

SEND information report

At Smith's Wood we believe in inclusive education and that the best place for students to learn is within the classroom with their expert teachers and peers.

What are special educational needs?

"A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age."

We provide SEND support for students with significant needs in the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or physical disability.

Who can I contact to discuss concerns regarding my child?

- In the first instance you should contact form tutor/subject teacher/Achievement Leader/SEND keyworker
- You may then be directed to the SENCO, Mrs Douglas. Email: E.Douglas@smithswood.fmat.co.uk

How will my child be supported by the SEND team?

- All students on the SEND register are allocated a key worker.
- Each student will have a learning plan.
- All learning plans are co-produced with parents, student and key worker. Where external agencies are involved, their advice and recommendations are included.
- Learning plans shared with all teaching staff and teaching is adapted.
- **Adaptive teaching:** Teachers are trained in 'Quality First Teaching' and will adapt teaching to meet the needs of all learners, learning plans will be used to inform teaching.
- Learning plans are reviewed at three points of the year, one of which is parents evening.
- NGRT data and BASE assessments are reviewed to inform your child's provision.
- Assistive technology; reader pen, visualisers, translator and laptops are available
- In some cases, teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Send Hub:

- The SEND hub is a working base open all day, a member of the SEND team will be available to support should a student require this.

Targeted interventions

Smith's Wood Academy believes that educational inclusion is about equal opportunities for all students.

The school will pay particular attention to the provision for and the achievement of different groups of students including;

- Students with SEN;
- Students who are identified as having a disability;
- Students in receipt of Free School Meals;
- Those who are looked after by the local authority;
- Any student who are at risk of disaffection and exclusion.
- Any student who is underachieving

Students may require timely targeted interventions. Smiths wood Academy offers the below interventions;

Mentor interventions; Lexia reading, IDL numeracy and literacy, Sensory circuit, Meet and greet – Inclusion base, 1:1 Positive starts hub – SEND HUB

Inclusion base interventions:

- Social and communication intervention group
- Emotion coaching
- Colourful semantics
- Cognitive behaviour therapy
- Zones of regulation
- 1:1 Wellbeing support
- Lego therapy

Targeted interventions

- Academic interventions – English/Maths/Handwriting and touch typing
- Emotional literacy programmes
- Drawing and talking
- Flash academy – EAL support
- Speech and language therapy
- Transition support programmes
- Pastoral interventions - Mentoring

Partnerships and external professionals

- The school works with several external agencies to seek advice and support to ensure that the needs of all children are fully understood and met.
- The SENCO will attend team around the child meetings to ensure a multi-agency approach to your child's support.

How can I find out how well my child is doing?

Assessment, Planning and Review

On-going monitoring takes place by students' teachers to identify students who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities. After discussions with key staff and parents, additional support will be put into place to provide enhanced resources and/or targeted small group and/or individual support to help overcome any difficulties.

The views of the student or young person about their support will be given consideration at this stage. This additional support is documented in an individual provision map or student profiles.

Parents, relevant external agencies and when appropriate, students are invited to this review and their contribution is valued.

The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded. If your child is continuing to have significant difficulties, further external expertise may be requested.

Further details about this process will be explained in the LA Local Offer. For further guidance please access Solihull Local Offer | solihull.gov.uk

For some student's additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor.

The SENCO will inform you about eligibility and applications for these arrangements.

How skilled are staff to meet the needs of my child?

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN.

Recent training has covered: SEN Code of Practice 2014 Pastoral support for children with SEN Quality First teaching and meeting the needs of children with SEN ASD and ADHD basic information National College training opportunities for staff to take part in.

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEN.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for students who have the most complex needs.

How would my child be supported with transition?

Children and young people with SEN can become particularly anxious about "moving on", so we seek to support successful transition.

In year 7 transition:

- Achievement leader for Year 7 will meet with primary schools
- SENCO will work with the SENCO at primary school to ensure a clear overview of students needs are provided prior to attending.
- We welcome students to attend two transition days in July.
- Parent meetings ahead of joining in September.
- The SENCO will attend meetings to discuss specific need of your child and the nature and level of support which has had the most impact.
- In some cases, additional multi-agency meetings may be arranged to create a more detailed "transition" plan which may include more visits to the old school and/or additional visits from the new school