Smithdon High School

SEND information report (Updated September 2026)

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 at least 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

Our Team

Louise Jackson
SEND Governor

Mrs D Perry
Chair of Governors

Mrs S Robinson
Acting Headteacher

Mrs E Walden
Trust Asst. SENDCo

Mrs E Rankin
SEN Administrator

Ms R Bazeley-Smith
Trust SENDCo

Ms M Taylor
Librarian

Mrs H Smith
LSA (Resp)

Mrs S Kirby
LSA

Mrs L Berry
LSA (Resp)

Miss A Avory
LSA

Miss H Burrows
LSA

Mrs L Starling
LSA

Miss J Southerland
LSA

Mr J Britton
LSA

Miss H Surrage
LSA

Vacancy
LSA

Training of staff

SENDCo – Ms Rachel Bazeley-Smith

BSC (Hons) Earth studies (1995)

PGCE July (1996)

SEN Coordination Accredited SENDCo Award (2017)

Multi-agency training in domestic violence (2017)

FSP training (2019)

Mental Health First Aider (2020)

Safer Recruitment training (2021)

Level 5 Diploma in Trauma and Mental Health Informed Schools and Communities (Practitioner Status) (2022)

Senior Mental Health Lead (DfE assured trained) (2022)

Muti agency training in managing and holding risk (2023)

HLTA – Mrs Elizabeth Walden

HLTA award (2021)

ELSA training for Emotional literacy (2021)

Level 4 Award in supporting children and young people with Speech, Language and Communication Needs (2021)

Norfolk New to SENDCo (2024 to 2025)

LSAs and pastoral staff

CPD Programme by SENDCo (2020-2021, 2021-2022, 2022-2023)

EAL (2023)

Maths and English training by Maths and English Head of Departments (2019 and 2020)

EHAP (Early Help Assessment Plan) Training (2022)

FNM (Family Network Meeting) Training (2022, 2023 and 2024)

ELSA training for Emotional literacy (2020, 2022, 2023, 2024, 2025)

Teachers

CPD Programme by SENDCo (2020-2021, 2021-2022, 2022-2023, 2023-2024)

CPD programme by West Norfolk Academies Trust (2020-2021, 2021-2022, 2022-2023, 2023-2024, 2024-2025, 2025-2026)

Julie Stewart on ASC in school, Diabetes Training and VSSS (Hearing Impairment) 2025-2026

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: 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 adapted to meet individual students' needs (through scaffolding and reasonable adjustments).
- 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: 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 sensory support area which also provides bespoke support for any SEND need. This is alongside our school focus on quality first teaching (QFT). This area is attached to the library and interventions take place here and in the library.

Definition of Special Educational Needs (SEN)

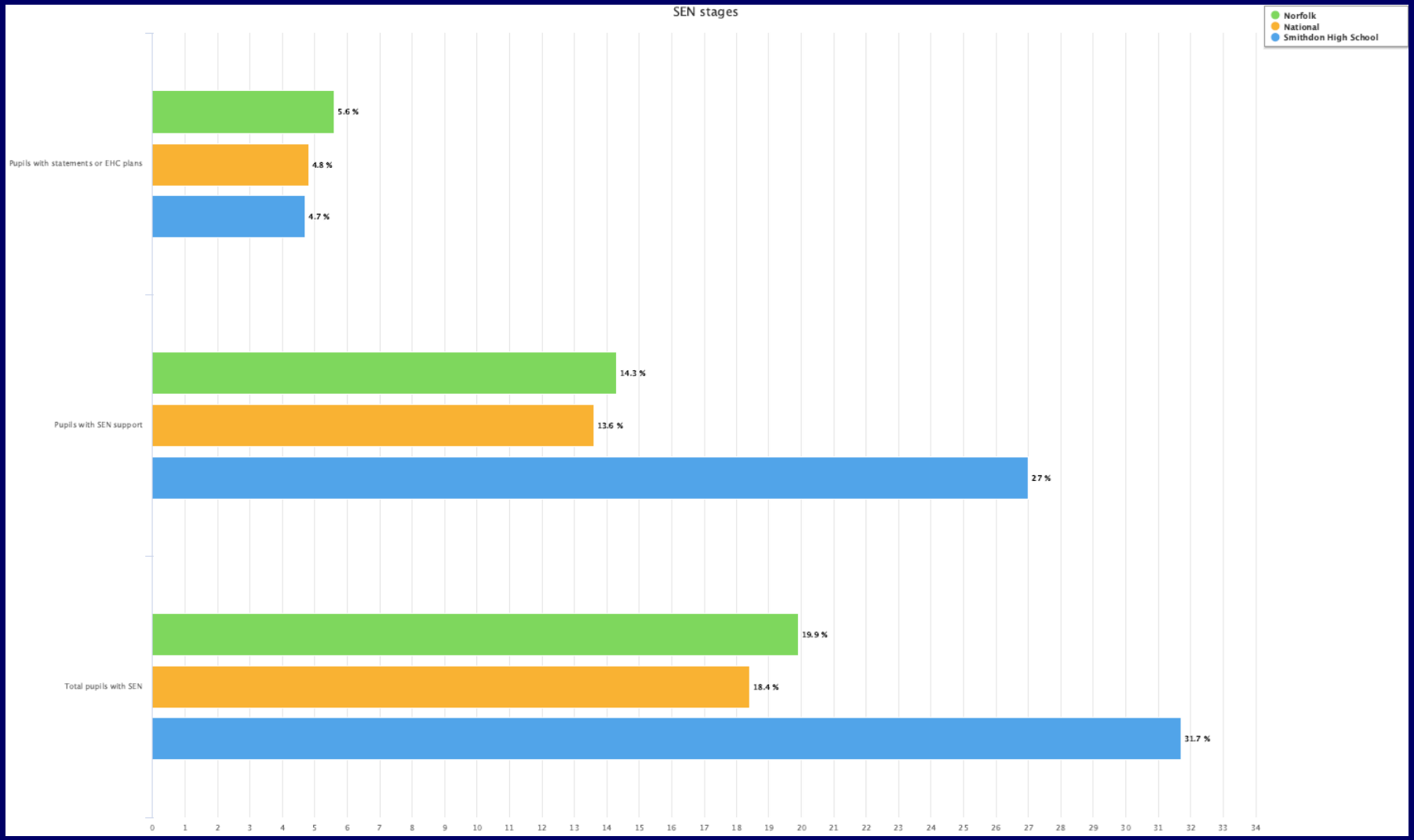
Students have a learning difficulty if they:

- 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.

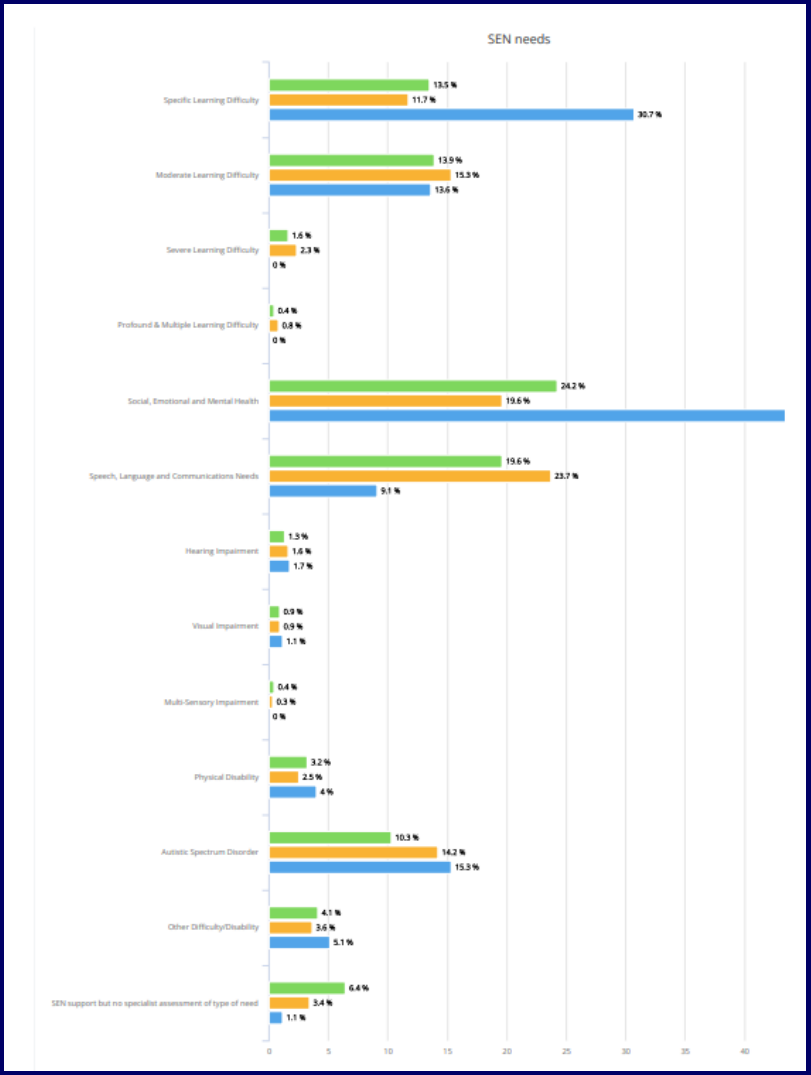
Types of Special Educational Needs

Communication and Interaction	• ASD (Autistic Spectrum Disorder) • SLCN (Speech, Language and Communication Needs) • Speech and Language Difficulties
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, dyscalculia and dysgraphia.
Social Emotional Mental Health	• ADHD or ADD (Attention Deficit Hyperactivity Disorder or Attention Deficit Disorder) • ODD (Oppositional Defiant Disorder) • Anxiety • Emotional based school avoidance (EBSA)
Physical and/or sensory	• VI (Visual Impairment) • HI (Hearing Impairment) • MSI (Multi-Sensory Impairment) • Physical Difficulties • Miren Irlens • Cerebral Palsy • Hydrocephalus • Muscular dystrophy • Diabetes • Hypermobility • Nystagmus • Ollier disease • Celiac

Types of Special Educational Needs Stages at Smithdon High School



Types of Special Educational Needs at Smithdon High School



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 the team at:

SENDCO@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 or parent) 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.

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

Assessments from outside agencies (Health, Educational, Psychology, Social Services, etc) may be required with parental consent.

Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make the plan "outcome focused" - what do we all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.

Do

Implement the support as planned with class teachers, support staff and any other staff members working together with support from the SENDCo.

Continue with observations to see how the child responds to the support.

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 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 Smithdon High 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.

Respectrum

- Outreach behaviour support services
- Advice and support for parents
- Group work and1-1 support for students

Other services

- Specialist Autism support teacher
- Dyslexia outreach
- IDL - International dyslexia learning solutions LTD access
- Cognitive assessments
- Speech and language

Professional services

- An Educational Psychologist
- Specialist support teachers
- Exam access arrangement testing
- VSSS - Virtual School Sensory Support for hearing and visual impairments

Mental Health

- Time 4 u (Benjamin Foundation)
- Kooth
- Nelson's Journey
- Matthew Project well-being service
- Point 1
- ELSA
- Mental Health First aid
- Pandora

Health

- ADHD specialist nurse
- Community Paediatrician
- Thurlow House
- Occupational Therapy
- Physiotherapy
- CAMHS
- Specialist nurse teams – diabetic and epilepsy teams

Within school

- Anger Management
- Social support
- ASDAN
- Maths
- Maths mentoring
- Precision teaching
- Homework club
- Touch typing
- Working memory
- Reading and spelling groups

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.

Our school's approach to teaching SEND

Our high quality teaching incudes:

- Our lessons are structured to support SEND students with routine and all lessons start lessons with a calm meet at door and we are clear what is expected of students in lessons.
- There will be a retrieval quiz in lessons to check on understanding.
- We will support students with scaffolding and model answers.
- Pupils are grouped in a mixture of ways. In some subjects they are in mixed ability groups and in the core areas they are set according to ability.
- We have a number of transitions throughout the school day. We can support students with transitions with visual timetable if needed. There are warning bells so students are clear on times to transition between lessons and breaks.
- Other practical ways we support students (this is not a complete list):
  - Overlays, coloured paper and exercise books
  - Time out cards
  - Reading pens
  - Braille
  - Laptops
  - Interventions – spelling, reading, anger management, handwriting, touch typing, to name a few
  - Exam access arrangements – prompts, quiet spaces, reading pan, scribes, 25% extra time
  - Larger text and lined or squared books
  - Writing slopes, specific pens and pencil grips
  - ReadWrite Inc for phonic and reading daily
  - iPads/laptops from school or referrals to Access Through Technology (ATT)
  - Regular Handwriting practice
  - Own working spaces and calming areas in class where necessary
  - Sensory weighted items to help self regulation as well as exercises

Engagement of learning supported

- We run planned interventions by need:
  - Spelling
  - Reading
  - Anger management
  - Handwriting
  - Touch typing
  - Lego therapy
  - ELSA

- We will work will outside agencies, for example:
  - Physiotherapy
  - SALT - Speech and language Teams
  - ATT – Access Through Technology
  - Respectrum
  - Benjamin Foundation
  - We will work with outside agencies, for example:
  - Zone of Inclusive Practice schools
  - SEND & Inclusion Team
  - Team Around the School (TAS)
  - Occupational Therapy
  - CAMHS

- Other ways we support students:
  - Lighting and high visual contrast (yellow paint against black backgrounds) tactile or braille in areas where required
  - Ramps and lifts to enable disabled access to all areas of our buildings

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 SENDCo.
- 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: 2018/19 was £194,949

2019/20 was: £194,288
2020/21 was: £258,572
2021/22 was: £242,043
2022/23 was: £280,411
2023/24 was: £479,114
2024/25 was: £386,435

2025/26 was: £495,412

The funding for 2026/27 will be: £578,515

Including: £103,891 top up or exceptional needs funding (TBC).

Link to our budget share tracker: https://csapps.norfolk.gov.uk/BudgetShare/ReportsMenu.aspx

Additional funding

A new incentive from the Local Authority has been implemented, so that we are able to identify the highest needs of our SEND children and request additional funding. This is done via 'Identification of needs descriptors in educational settings (INDES)'.

INDES are a framework of standardised terms, co-produced and facilitated by the Inclusion and SEND team, breaking down the broad areas of SEND into seven specific sections which describe need:

- Physical disability (including physical and neurological impairment, medical, independence and sensory)
- Deafness
- Visual impairment
- Speech and language
- Social communication and interaction
- Social, emotional and mental health
- Learning and cognition difficulties (including behaviour for learning)

The INDES must link in detail to the current provision provided to secure some funding. This funding is not extensive and not always successful but does allow us to make further reasonable adjustments.

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

The funding allocations do provide a challenge to allocate resources and interventions effectively.

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.

In general, interventions are undertaken in six week blocks with an assessment at the beginning and end to assess their effectiveness.

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 several 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 social emotional, and mental health (SEMH) development of pupils with special educational needs (SEN)

- We are 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 several ELSA trained staff, ELSA is Emotional Literacy Support Assistant. Also we have a number of mental health first aiders. ELSA was designed to build the capacity of schools to support the emotional needs of pupils. This is achieved by training teaching assistants to develop and deliver individualised support programmes to meet the emotional needs of children and teenagers in their care. It recognises that children learn better and are happier in school if their emotional needs are also addressed.

- We have developed a culture of talking about emotions and feelings. There is an acknowledgement difficulties and it is ok to accept help.

- We have a pastoral system to support this, with a team of staff:
  - Mrs S Collins – Pastoral manager for Year 7, 8 and 9
  - Miss S Green – Pastoral Manager for Year 10 and 11

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.

Prior to admission to Smithdon High School we liaise closely with other professionals who have had recent links with the pupil in the following ways:

- Annual Reviews in Year 5 and/or Year 6 will be attended where appropriate to support transition.
- Additional visits and discussions with parents and the child will be explored and where needed further transition support during Year 6 will be included.
- For those with an EHCP and where this is known in sufficient time interventions will be planned and in place for the first weeks.
- Where a primary school has identified a child as having a SEN and additional support this will be recorded by the secondary school, shared with teaching staff and monitored across the first year. Needs will be evaluated and if sufficient progress is made the pupil removed from the SEN register.
- Where progress is not as expected the class teachers in conversation with the SENDCo will discuss further assessment and other interventions could be put in place.

At Smithdon High School we also work closely with post 16 providers.

- In Year 10 and Year 11 pupils and families will be supported to make a firm decision for post 16 and to familiarise themselves with the new setting.
- For those pupils with an EHCP joint planning and preparation for the next steps will be part of the preparing for adulthood review meetings from Year 9 to Year 11.
- All students with SEND have access to careers advice and those with an EHCP are provided with 1-1 Careers advice.

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.

A copy of the Schools Complaints Policy found:
https://www.smithdonhigh.org.uk/policies

A copy of the Trust Complaints Policy can be found here

Or simply visit www.westnorfolkacademiestrust.co.uk ➡ About Us ➡ Policies ➡ Trust Policies

If a parent feels that an issue has not been resolved, they can request a meeting with the Chair of Governors of the school.

Signposting of policies and procedures

All our policies can be found:
https://www.smithdonhigh.org.uk/policies

Safeguarding Policy
SEND policy
Accessibility plan
Equality and diversity statement
Behaviour policy
Medical Needs policy
Mental Health policy
Self-harm Policy
Admission policy

Further sources of support

Support name	Website address	Email address	Telephone numbers	Brief description of service	Who is it for
Local offer	https://www.norfolk.gov.uk/children-and-families/send-local-offer	n/a	n/a	Find information on support in education Learn about special needs services that can help children, young people and their families Find a support network - parents, groups and organisations. Get guidance and advice about how to help a young person plan their adult life	Anyone in the life of a child or young person aged 0-25 who has a special educational need and/or disability (SEND) in Norfolk.
Norfolk SENDIASS (Information, advice & support services)	https://www.norfolksendiass.org.uk/	norfolksendiass@norfolk.gov.uk	01603 704070	We provide free and impartial information, advice and support about special educational needs & disabilities (SEND).	For children, young people, parents and carers.
Contact a family	https://contact.org.uk/	info@contact.org.uk	0808 808 3555	Contact is a trading name of Contact a Family. We run a free helpline for parents and carers with a disabled child aged from birth to 25, living in any part of the UK. Your child does not need a diagnosis for you to call our helpline. We support families, bring families together and help families take action for others.	Parents and carers with a disabled child.
SEND Gateway	https://www.sendgateway.org.uk/	info@wholeschoolsend.com	020 3925 3596	The SEND gateway is an online portal offering education professionals free, easy access to high quality information, resources and training for meeting the needs of children with special educational needs and disabilities (SEND).	Educational professionals
Independent Parental Special Education Advice (IPSEA)	https://www.ipsea.org.uk/	office@ipsea.net	01799 582030	Our vision is that children and young people with special educational needs and disabilities are able to fulfil their potential. We help children and young people with special educational needs and disabilities, and their families and carers, to get the appropriate education, training and support to which they are entitled under the law.	Children and young people with special educational needs and disabilities, and their families and carers
Family Voice	https://www.familyvoice.org.uk/	office@familyvoice.org.uk	07950 302937	Is the parent carer forum for Norfolk. We work with (not for) the local authority, health and social services to improve services for children and young people with special educational needs and/or disabilities (SEND) and their families.	Families, children and young people with SEND.