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SEND Policy

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Headteacher

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Chair of Trustees



Current version	Previous version	Summary of changes made
V4	V3	<p>Titles changes to Assistant and Deputy Headteacher. Change of Deputy Headteacher to P Pavey</p> <p>Addition of a subheading Curriculum Hub Implementation</p> <p>Addition of Assistant SENCo for carrying out EHAs</p> <p>Change to screening tests used for identification – added CATs</p> <p>Addition of the Provision Map for recording and tracking SEND data information.</p>
V5	V4	<p>Change of Deputy Headteacher to J Gunn</p> <p>Pg 4 Addition of a details of the Bolton SEND local offer and the update website: Home – SEND Local Offer</p> <p>Title change from Pastoral Leaders to Heads of Year.</p> <p>Agency name change from Ladywood Outreach to Woodbridge Trust.</p> <p>Addition of the word ‘Carer’</p> <p>Addition to the details of the qualification of access arrangements, ‘...diagnosis does not mean that a student automatically qualifies for an access arrangement.’</p> <p>Addition of ‘Assistant SENCo – Rachael Moulton. Her role is to support in leading the SEND department. This includes standing in for the SENCo when necessary.’</p> <p>Update of Designated Safeguarding Leads – Susan Gastall and Lindsey Wignall.</p>



The SENCO and Assistant Headteacher responsible for SEND at Smithills School is:

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The Vision

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

The Curriculum Hub Intent

The following policy reflects both our intent and also the SEND Code of Practice, 0-25 guidance issued by the Department for Education in September 2014.

The Curriculum Hub works alongside students, parents/carers, staff and outside agencies to ensure that all students are supported to become independent, skilled and confident individuals.

Smithills School believes that all students should have equal access to a broad, deep and knowledge rich curriculum. Therefore, we believe that all students, regardless of ability or barrier, should be welcomed into Smithills so that they may achieve outstanding academic success. Moreover, they learn and develop social, emotional, communication and cultural skills to be successful in the 21st Century.

We will achieve this by ensuring that all children are given **Quality First Teaching**. This means that **all** teachers are teachers of SEND and have a responsibility for the progress and well-being of every student in their classroom.

We provide the curriculum support with the intent that all students will:

- experience a broad, deep and knowledge rich curriculum.
- develop towards being literate and numerate
- have high expectations for their behaviour and achievement
- develop their cultural, moral, social, mental and physical development
- be prepared for life beyond school



- improving the quality of teacher and/or Associate Staff support for students with SEND

At Smithills School we aim to achieve this by:

- raising the aspirations and expectations for all students with SEND
- achieving successful outcomes for SEND students
- ensuring that SEND students are equipped with the necessary skills to make the next step in their life successfully

The following policy reflects both our intent and also the SEND Code of Practice, 0-25 guidance issued by the Department for Education in September 2014.

What are Special Educational Needs?

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.¹

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Bolton that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special



educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. You can access Bolton's Local Offer at: [Home – SEND Local Offer](#)

To meet those broad aims, we will:

- operate a whole school approach to SEND with all members of staff informed about, and actively engaged in supporting students with SEND
- provide a SENCO who will work with The Curriculum Hub department to promote positive outcomes for SEND students
- identify and support, at the earliest opportunity, those students who have special educational needs
- ensure that all students with SEND have access to an appropriate broad and balanced curriculum
- develop and maintain partnerships with parents to ensure the appropriate support for SEND students
- provide training for teachers and teaching assistants so that they can deliver Quality First Teaching in the classroom
- secure, when appropriate, the services of outside agencies such as Woodbridge Trust, Behaviour Support Service, Educational Psychology Service, Speech and Language Therapy, Sensory Support Service, etc.

Identification of Special Educational Needs

The identification and assessment of special educational needs is essential if we are to provide greater educational opportunities for each child. This cannot be regarded as a single event but as an ongoing process throughout a school year.

We recognise that children have a special educational need if they:

- begin at Smithills School with an Educational Health Care Plan (EHCP)
- are in the process of being assessed with regard to an EHCP
- have been identified as having a special educational need in a previous school or early years setting
- are experiencing learning difficulties significantly greater than the majority of children of the same age
- have been assessed by an appropriate professional as experiencing emotional and/or social difficulties that impact on their learning or behaviour within the school environment



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- have a physical disability which either prevents or hinders them from making use of the educational facilities of a kind provided for children of the same age
- have a serious medical problem which has implications for the learning process

To help identify children who may have special educational needs we will measure progress by referring to:

- the child's performance monitored by the teacher as part of ongoing observation and assessment
- the outcomes from a variety of assessments appropriate to the child's needs
- standardised screening or assessment tools

The Curriculum Hub Implementation

SEND can be divided into four main areas of need. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

How will teaching be adapted to meet the needs of my child?

'Teachers are responsible and accountable for the progress and development of the students in their class, even where students access support from teaching assistants or specialist staff'

Quality First Teaching

Smithills School offers an inclusive learning environment; providing quality first teaching which is adapted and/ or personalised to meet the needs of all students. Daily planning takes into account individual needs and requirements. Personalisation is approached in a variety of ways to support access and ensures that all students can experience success and challenge in their learning.

Grouping

Some students are grouped in form classes depending on ability and need. This include nurture forms. Certain subjects set students depending on ability to maximise learning opportunities for all and a nurture class is in place, in years 7 and 8, for students who require a more personalised curriculum.



Teaching Assistants

Additional adults are used flexibly to help groups and individuals to make academic, social and emotional progress, with the aim of developing independent learning skills. Monitoring takes place to avoid students becoming over reliant and dependent on adult support.

The Graduated Approach to SEND provision

Smithills School follows a graduated approach, which is a model of action and intervention to help all students. The approach recognises that there is a continuum of Special Educational Needs and where necessary, increasing specialist expertise may be sought if a student is experiencing increasing difficulties.

SEND support takes the form of a four-part cycle:

ASSESS> PLAN> DO> REVIEW

This incorporates assessing a child's needs, planning and implementing a programme of support and following a period of time reviewing the support to ensure it has had an impact and progress has been made. This allows for a growing understanding of each student's needs and the support they need to make good progress and secure good outcomes.

When a child is referred to the SENCo, after strategies through Quality First Teaching have been implemented, the following process will take place:

Assess

- The SENCO and/or relevant specialist staff will assess the specific needs of the child using the full range of information available to them.
- Parents/Carers, the child and relevant school staff (Heads of Year, subject teachers etc.) will be informed about any specific need the child requires intervention for.

Plan

- The SENCO, in consultation with parents, will decide upon the level of provision needed from the School Offer.² At this point, the SENCO may commission any further outside support from agencies such as Behaviour Support Service, Woodbridge Trust Service, CAMHS and the Educational Psychology Service. If necessary, an Early Help Assessment will be completed by the SENCO, Assistant SENCO or HLTA 4.
- Additional support will be specified and documented using the Provision Map tool.
- A Student Passport detailing the child's individual needs and suggested strategies to aid progress will be issued to relevant staff. A copy will also be made available to parents.

² See appendix 2 for School Offer



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- Where external agencies are involved, their advice and recommendations are included on Student Passports. Agreed actions will take into account individual strengths and difficulties; focusing on key areas of learning and identifying intended outcomes for the child.

Do

- Subject teachers/ relevant adults will offer Quality First Teaching and support that is personalised to the needs of the child based on the information in the Student Passport.
- The child may receive additional support such as extra resources, TA support or targeted withdrawal to deliver interventions.
- In some cases, teaching assistant support may be allocated. This support is deployed to ensure children can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Review

- Subject teachers will make regular assessments of progress.
- TAs and other specialist staff will make regular reviews of progress based on the length of intervention (eg – 6 week intensive reading programme).
- This information will feed into Student Reviews reported on Provision Map. Parents/carers, relevant external agencies and when appropriate, students, are informed of this review. If a student has not made sufficient progress during the term a decision will be made as to whether to seek additional support for the child based on their level of progress and the amount of support provided by the school. Parents will be consulted if further intervention is required.
- The school will ensure that it has spent the £6,000 on additional support before the SENCO will apply for High Needs Funding from the authority.
- Appropriate amendments are made to the Provision Map and Student Passports by the SEND administrator. These are communicated to staff.

Withdrawal

Specialist teaching is available for students requiring withdrawal from lessons. This can be to focus on literacy skills, numeracy skills, social skills, speech, language and communication or emotional and mental health support.

Request for High Needs Funding

For a student who is not making adequate progress, despite a period of SEN support and in agreement with parents/carers, the school may request a statutory assessment in order to



determine whether it is necessary for the child to receive an Education and Health Care Plan (EHCP).

The school is required to submit evidence to the local authority along with a costed provision map which will show an additional £6,000 has been spent to support the child. The LA will make a judgement about whether a student's needs can continue to be met from the resources normally available to the school or if additional funding, made available via an EHCP is needed.

Planning, provision, monitoring and review processes will continue as before while awaiting the outcome of the request.

Placing a child on the SEND Register

Subject teachers supported by the SENCO and Senior Leadership Team will make regular assessments of progress for all students. If a student is making less than expected progress either academically, emotionally or socially then the first response will be high quality teaching targeted at their area of weakness. Where progress continues to be less than expected and the student has a significantly greater difficulty in learning than the majority of others of the same age, their the subject teacher, working with the SENCO, will assess whether the child has SEND.³ Parents will be consulted at the point of being added to the SEND register.

The school identifies students' needs based on information from a number of sources:

- Information from primary schools, including KS2 SATs data
- Screening using a range of Cognitive Ability Tests, reading, spelling and number assessments.
- Referral from subject departments/pastoral staff
- Parental/ Carer concerns
- Referral from other professionals
- Not making expected progress in English or maths

Other factors that may affect progress and attainment but are not defined as SEND include poor attendance and punctuality, English as an Additional Language, being in receipt of the Student Premium Grant and being in Local Authority Care. In addition, poor behaviour does not necessarily mean that a child has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health needs.

Education and Health Care Plans (EHCP)

³ Please see Appendix 1: Flowchart of identification



Each child with an EHCP will have a keyworker who will work as an advocate; building a positive caring relationship, liaising with parents/carers, attending reviews and meeting with the student to discuss concerns and progress.

Children with an EHCP will have a personalised learning programme; this may incorporate additional support in lesson and individual and/or group interventions selected to meet the outcomes identified for the student. All teachers will be made aware, via a Student Passport, of their needs.

Regular meetings/phone calls between parents/carers and the keyworker/ Assistant SENCo/ SENCo, alongside an annual child centred review to examine progress and set targets which focus on outcomes, will ensure everyone is fully informed of planned support and interventions.

Criteria for exiting the SEND register

The progress of students on the SEND register will be regularly reviewed. As students make progress, their needs will change. Students will be removed from the SEND register where appropriate if:

- their progress has caught up to and matched age-related expectations
- specific aspirations set at review meetings have been met and the progress sustained for at least one term
- the SENCO has been advised by an appropriately qualified professional (Ed Psych for example).

Tests and Examinations: Access Arrangements

For some students, additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include a reader, additional time, rest breaks or the use of a scribe or word processor. The SENCO will inform parents/carers about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by Jcq can be accepted to qualify for access arrangements for public examinations. A diagnosis does not mean that a student automatically qualifies for an Access Arrangement.

Roles and Responsibilities

The following staff have specific roles and responsibilities:

- **SEND Trustee** – Their role is to provide support and challenge to the Deputy Headteacher (John Gunn).



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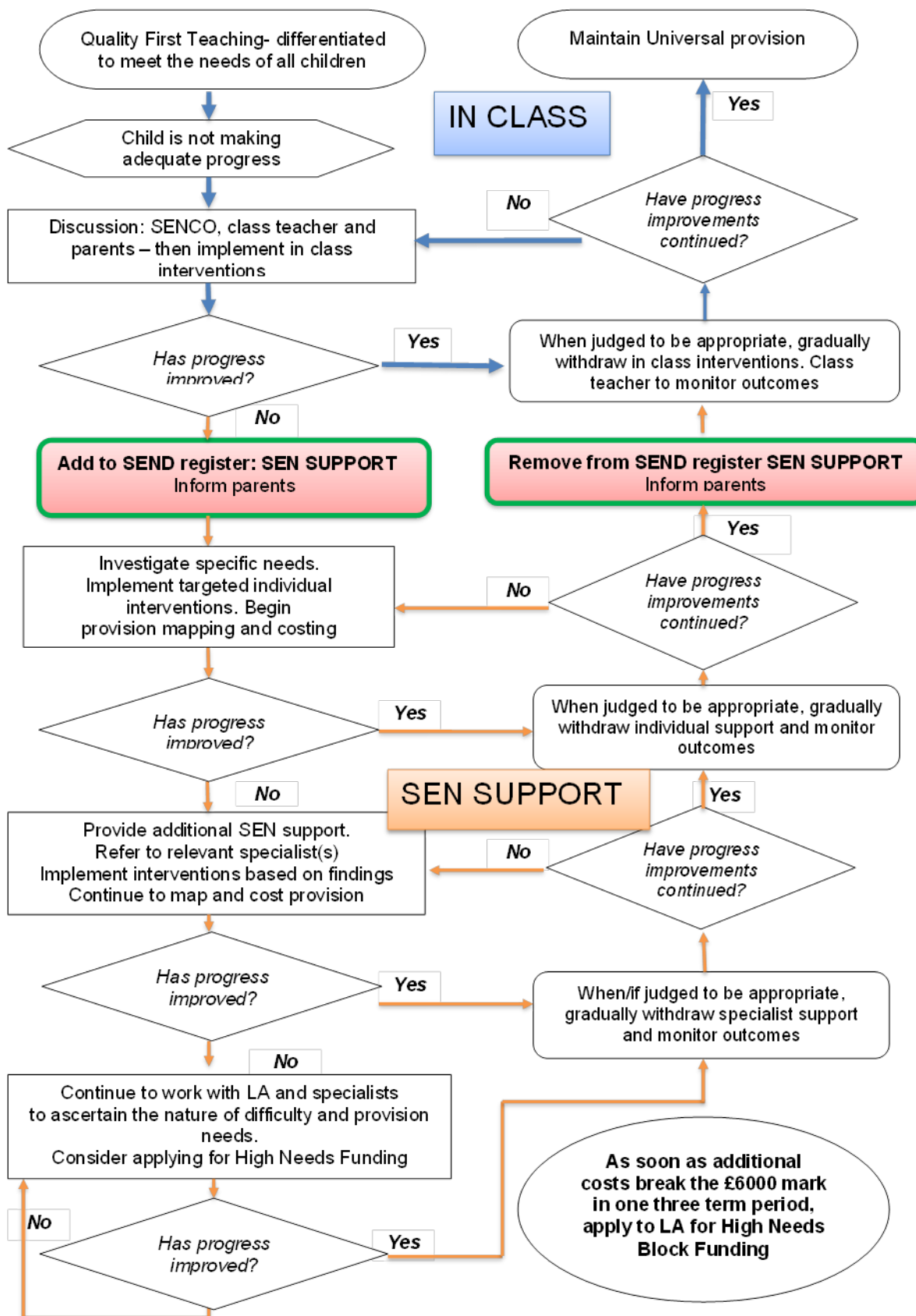
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- **Deputy Headteacher (Curriculum and Assessment)** – John Gunn. His role includes line managing The Curriculum Hub which includes the SEND, Mental Health and Wellbeing and EAL/INA department.
- **SENCO and Assistant Headteacher** – Sally Morris. Her role is to lead the SEND department. This means focusing on improving the outcomes for those identified children.
- **Assistant SENCo** – Rachael Moulton. Her role is to support in leading the SEND department. This includes standing in for the SENCo when necessary.
- **Designated Safeguarding Leads** – Susan Gastall and Lindsey Wignall.

Reviewing the policy

All aspects of the SEND policy are informally kept under review and changes will be made, where necessary by the Deputy Headteacher (John Gunn) and the Assistant Headteacher and SENCO (Sally Morris). Copies of this policy are available on request by parents/ carers and the school's website has further information for parents/ carers of students with SEND. We welcome parental feedback and will make sensible alterations to the policy on request.

The policy will be reviewed formally on an annual basis. This will be done by the SEND Leadership team of: SENCO, Deputy Headteacher, Assistant SENCo, Level 4 TAs and the Inclusion Administrator. It will be ratified by the Trust. Any material changes will be communicated to parents/ carers and incorporated into the information on the school website.





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Smithills School Offer

Provision Map by Special Educational Needs and Disabilities (SEND) categories across the school

Area of Difficulty	All students, where appropriate	Catch-Up/ Support	SEND
Cognition and Learning	<ul style="list-style-type: none"> Quality First Teaching Adapted curriculum planning, activities, delivery and outcome Breakfast, lunch and break clubs Incidental in-class TA support In-class targeted teacher support Increased visual aids /modelling/ scaffolding Visual timetables Use of writing frames Access to inclusive technology My Maths program Access to whole school homework clubs Careers guidance Form tutor mentoring 	<ul style="list-style-type: none"> Small group literacy and numeracy catch up programmes Exam booster classes Guided reading within lessons Targeted peer reading time Thinking Reading programme Targeted college placements English and Maths small group withdrawal Intensive Reading Programme. IDL and Lexia programmes Exam concessions/special arrangements Reduced/ increasingly 	<ul style="list-style-type: none"> Intensive literacy/numeracy support IDL and Lexia programmes Thinking Reading programme Exam concessions/special arrangements Reading intervention Spelling intervention Numeracy intervention Student Passports Year 11/10 exam support groups Access to Connexions (yr11) Dyslexia group Handwriting Advice from Woodbridge Trust and Educational Psychologist Keyworker Yr7/8 Nurture Group Learning Plans



	<ul style="list-style-type: none"> • Session 6 revision sessions. 	individualised timetable at KS4	
Communication and Interaction	<ul style="list-style-type: none"> • Quality First Teaching • Adapted curriculum planning, activities, delivery and outcome • Breakfast, lunch and break clubs • Incidental in-class TA support • In-class targeted teacher support • Increased visual aids/modelling etc. • Visual timetables • Structured school and class routines • Form tutor mentoring 	<ul style="list-style-type: none"> • In class support from TA with some focus on supporting speech and language • Application of specific strategies from SALT 	<ul style="list-style-type: none"> • Student Passports • Speech and language intervention • Exam concessions/special arrangements • Nurture group • Support from ELKLAN trained TAs • Advice/ Input from Woodbridge Trust and Speech and Language Therapy Service • Advice from EP service • Keyworker • Comic Strip conversations • Learning Plans
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Quality First Teaching • Adapted curriculum planning, activities, delivery and outcome • In-class TA support • In-class targeted teacher support • Breakfast, lunch and break clubs • Whole school behaviour policy 	<ul style="list-style-type: none"> • Pastoral intervention from Year Offices • Form tutor/HOY/Pastoral Leader /SLT reports • Individual rewards programme • Support from the Inclusion and Engagement Team • Reduced curriculum 	<ul style="list-style-type: none"> • Student passports • Exam preparation – anxiety intervention • Exam concessions/ special arrangements • Tailored support from the Inclusion and Engagement Team • SEMH Interventions • Woodbridge Trust Advice • Nurture group • Access to Behaviour Support



	<ul style="list-style-type: none"> • Whole school /class rules • Whole school/ class reward and sanctions systems • Access to the school counsellor • Access to the mental health and wellbeing mentor • Reintegration • Form tutor mentoring • School nurse • Pastoral support 	<ul style="list-style-type: none"> • College placements • Menu of support short term intervention 	<p>Service</p> <ul style="list-style-type: none"> • Managed moves • Off-site alternative provision • Advice from EP/CAMHs • Keyworker • School Counsellor Support • Mental Health and Wellbeing Mentor Support
Sensory and/or Physical	<ul style="list-style-type: none"> • Flexible teaching arrangements • Staff aware of implications of physical impairment • Health and safety assessments • Form tutor mentoring • School nurse • Personal Emergency Evacuation Plans 	<ul style="list-style-type: none"> • Additional handwriting practice • Access to equipment 	<ul style="list-style-type: none"> • Student passports • Exam concessions/special arrangements • Individual support in class during appropriate subjects • Use of appropriate resources e.g. ICT and DCD support. • Keyworker • Advice from Occupational Therapy • Learning Plans • Sensory support group • Sensory Support Service advice



Primary Transition

- Visits to primary schools re guidance and welfare.
- A member of the Curriculum Hub attends review meetings in Year 6.
- Curriculum Hub and Transition Co-ordinator gather specific information in primary school.
- Ongoing liaison between subject departments and primary schools.
- Parents of children with SEND welcome to arrange individual meetings to school.
- SEND induction sessions for students identified by primary school.
- New intake evenings.
- Year 7 Induction Day
- Transition session for identified students.
- SENCO and Transition Co-ordinator meet to discuss placements.

Post 16 Transition

- Access to Work related learning/careers/enterprise events & conferences.
- Year 10 work experience.
- Applications/visits and interviews for college/apprenticeships undertaken.
- Connexions work on a one to one basis with all year 11 EHCP students and attend annual reviews for year 11 children.