

SMITHILLS SCHOOL



SEND INFORMATION REPORT

The Curriculum Hub enhances our inclusive environment at Smithills School by empowering young people with self-belief and skills to reach their aspirations.

SENCO and Assistant Vice Principal : S. Morris

Updated: September 2022

Review date: September 2023

Vice Principal: C. Dewse

Contact: s.morris@smithillsschool.net

This SEND information report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential and make academic, social, emotional and personal progress and to develop to be equipped for their future lives.

The information required to be included in this report is stated in ***The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report.***

This can be found at: <http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>

Through the answers to the questions below, we hope that you will find the information you require regarding how we support children and young people with SEND. Should you have any further questions please do not hesitate to contact the SENCO via the details above.

| Regulation | Question | School Response |
|--|--|--|
| <p>1. The kinds of Special Educational Needs for which provision is made at the school</p> | <p>What kinds of SEND do students have in your school?</p> | <p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).</p> <p>Students at Smithills school have a range of difficulties including the 4 main areas of SEND: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.</p> |
| <p>2. Information, in relation to mainstream schools, about the school's policies for the identification and assessment of students with special educational needs</p> | <p>How do you know if a student needs extra help?</p> | <p>When your child first joins Smithills School we use information from a range of sources to help identify SEND and other needs. This includes information from parents/carers, primary school teachers, end of key stage 2 levels, base line testing, Cognitive Ability Tests (CAT tests); literacy and numeracy tests, application form information, subject teachers, specialist colleagues and external agencies.</p> <p>Class teachers, form tutors, subject leaders and Directors of Learning closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students will help to identify any additional needs. If your child needs to be assessed we would use a range of assessments depending on the area of need.</p> <p>We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. If a student is making less than expected progress either academically, emotionally or socially then the first response is high quality teaching targeted at their area of weakness. Where progress continues to be less than expected, after applying a range of strategies, the subject teacher, working with the SENCO, will assess whether the child has an SEN. Parents will be consulted at the point of being added to the SEND register.</p> |

| | | |
|--|--|---|
| <p>3a. How the school evaluates the effectiveness of its provision for such students</p> | <p>How will I know that my child is making progress?</p> <p>How do you evaluate provision?</p> | <p>All students, including those with SEND are assessed on a regular basis in accordance with the school's assessment policy. Teachers formally assess and review progress and attainment 3 times a year, this is communicated to parents/carers by a report that is sent home. Additionally, parents' evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps.</p> <p>Regular assessment and on-going monitoring allows teachers to identify those who are finding it hard to engage in learning activities and are making less than expected progress given their age and individual circumstances. When a child has been referred to The Curriculum Hub for assessment, the SENCO will inform the parents/carers and ask for their views. Parents will be consulted during this process. We also encourage parents to contact us if they have any concerns.</p> <p>All students with an Education, Health & Care Plan (EHCP) have a Person Centred Review (PCR) which takes into consideration both the views of the parents and the child. Your child's view is valued and plays a vital part of the process.</p> <p>The school has a quality assurance of teaching and learning process which assesses the effectiveness of teaching and learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life.</p> <p>The Curriculum Hub evaluate the effectiveness of specific interventions via the Assess, Plan, Do, Review Cycle and through analysing the results of specific baseline testing. There is also a quality assurance of teaching assistants programme to monitor the quality of support SEND students receive.</p> |
|--|--|---|

| | | |
|--|---|--|
| <p>3b. The school's arrangements for assessing and reviewing the progress of students with special educational needs</p> | <p>How do you check and review the progress of my child?</p> <p>How will I be involved?</p> | <p>Assessments are based upon a holistic overview and not just a snapshot in time. Teacher assessed grades are mapped against schemes of learning at Key Stage 3 and the specification studied at Key Stage 4. The school will send home reports each year which will show your child's current grade as well as reporting on their 'Behaviour for Learning'. Subject teachers, subject leaders, directors of learning and SLT will monitor and review your child's grades and pick up on any subjects where your child is not making the right amount of progress. We will then put an intervention in place. At the next reporting period we will check whether the right progress has been made.</p> <p>The Curriculum Hub has an "open door" philosophy towards parents.</p> <ul style="list-style-type: none"> • The SENCO is available at all parents' evenings and can be seen with an appointment • All students at SEND Support are invited to a review every year at Parents' Evenings to discuss targets, and for those with an EHC Plan a 'Person Centred Review' to review progress towards statement objectives is arranged. • Parents are invited to all reviews and are also invited to make written comments before reviews. • The Curriculum Hub staff are present at Open Evening. • Parents are an essential ingredient of the Assess, Plan, Do, Review Cycle. • There are parental drop in sessions where parents can discuss progress with Curriculum Hub staff. <p>Through visits to primary schools, we aim to develop relationships with parents before students arrive in year 7. An enhanced transition programme is in place for students where advised or appropriate. Also the SENCO and Teaching Assistants visit primary schools to work with students before induction day.</p> |
| <p>3c. The school's approach to teaching students with special educational needs</p> | <p>How do teachers help students with SEND</p> | <p>Our teachers have high expectations and aspirations of all students, including those with SEND. All students with an EHCP and a large number of students at SEND Support have a Student Passport and Learning Plans- this provides all teachers with information on your child's individual needs along with teaching strategies to support differentiation and specific SEND targets. This means your child can access the lessons fully.</p> <p>Where necessary a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available and should your child need this, it would be shared with you.</p> |

| | | |
|--|--|--|
| <p>3d. How the school adapts the curriculum and learning environment for students with special educational needs</p> | <p>How will the curriculum be matched to my child's needs?</p> <p>How accessible is the school environment?</p> | <p>The majority of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include considered option choices, additional literacy, nurture groups, intervention groups and the number of qualifications studied.</p> <p>The school environment is adapted to meet the needs of all our children and parents. We have disabled parking bays and work closely with the physiotherapy service, occupational health and sensory support to ensure children with physical, vision, hearing and multi-sensory impairments receive a good quality education where they are able to thrive, succeed and achieve their aspirations within a safe, secure and inclusive environment.</p> |
| <p>3e. Additional support for learning that is available to students with special educational needs</p> | <p>Is there additional support available to help students with SEND with their learning?</p> <p>How are the school's resources allocated and matched to children's special educational needs?</p> <p>How is the decision made about how much/what support my child will receive?</p> | <p>We have a wide range of provisions to address the additional needs of students, including: a nurture provision; Inclusion and Engagement Team support; literacy and numeracy; Dyslexia Group; Talking Partners; Talk for Teenagers and Working Memory. During Session 0 intervention also includes: paired reading, handwriting workshops, proprioception and spatial awareness, exam preparation, nurture time.</p> <p>Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their EHCP. Teaching Assistants (TA) are allocated, where resources allow and staff liaise closely with TAs to ensure they are effectively deployed in order to maximise effectiveness.</p> <p>Students with EHCPs, their parents/carers, other professionals and the SENCO will set and evaluate individual targets at PCRs.</p> <p>For students at SEND Support progress is monitored using the Assess, Plan Do, Review process. Provision is then provided accordingly.</p> |

| | | |
|---|--|---|
| <p>3f. How the school enables students with special educational needs to engage in the activities of the school (including physical activities) together with</p> | <p>What activities are available for students with SEND?</p> | <p>All children are invited to take part in all activities. Smithills will make reasonable adjustments to enable students with SEND and/or medical conditions to participate fully and safely in any extra-curricular activities. A risk assessment will be completed so that planning arrangements take account of any steps needed to ensure that children are included. This may require consultation with parents/carers and advice from relevant health care professionals. Every effort is made to ensure that there are qualified first aiders available if deemed necessary.</p> <p>Additionally we run a wide range of activities in The Curriculum Hub to support students; including homework club, lunch and break time social clubs, breakfast club and revision sessions for older students as and when required.</p> |
| <p>3g Support that is Available for improving the emotional, mental and social development of students with special educational needs</p> | <p>What support will there be for my child's overall well-being?</p> | <p>All students are supported by the school's exceptional pastoral team. When a child starts their secondary educational journey at Smithills they will be placed, depending on KS2 results and need, in either a mixed ability or nurture form. All students also participate in Session 0 (30 minute session) which focuses on the Smithills' Values and students' well-being.</p> <p>If there are concerns regarding a student's social or emotional wellbeing then they will be supported at Wave 1 level by the pastoral team. If a child continues to struggle a referral will be made to the Mental Health and Wellbeing Mentor or the Inclusion and Engagement Team who will then complete a range of assessments prior to targeted intervention to determine the direction of any support. Interventions may include: teaching strategies, 1:1 keyworker, nurture, mentoring, small group and/or 1:1 social skills/emotional support. All assessments will be carried out following discussions with the child, parents, directors of learning and SENCO. If a child requires external support for their social, emotional and mental health development a referral to our school counsellor will be made.</p> |
| <p>4. In relation to mainstream schools, the name</p> | <p>Who should I contact if I want to find out more about</p> | <p>Sally Morris – SENCO (s.morris@smithillsschool.net)</p> |

| | | |
|--|---|--|
| <p>and contact details of the SENCO.</p> | <p>how Smithills School supports students with SEND?</p> <p>What should I do if I think my child may have a special educational need or disability?</p> | <p>If you have any concerns about your child's progress you should speak to your child's form tutor, director of learning or subject teacher. If you remain concerned that your child is still not making progress and may have a special educational need or disability then speak directly to the SENCO (s.morris@smithillsschool.net)</p> |
| <p>5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured</p> | <p>What training have the staff supporting children and young people with SEND had or are having?</p> | <p>Staff in The Curriculum Hub have a broad range of qualifications, experience and training expertise including: The National SENCO qualification, a counselling degree, English degrees, NVQ Level 2, 3 and 4 and training on supporting students with attachment issues, ADHD, ASD, Working Memory, SLCN, SEMH, cognition and learning difficulties, dyslexia and a range of evidence based programs to support learning.</p> <p>The training needs of all staff are identified and planned for in a number of ways. They are identified by SLT and subject leaders through the quality assurance of teaching and learning process. Those staff that require support in delivering Quality First Teaching are given personalised CPD (Coaching programmes, CPD courses etc.) to improve the level of support given to SEND students in lessons. The second way that training needs are identified is through the Staff Appraisal system. Staff will discuss with their line manager where they feel their practice needs further development and will seek the appropriate training to improve.</p> <p>When staff have attended SEND related training the course materials are kept centrally in the Curriculum Hub area and information is disseminated during departmental meetings.</p> <p>Additionally, each department has a SEND Champion to promote and disseminate current information about SEND. They also contribute to the development of the Curriculum Hub Department to ensure inclusive practice continues at Smithills.</p> <p>The SENCO, Vice Principal and pastoral staff are well informed of national SEND issues and issues relating to</p> |

| | | |
|--|--|---|
| | | <p>whole school SEND and individual students. This is achieved via:</p> <ul style="list-style-type: none"> • Creation and dissemination of Student Passports, Details of pupils on the SEND Register and Learning Plans • SEND reference library and SEND Handbooks for teachers on the school shared area. • Outside training on specific areas of SEND • Research projects, undertaken by teaching assistants on ensuring SEND pupils make progress. • Contributions to CPD sessions and INSET training days • Information on the school bulletin and input into staff briefings. • Formal and informal meetings with individual staff • Staff drop in days • SEND Champion meetings |
| 6. Information about how equipment and facilities to support children and young people with special educational needs will be secured | What happens if my child needs specialist equipment or other facilities? | As a school we can access a range of services including Sensory Support, Ladywood Outreach, the school nurse, Occupational Therapy, services via The Local Offer and the Educational Psychologist for advice on how best to support your child's needs. These services are contacted when necessary and appropriate, according to your child's needs. |
| 7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their | How will I be involved in discussions about and planning for my child's education? How will you help me to support my | <p>We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> • Helping them to be organised for their day (including bringing the right equipment and books) • Ensuring full attendance and good punctuality • Completion of homework • Attending parental meetings • Attending any meetings specifically arranged for your child <p>In some cases, we will support you by providing regular opportunities to speak to the Curriculum Hub</p> |

| | | |
|---|---|--|
| child. | child's learning? | department and a named keyworker for your child who will contact you on a regular basis. Parents are welcome to contact the SENCO anytime. |
| 8. The arrangements for consulting young people with special educational needs about, and involving them in, their education | How will my child be involved in his/her own learning and decisions made about his/her education? | Students are encouraged to take part in student voice activities, regularly evaluate their work in lesson, attend review meetings and contribute to target setting with their Keyworker. Furthermore, as part of the PCR process, students are invited to discuss any concerns, achievements and establish future short and long term goals and aspirations. |
| 9. Any arrangements made by the governing body relating to the treatment of complaints from parents of students with SEND concerning the provision made at the school | Who can I contact for further information? Who can I contact if I have a complaint? | Please contact Sally Morris for further information. In the first instance contact the subject teacher or your child's form tutor who may refer your concerns to a more senior member of staff if needed. Alternatively please contact our Vice Principal Carolyn Dewse. The schools complaints procedure is available on the school's website. |
| 10. How the governing body involves other bodies in meeting the needs of | What specialist services and expertise are available at or accessed by the school? | We access a range of external and internal services to ensure the needs of all our children are catered for. They include: <ul style="list-style-type: none"> • Educational Psychology • Ladywood Outreach Service • Speech and Language Therapy |

| | | |
|--|--|---|
| students with special educational needs | | <ul style="list-style-type: none"> • Inclusion and Engagement Team • Sensory Support Services • CAMHs • Occupational Therapy • The Bolton Information and Advisory Service for SEND • SENDASS |
| 11. The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with section 32. | Who outside of school can I turn to for advice and support? | <p>Bolton’s Local Offer. This website provides details of a variety of services and agencies available and can be found at: Home – SEND Local Offer (bolton.gov.uk)</p> <p>The Bolton Information and Advisory Service for SEND – This is a community based, independent information and advisory service for parents and carers of children with special educational needs and disabilities, and for young people up to the age of 25. They can be contacted on 01204 848722.</p> <p>General Practitioner (GP) - for referrals to speech and language, Sensory Support and Child and Adolescent Mental Health Service (CAMHS)</p> <p>Local Authority – requests for statutory assessment</p> <p>Bolton 360 – Young people’s substance misuse service. Provides support to young people (usually this means up to 19 years old), their families and friends in a number of situations. They can give you time to talk about what’s going on in your lives and how alcohol or drugs are affecting you. The service is for young people who are using alcohol or drugs, or who are worried about alcohol or drugs. It is also for anyone who has a concern about young people and alcohol or drugs. They can be contacted on 01204 337330</p> |
| 12. The school’s arrangements for supporting students with SEND in a | How will the school prepare and support my child when joining your | <p>We liaise closely with primary schools and colleges to provide and support additional transition support both before your child starts and afterwards, if it is needed.</p> <p>All children receive advice on careers and are encouraged to visit colleges to explore post-16 courses.</p> |

| | | |
|---|--|--|
| transfer between phases of education or in preparation for adulthood and independent living | school or transferring to a new school or post-16 provision? | <p>Connexions work closely with pupils with EHCPs to ensure they move on successfully post – 16.</p> <p>Please refer to the SEND policy for more information</p> |
| 13. Information on where the local authority’s local offer is published | Where can I find out about other services that might be available? | <p>Information regarding Local Authority provision can be found via the following links: Home – SEND Local Offer (bolton.gov.uk)</p> |