

Co-op Academy Smithies Moor

Special Educational Needs & Disability Information Report

Date Last Reviewed 7/11/2022

Review Schedule Annually

Mrs Catherine Brackenbury

SENDCo : Gemma Shaw

2022/23 SEND Information Report for Co-op Academy Smithies Moor

2022/23 Key Information	
SEND Coordinator (SENDCo) in School	Gemma Shaw
SENDCo Contact details	Email: gemma.shaw@coopacademies.co.uk
	Telephone: 1924326708
<i>A SENDCo, or special educational needs co-ordinator, is the school teacher who is responsible for assessing, planning & monitoring the progress of children with special needs / SEND</i>	
When was this report last updated	7/11/2022
Where to access the Local Authority's SEND Offer	https://smithiesmoor.coopacademies.co.uk/parent Scroll down and the Local Offer short cut link is available
<i>The Local Offer provides information for children & young people with special educational needs (SEND) & their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health & social care.</i>	
Where to access the school SEND policy	/On the school website in the policies tab. https://smithiesmoor.coopacademies.co.uk/about
<i>The SEND Policy is the most important document that a school develops when determining how they will meet the special educational needs of Pupils. It must reflect the statutory requirements & the actual practice of the school.</i>	
Where to access the School Accessibility Plan	Accessibility plan is on the school website. https://smithiesmoor.coopacademies.co.uk/about
<i>The accessibility plan should cover the below 3 areas.</i>	
<i>How the school will:</i>	
<ol style="list-style-type: none"> <i>1. Increase the extent to which disabled pupils can participate in the curriculum</i> <i>2. Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and</i> <i>3. Improve the availability of accessible information to disabled pupils.</i> 	
Areas of need as identified in the SEND code of practice report	
Area of need	Do we provide provision for this area of need?
Communication & Interaction	Yes
Cognition & Learning	Yes
Social, Emotional & Mental Health	Yes
Sensory &/or Physical Needs	Yes

How we identify if a child needs additional support

Our monitoring and evaluation cycle ensures we can identify children who are not making the expected progress. Teachers also review children's progress regularly in order to inform planning for teaching and learning, using evidence from lessons, observations and assessments. Any children not making the expected progress are identified and reasons for them not making progress are explored to understand what they are finding challenging in class. Additional support or resources will then be put in place within the classroom to accelerate progress. This will be discussed at pupil progress meetings that take place each term between the class teacher, senior leadership and the SENDCo throughout the year. If there are on-going concerns this will then be discussed with you over the phone or in a meeting that you are invited to attend to work together to find the best way forward. If you have any concerns, your first point of contact is the class teacher for an informal chat. In partnership with you, the class teacher will discuss any observations or concerns that they may have and agree on an appropriate next steps.

How we will consult parents & children & involve them in their education

Annual reports and once termly Parents' Evenings give all parents and carers regular feedback on their child's up to date academic levels, individual reading, writing and maths targets and any behavioural, emotional or social difficulties.

When appropriate, parents/carers may be contacted mid-term to discuss the support that the school are providing and how they can help their child at home, this may be a phone call or a meeting. Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting.

Children who have individual support plans will be invited to a meeting with the teacher who will talk about the targets on the plan, the support in place and how you can support at home. You will then have a copy shared with you with the outcomes on at the end of the term.

Children on Education Health and Care plans will be invited to the annual review alongside staff in school and outside agencies to review the plan and create the next targets.

How we will assess & review pupils with SEND progress towards outcomes

Individual support plans are written in partnership with the child and parents on a program called Provision Map. Parents/ carers and pupils are involved in developing their targets and the progress they make towards achieving them. Support plans will be reviewed on a termly basis on a whole school SEND assessment cycle.

Pupils with a 'My support plan' will also have termly reviews relating to their targets. A pupil with an EHCP (Education Health Care Plan) will have an annual review that looks at the targets and we review them together with parents, outside agencies such as speech and language and the education psychologist where appropriate, school staff and the child where appropriate. Children and parents are central in the decisions made during reviews, with the child's aspirations at the forefront when setting targets. These targets will be broken down throughout the year on to support plans to show they are making progress towards the outcome. Their work in class is used as evidence to show the targets are being met.

The majority of children in school complete NTS assessment papers at the end of each term to inform progress and gaps in learning. For pupils unable to access NTS papers they will be assessed on our B squared connecting steps system to help inform targets and next steps.

Children who have English as an additional language they will be assessed on the Bell Foundation to support them making progress in English.

How we will support children in moving between phases of education & / or preparing for adulthood

We have very good relationships with our feeder settings and the settings that most of our pupils move onto; we share information to support pupils' learning and well-being at transition.

Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils. Key workers will come and visit them in school to help build relationships prior to them moving. We also use a one

page profile to share additional information that could be important to staff who will be supporting your children moving forward.

Our approach to teaching children with SEND & how we adapt the curriculum & learning environment for pupils with SEND

Children identified as having SEND are supported to access all aspects of school life. The SEND Code of Practice 2014 makes it clear that all teachers are teachers of pupils with additional needs

☒ Teachers have the highest expectations for all pupils

☒ Teaching is based on building on what the child already knows, can do and can understand

☒ Different teaching strategies and resources are used so that all children are able to access learning and be successful

☒ Teachers carefully check children's progress and identify children with gaps in their learning that need additional support to help

them make the best possible progress. These children are discussed with the senior leadership team, including the SENDCO. We carry out specific small group support for children identified as needing additional support with learning. Progress will be closely monitored, the impact measured and reviewed. Children on the SEND support, is a type of intervention available for children with specific barriers to their learning that cannot be overcome through Quality First Teaching. Additional specialist support from an external agencies or professionals may provide guidance to enable appropriate,

How we train our staff who provide support to pupils with SEND & the existing expertise they have

We invest time and money in training our staff to improve. Specific staff are trained in interventions they complete such as Shine, Precision Teaching and Lego therapy to name a few.

The SENDCO also leads school CPD to ensure we provide quality first teaching to all children in school and break down barriers to learning for our pupils.

Our Special Educational Needs Co-ordinator (SENDCo) is an experienced teacher who has undertaken the National Qualification in Special Educational Needs, as well as receiving ongoing SEND training in specific areas.

All our teachers hold qualified teacher status and all staff members, including TAs and HLTAs, receive regular training to best support our pupils with SEND, for example in dyslexia, Autism, speech and language needs.

How we evaluate the effectiveness of the provision made for pupils with SEND

We evaluate the effectiveness of the provision that is made for pupils with additional needs using a program called Provision Map. This allows staff for evaluate intervention impact. Where impact is not being made we will alter the provision that is being provided to better suit the needs of the pupils in school. We liaise with outside agencies and use intervention they recommend where appropriate.

How we encourage & enable pupils with SEND to engage with activities available to pupils with no SEND requirement

Our Equality/Inclusion Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom.

Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.

Number of pupils who have an EHCP (Education and Health Care Plan) who will leave school this year

5

How we engage with other bodies such as health, social care & LA support services in meeting a pupils SEND requirements & supporting their family

The SENDCo works closely in partnership with other schools in the area, where we share expertise and collaborate in termly planning meetings with the education psychologist. Suitably trained and experienced teachers and support staff are employed in school and training is planned for regularly at an individual and school level. A range of NHS staff may work in school with the permission of parents, when a referral by school or the GP has been made and accepted by the service. They may also provide training to staff. Staff include e.g. Speech and Language Therapists, physiotherapists, occupational therapists and school nurses.

The schools Designated Safeguarding Lead (DSL) is Gemma Shaw who makes appropriate links with social care providers and make referrals as necessary. All staff are responsible for maintaining records of disclosure or concerns about children via CPOMs. Please refer to the safeguarding policy, available on request. We will also make referrals to outside agencies to request support for children with SEND where we feel we need some specialist guidance and advice. Some of the agencies we work with are: Specialist Provision for ASC, Specialist Provision for Speech, Language and Communication, Specialist Provision for Hearing or Sight impairment, Support for SEMH, Portex for early year's intervention and support and Occupational Therapy. We will also signpost parents to relevant agencies that can support them directly such as ESCAYP who work privately to provide counselling for children with anxiety and bereavement and CAMHs.

