



Smithdon High School

SEND information report (reviewed May 2017)

All governing bodies of schools and nurseries have a legal duty to publish information on their website concerning the implementation of their policy for students with SEN.

This information will be updated annually.

Schools Approach and Rationale

The Smithdon cluster of schools is committed to providing a full and efficient education to all students and embraces the concept of equal opportunities for all.

We endeavour to be:

- Welcoming, safe, happy places where everyone is respected and listened to
- Providing Quality Teaching
- Nurturing, within a caring environment
- Able to provide Learning Support Assistants to support and encourage independence
- Supportive for the whole family
- Providing a stimulating learning environment
- Committed to teamwork
- Providers of varied experiences including a wide range of opportunities

Who is Who?

- Headteacher: Mr S Wilson
- SEN Governor: Ms J Seed
- Head of Achievement and Inclusion (SENDCo): Ms R Bazeley-Smith
- HLTA: vacancy
- Learning Support Assistants:
 - Miss L Drewery
 - Miss T McElory
 - Mrs V Bray
 - Mrs L Godfrey
 - Mrs S Rudling
 - Mr M Miles



Ms R Bazeley-Smith



Mrs V Bray



Miss L Drewery



Mrs L Godfrey



Mr M Miles



Miss T McElory



Mrs S Rudling

Responsibilities: Teaching Staff

In our school the class teacher is recommended as the first point of contact for parental concerns and is responsible for the following:

- Ensuring that all students have access to good/outstanding teaching and the curriculum is adopted to meet individual students' needs (differentiation).
- Checking student progress and identifying, planning and making reasonable adjustments as required. For example, targeted work, additional support, adapting resources, etc and discussing amendments with the SENDCo as necessary.
- Ensuring that the school SEND policy is followed in their classroom for all students with any SEND.

Responsibilities: Special Educational Needs and Disability Co-ordinator (SENDCo)

- Co-ordination of all support for students with special educational needs and/or disabilities.
- Development of the school's SEND policy to ensure that all students receive a consistent, high quality response to meeting their needs in school.
- Ensuring the involvement of parents in supporting their child's learning, informing them of the support they are receiving and including them in the review of their child's progress.
- Liaison with providers of external support.
- Updating the school SEND record of need (system to ensure that all needs are known and understood) and ensuring that records of all needs and progress are maintained.
- Ensuring that all staff are aware of each student's individual needs and/or conditions and the specific adjustments required to enable them to be included and make progress.
- Ensuring that all staff are supported in delivery the planned work or programme for each student to enable them to make the best possible progress. This may involve the use of additional adults, external specialist help and specially planned work and resources.
- Providing specialist support for teachers and support staff to enable them to help all students with SEND to achieve their potential.
- Organising training for staff to ensure that they are aware of and confident in meeting the needs of all SEND students.

Responsibilities: Student and Home

Students with SEND often have a unique knowledge of their own needs and circumstances, as well as their own view concerning the support they need to help gain the most from their education.

They will be encouraged to participate in the decision making process, including the setting of learning targets and contributing to plans. This will be achieved through a variety of approaches as appropriate to the age of the student. These include:

- Student interviews
- Questionnaires
- Self-evaluation (pictures or written answers)
- Student set targets

Home will be expected to provide:

- Love
- Nourishment
- Emotional support
- Clothes and equipment
- Varied experiences
- Wide range of opportunities
- Homework support

Specialist Base



The specialist base consists of five focused rooms and two outside areas which provide bespoke support. These areas allow children to mix with the whole school community.



Definition of Special Educational Needs (SEN)

Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions given above or would do so if special educational provision was not made for them.

Types of Special Educational Needs

- Communication and Interaction
 - ASD (Autistic Spectrum Disorder)
 - SLCN (Speech, Language and Communication Needs)
- Cognition and Learning
 - MLD (Moderate learning difficulties)
 - SLD (Severe learning difficulties)
 - PMLD (Profound and Multiple learning difficulties)
 - SpLD (Specific learning difficulties) For example dyslexia, dyspraxia, attention deficit-hyperactivity disorder (ADHD), dyscalculia and dysgraphia.
- Social Emotional Mental Health
- Sensory needs
 - VI (Visual Impairment)
 - HI (Hearing Impairment)
 - MSI (Multi-Sensory Impairment)
- Physical Difficulties / Disability

Working Together

At Smithdon High School we are committed to working together with all members of our school community. This local offer has been produced in conjunction with students, parents/ carers, governors and members of staff.

Parents who wish to provide feedback or become involved in future reviews of our offer are welcome to contact the school on: 01485 534541 or email Ms Bazeley-Smith at:

r.bazeley-smith@smithdonhigh.org.uk

Identification of Special Education Needs

At Smithdon High School we are committed to ensuring that all learners have access to learning and for those who are at risk of not learning, we will investigate and intervene. It does not follow that all vulnerable learners have SEN. Only those with a learning difficulty which requires special educational provision will be identified as having SEN.

Learners can fall behind for many different reasons. They may have been absent from school or have attended many different schools and not had the opportunity to learn consistently.

We endeavour to ensure that students' needs are identified and met as early as possible and adopt the following procedures for identification and assessment:

- When a student joins the school, the analysis of data including information from primary schools or other placements, Key Stage 2 SAT's, reading and spelling ages and reports from other professionals who are involved with the student.
 - The student in context profile.
 - Teacher concerns.
 - Acting on parental concerns.
 - Student self-referral.
 - Tracking individual student progress over time.
 - Student progress meetings.

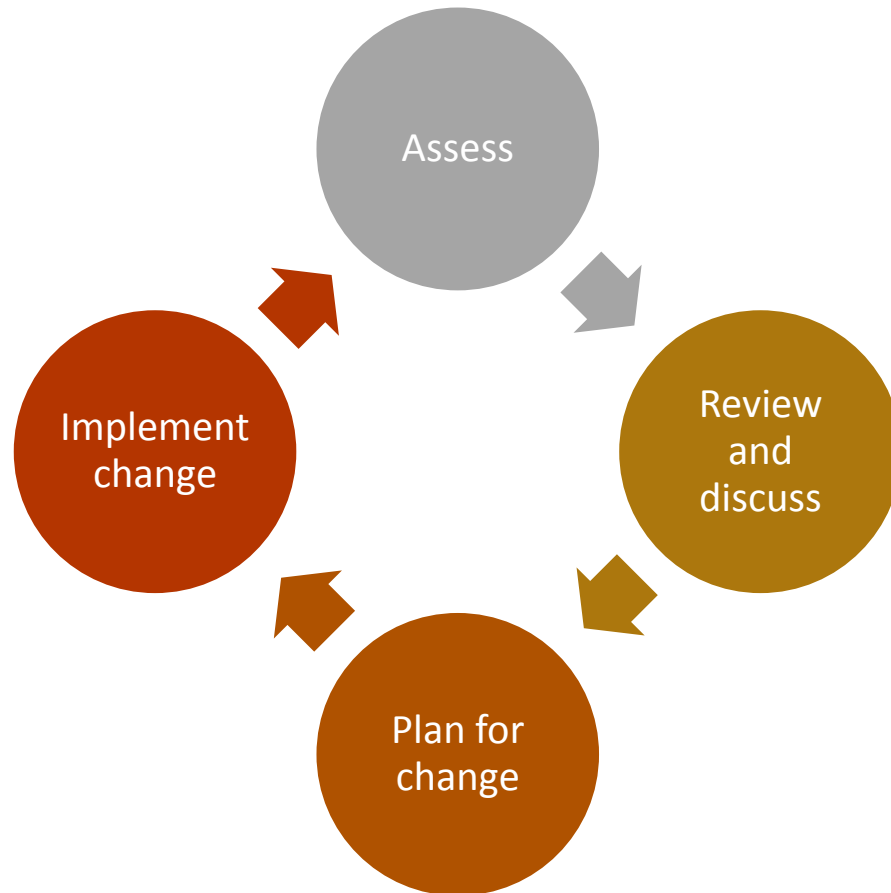
In some cases a more in-depth, individual assessment may be carried out by the school. This can take many forms, including a reading assessment, observation of the student, one-to-one work in a certain area or a specific questionnaire. The school has adopted levels of intervention which are based on the code of practice.

Identification of Special Education Needs

- A continuous cycle of planning, teaching and assessment taking account of the wide range of abilities, aptitudes and interests of our students forms the foundation of our work. The majority of students will learn and progress within this framework.
- In addition specific strategies designed to meet differing needs may also be used.
- If the SENDCO (or a teacher) identifies a special educational need for a student, they may use additional or different interventions to those provided within the usual differentiated curriculum offer and strategies. Following consultation with parents, specific interventions may also be used.

Assess Plan Review Do Cycle

- If there is a identified a special educational need for a student, they may use additional or different interventions to those provided within the usual differentiated curriculum offer and strategies implemented by the class teacher. We will use an “assess-plan-review-do” cycle.



Application for an Educational Health Care Plan (EHCP)

- If a student continues to make less than expected progress, assistance from external services would be requested, again in consultation with parents.
- External specialists can play an important part in the very early identification of special educational needs and in advising schools on effective provision.
- If a student is still a cause for major concern or making no progress, an application for an Education Health and Care Plan may be considered.
- Where a request for an Education Health and Care Plan assessment is made by a school to the Local Authority, the student will have given significant cause for concern. The students needs are not being met by the local offer.
- The Local Authority will seek evidence from the school that any strategy or programme implemented by the “assess-plan-do-review” cycle for the student has been continued for a reasonable period of time without success for several cycles.

The local authority and their support services in meeting the needs of pupils with special educational needs.

Local offer:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

This local offer for students with Special Educational Needs has been developed in conjunction with the cluster local core offer in order to provide a consistent response to all students and families in our care.

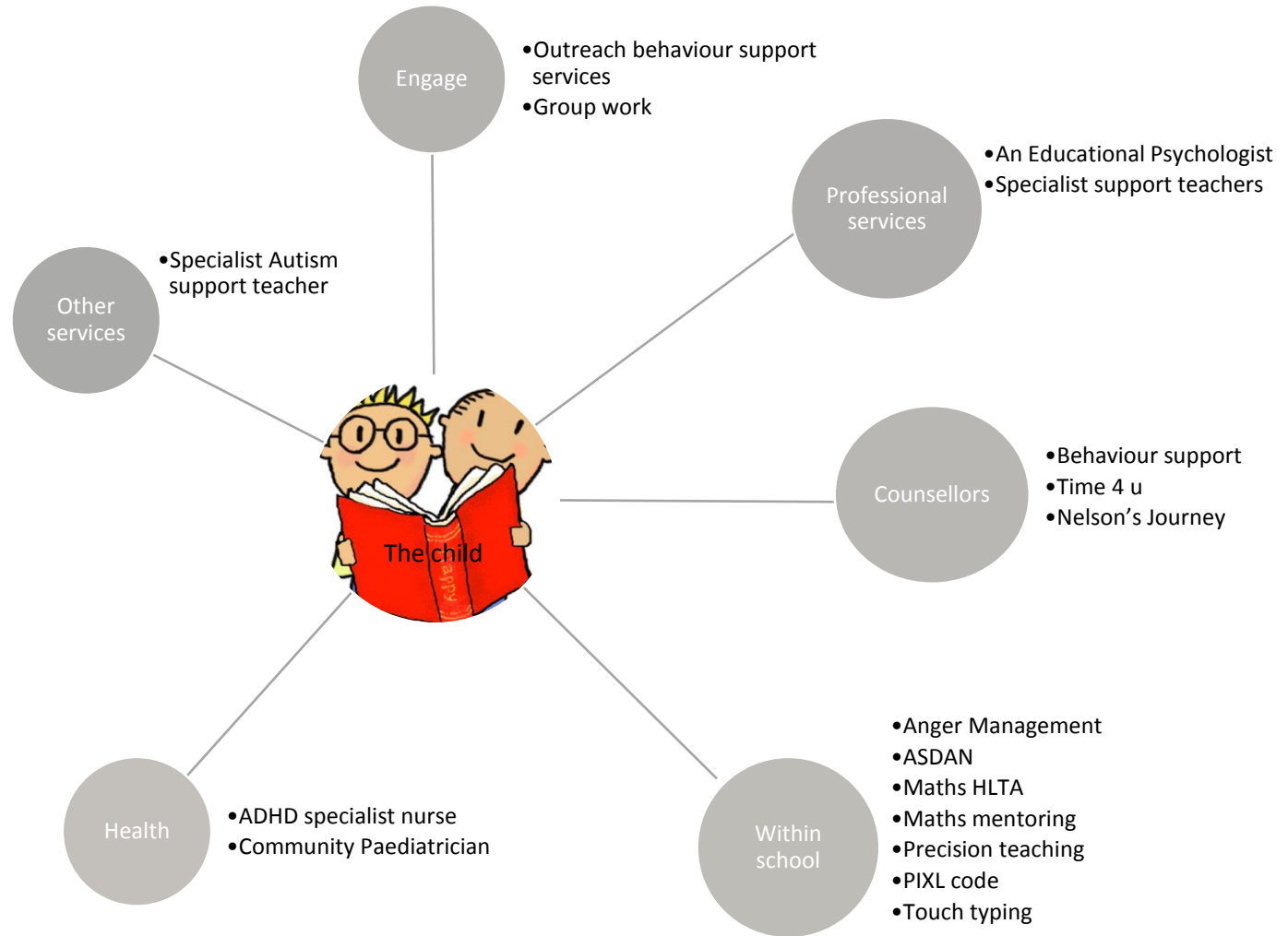
This local offer will provide clear, comprehensive and accessible information concerning the provision made for students with SEND. It also forms part of the Norfolk Local Offer for learners with SEN.

What is the provision for Special Educational Needs at the school?

Smithdon High School has access to support from a number of different services.

Reasonable adjustments are made to cater for the needs of individual children and we have a variety of programmes to boost and support pupils if necessary.

In addition, we employ Learning Support Assistants, who deliver interventions within the provision map co-ordinated by the SENDCo.



Adaptations the curriculum and learning environment for pupils for special educational needs

- All staff are trained to adapt lessons to enable every student to learn at their own pace and in their own way.
- Additional resources are created or provided as required.
- Staff are trained to adapt lessons to a range of specific learning difficulties including dyslexia, autistic spectrum disorder, speech, language and communication needs and behavioural, emotional and social difficulties.
- A variety of teaching methods are employed, covering visual, aural and kinaesthetic.

Arrangements for assessing the progress and reviewing the progress of pupils with special educational needs

Assessment:

Effective assessment systems are implemented as early as possible in conjunction with other agencies by:

- Encouraging parents/carers and the cluster schools to work together to recognise and support students with special educational and disability needs at the earliest stage, drawing on external advice where necessary and using delegated resources flexibly to make appropriate provision.
- Ensuring that the cluster schools, in liaison with other agencies, meet statutory obligations to students with special educational and disability needs and their families within the prescribed timescales.
- Working with other agencies to implement Family Support Plans (FSP) as part of a co-ordinated and staged approach to early identification and intervention.

Arrangements for assessing the progress and reviewing the progress of pupils with special educational needs

Monitoring:

Monitoring progress is an integral part of teaching and leadership at Smithdon High School. Parents, carers, students and staff are all involved in reviewing the impact of interventions for learners with SEN. The 'assess, plan, do, review' model is followed to ensure that parents/carers and students are involved in each step. The SENDCO collates the impact data for interventions to ensure that they are effective. Whole school progress data for all students is collated and monitored by teachers, senior leaders and governors. Whole school and cluster data is also monitored by the Local Authority and Ofsted. Student progress towards target outcomes is assessed by:

- The use of tracking data to check that progress is good across the curriculum.
- Monitoring the progress of all students at least every half term by the Senior Leadership Team and Head of Achievement and Inclusion.
- For students with Statements of SEND or Education and Health Care Plans, the SENDCO and where possible the appropriate teachers and teaching assistants, discuss progress with parents at individual review meetings.

Funding

Smithdon High School receives funding from the Local Authority to support the needs of students with SEN.

The funding received for 2017/18 is £183, 802.

In addition, the cluster receives funding from the Local Authority which is distributed as 'top up' funding for learners who require support which exceeds the resources already available within the school.

The cluster funding for 2016/17 was £26,620, £10,420 of that was exceptional needs funding.

All cluster schools participate in a governance agreement which helps the schools to work together and ensures accountability for the funding.

Additional Support for Learning

Equipment/Resources for additional support:

- We use a range of individual or group programmes to assist learners according to their needs.
- Any specific or physical requirements will be assessed individually and equipment will be provided, where possible, to meet those needs with the help of the Local Authority SEND services.
- All learners should have the same opportunity to access extra-curricular activities. The school offers a range of additional clubs and activities and is committed to making reasonable adjustments to ensure participation for all.

Evaluation the effectiveness of provision

There is clearly a challenge to allocate resources and interventions with respect to funding.

In providing additional support for students, this will be provided from a perspective of evidence based scenario.

If we have found from school- based or research that interventions do not improve student outcomes we may withdraw this intervention. Again we will use the “assess-plan-review-do” cycle..

How we enable pupils with special educational needs to engage in the activities of the school together with students who do not have special educational needs

We have a number of extra-curricular activities that take place at Smithdon High School, ranging from after school clubs to residential trips abroad.

We support students on these by ensuring we make reasonable adjustments are made that every young person is included in every aspect of school life.

We therefore undertake risk assessments for all our pupils in conjunction with the school trip leader, parents, and any outside agency where appropriate.

All our buildings are wheelchair accessible and we have a number of disabled facilities within school. Ranging from toilet facilities to parking bays.

Support for emotional, mental and social development of pupils with special educational needs

- We at Smithdon High School have a 'whole school approach' to a young person's well-being. Their well-being and mental health are everyone's business. That is, all staff, other students, governors, the community and outside agencies.
- We have developed a culture of talking about emotions and feelings. There is an acknowledgement of difficulties and it is ok to accept help.
- We have a well developed pastoral system to support this, with a team of staff:
 - Mrs S Dixon – Assistant Head of Pastoral care
 - Miss H Tooze – Head of Year 7
 - Miss L Heath – Head of Year 8
 - Miss A Moat – Head of Year 9
 - Miss S Fairweather – Head of Year 10
 - Dr M Outten – Head of Year 11
 - Miss S Green – Pastoral Assistant
 - – Pastoral Assistant

Consultation with parents and young people about special educational needs and involving in their education

In accordance with the SEN Code of Practice, the Smithdon cluster schools believe that all parents of children with SEN should be treated as equal partners. The cluster schools have positive attitudes to parents, provide user-friendly information and strive to ensure that they understand the procedures and are aware of how to access advice and support.

Parents will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education.
- Have knowledge of their children's entitlements within the SEN framework.
- Make their views known regarding how their children are educated and, where appropriate, co-produce plans to meet their Special Educational Needs.
- Access information, advice and support during the assessment process.

Transfer support to next phases of education

Smithdon High School is committed to working in partnership with children, families and other providers to ensure positive transitions.

Transition may be to a new class in school, a new teacher, moving to a new school or training provider or moving from school to employment.

Planning for transition is a part of the school's provision for all students with SEND.

Complaints and the Governing Body

Parent views are important. The first point of contact is always the person responsible, which may be the class teacher, form tutor, or SENDCo.

If this does not resolve the matter, parents should refer to the relevant Head teacher or ask to contact the school's governor representative. If a parent feels that an issue has not been resolved, they can request a meeting with the Chair of Governors of the school.

Further sources of support

Contact a family

www.cafamily.org.uk

SENDirect

www.sendirect.org.uk

SEND Gateway

www.sendgateway.org.uk

Norfolk Parent partnership

<http://www.norfolksendpartnershiass.org.uk/>

Independent Parental Special Education Advice (IPSEA)

<http://www.ipsea.org.uk/>