

SMITHILLS SCHOOL



SEND INFORMATION REPORT

Learning Services drives an inclusive environment at Smithills School and empowers our young people with self-belief and skills so that they can reach their aspirations.

SENCO: S. Morris

Updated: November 2019

Review date: September 2020

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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
1. The kinds of Special Educational Needs for which provision is made at the school	What kinds of SEND do students have in your school?	<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 Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.</p>
2. Information, in relation to mainstream schools, about the school's policies for the identification and assessment of students with special educational needs	How do you know if a student needs extra help?	<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 referral.</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 - this provides all teachers with information on your child's individual needs along with teaching strategies to support differentiation. 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 discussed 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 option choices, additional literacy, nurture groups, intervention groups and 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 interventions to address the additional needs of students, including; nurture, WAVE, literacy and numeracy, Dyslexia Group, Talking Partners, Talk for Teenagers and Working Memory. Morning intervention includes: paired reading, handwriting workshops, proprioception and spatial awareness, exam preparation, Nurture Form 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>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 Learning Services 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 a more able, mixed ability or nurture form. All students also participate in Session 0 (30 minutes each morning) 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 a referral will be made to the SENCO who will complete a range of assessments prior to determining the direction of any intervention. Interventions may include: teaching strategies, 1:1 keyworker, nurture, counselling, 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.</p>
<p>4. In relation to mainstream schools, the name and contact details of the SENCO.</p>	<p>Who should I contact if I want to find out more about 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>Sally Morris – SENCO (s.morris@smithillsschool.net)</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</p>	<p>What training have the staff supporting children and young</p>	<p>Staff in Learning Services 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,</p>

<p>relation to children and young people with special educational needs and about how specialist expertise will be secured</p>	<p>people with SEND had or are having?</p>	<p>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 Learning Services 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 Learning Services Department to ensure inclusive practice continues at Smithills.</p> <p>The SENCO, Assistant Vice Principal and pastoral staff are well informed of national SEND issues and issues relating to whole school SEND and individual students. This is achieved via:</p> <ul style="list-style-type: none"> • Creation and dissemination of Student Passports • SEND reference library • Research projects, undertaken by teaching assistants on specific learning difficulties • 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 evenings • Multi-agency meetings • Progress Reports

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 child.	How will I be involved in discussions about and planning for my child's education? How will you help me to support my child's learning?	<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>We will support you by having regular opportunities to speak to the Learning Services department and a named keyworker for your child who will contact you on a regular basis. Parents are welcome to contact the SENCO anytime.</p>
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	Who can I contact for further information?	Please contact Sally Morris for further information.

relating to the treatment of complaints from parents of students with SEND concerning the provision made at the school	Who can I contact if I have a complaint?	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 students with special educational needs	What specialist services and expertise are available at or accessed by the school?	<p>We access a range of external services to ensure the needs of all our children are catered for. They include:</p> <ul style="list-style-type: none"> • Educational Psychology • Ladywood Outreach Service • Speech and Language Therapy • Behaviour Support Services • Sensory Support Services • CAMHs • Occupational Therapy • The Bolton Information and Advisory Service for SEND
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: http://www.localdirectory.bolton.gov.uk/send.aspx</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 transfer between phases of education or in preparation for adulthood and independent living	How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?	<p>We liaise closely with primary schools and provide 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> <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:</p> <p>http://www.localdirectory.bolton.gov.uk/send.aspx</p> <p>http://www.mylifeinbolton.org.uk</p>

SEN Information Report amendments in light of COVID-19, school closures and SEND provision

Please note that this amended Information Report is based on information available from the 01.03.20 and is subject to change.

What are the entitlements of children and young people with SEN when schools are closed due to Coronavirus?

All schools have been ordered to effectively close, retaining a skeleton staff to provide education for the children of key workers, and 'vulnerable children.'

Vulnerable children include those who have a social worker and those with an Education Health Care Plan (EHC plan). The majority of children with SEN, who receive SEN Support at school but do not have an EHC plan, would be expected to stay home unless they have a social worker or a parent/carer who is a key worker.

Do I have to send my child to school?

Despite schools staying open for some children, the guidance is quite clear:

'If it is at all possible for children to be at home, then they should be.'

If you feel it would be too high risk to send your child to school because they, or someone else in your family, is at particularly high risk, there is of course no requirement to send your child in.

Under the Coronavirus Act, the criminal penalty for parents failing to send their children to school has been disapplied.

If my child has an EHC plan, doesn't the local authority have a legal duty to deliver provision?

Currently, it is very difficult for schools or local authorities to deliver precisely the provision in the EHC plan.

The Government have passed the Coronavirus Act 2020 which gives temporary emergency powers to the Government to issue a notice to modify the legal requirements on Local Authorities in relation to Education, Health and Care Plans. This notice has been issued in relation to two key areas:

The absolute duty to make the provision in an EHC plan (section 42 of the Children and Families Act 2014) is to be temporarily amended to a 'reasonable endeavours' duty. This means that during the specified period the LA needs to do whatever it reasonably can to put provision in place, but if they cannot do so they would not necessarily be breaching the law.

Disapplying the duty to undertake annual reviews of EHC plans.

These modifications have now been made.

Again, if there could be a risk to the child or young person's health, wellbeing or safety if they do not receive a particular provision or intervention, raise this with your school and Local Authority without delay.

What is the advice from the Secretary of State for Children?

On 24th March 2020, the Secretary of State for Children, Vicky Ford, issued an open letter to children and young people with SEN), their parents/carers and families, and all others who support them.

In this letter, the Minister makes clear that:

'[...] nurseries, schools, special schools, colleges and other training providers should undertake a risk assessment to establish the individual needs of each child or young person with an Education, Health and Care (EHC) plan. This assessment should incorporate the views of the child or young person and their parents. This will inform the

decision about whether they should continue in school or college, or whether their needs can be met at home safely.

If needs are best met at schools or colleges, we will support their school or college to meet their needs, wherever possible. For those on SEN support, schools, colleges and local authorities have discretion to use the same risk judgement to decide whether home or school is the safest setting for these children. It is, however, important that as many children as possible remain at home during this time in order to help reduce transmission rates.'

My child was due to have an annual review. What will happen now?

Under the Coronavirus Act, the requirement to carry out annual reviews may be temporarily disapplied where this is considered to be '*appropriate and proportionate*.' However currently schools will continue to hold annual reviews if at all possible. This will of course need to be carried out remotely and your school should speak to you first about how this will be managed to ensure that the contribution of parents and children/young people are at the heart of the process.

If you feel there is an urgent need to amend the provision or placement in the child or young person's EHC plan, speak to the school and the Local Authority about this to see what review mechanisms could be put in place.

My child is still attending school. How will my child's learning be supported at school?

It is important to note the school will not be providing a full curriculum, they will be providing care for the children and incorporating education provision and a range of activities, but this will NOT be fully in line with their EHC provision.

How can I support my child's learning at home?

If a child has an identified SEN (EHCP or SEN Support), the class teacher will take account of their needs when planning for and providing work to be completed at home. This may include:

- suggesting different ways in which children can present their work;
- giving more detailed instructions;

- providing parents with suggestions to make tasks more practical in nature;
- providing alternative work which is targeted at their level of need where they may not ordinarily access curriculum subjects at age expected levels.

School has a number of resources available to help you support your child at home during this period. This can be found on the Emergency Work link under the Learning Services sub-heading. Children with EHC provision and children deemed as having greater needs under SEN Support are being contacted weekly and support is provided through their keyworker.

How can I help my child cope with the changes?

We understand that this is a significant change for many families. Please give yourself time to adjust to a new routine and above all, do not place too much pressure on yourself or your child to complete schoolwork. Maintaining positive mental health and emotional wellbeing is very important. If you need further support, you can find a number of useful websites and information on our school website.

Who can I contact?

We realise that these are difficult times for everyone. If you have any concerns or queries please contact Sally Morris (SENCo) (s.morris@smithillsschool.net)