link through their House Team who also regularly offer support. This consists of a Head of House, Mentors and Child and Family Support Workers.

Our SEND pupils are also asked to complete feedback and monitoring forms entitled '[My views](#)'. This allows pupils to give their opinion on matters such as:

- How they are getting on at school
- How effective is the support they are given
- What they enjoy
- What they don't enjoy or find difficult
- What they would like more help with

We feel it is extremely important to maintain a regular dialogue with the pupils we support. This in turn helps us improve our working practice.

### **Who can I contact in the Inclusion and Access Department about my child?**

Regular contact with parents and carers is extremely important in the development and support for students during their time at Smith's Wood Sports College.

If you would like more information, please contact:

Mrs Robertson (KS3 Inclusion Manager)

Mr Webley (KS4/5 Inclusion Manager)

Tel: 0121 788 4100