



SEN Information Policy 2017 - 2018

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To be reviewed: Annually

Policy Owner: Karin Bobrowicz

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Date Approved	September 2017
Date Reviewed by	September 2018
Signature of Chair	
Print Name	F Seekins

SEN Information Report 2017- 2018

What do we consider?

At Sir Harry Smith Community College, we believe that “everyone is of equal value; that all students have a right to equal opportunity, and full access to the National Curriculum.” We will use our best endeavours to assist all our children in gaining the support they need to fulfil their potential. Our provision takes into account our legal responsibilities, the regulations, code of practices and guidelines available, ensuring we comply where appropriate.

The areas of need covered include:

- **Communication and Interaction:** children with speech, language, communication and social interaction needs;
- **Cognition and Learning:** children who have difficulty in learning;
- **Social, Emotional and Mental Health Difficulties:** children with mental health issues, have difficulty managing their emotions and feelings, or their behavior;
- **Sensory and/or Physical:** children with additional sensory, for example Multi-Sensory Impairment (MSI) or physical needs, including Visual Impairment (VI).

We are conscious that an individual child can have a range of needs that do not simply fall into the headings above, but could span across them. In ensuring we seek to meet those needs we work as a team: with the child, parents/carers and other specialists. This approach builds a network of support.

How do we know when our students need extra help?

- We work with primary schools to ensure information about children is captured and appropriately used, helping their move from primary school to secondary school.
- We work with other professionals and organisations, for example Consultants and other health professionals or educational psychologists, where a child has been receiving medical assistance or has a diagnosis.
- All Year 7 children undertake a Reading Test and we inform teachers and support staff which students will need support with reading in class.
- We identify students with low reading ages based on exam support criteria and colour contrast test as many students as is feasible to eliminate concerns of visual perception dysfunction.
- Some students may take a Cognitive Ability Test (CAT) which looks at a child’s ability to think and work through problems.
- Children who arrive during an academic year will have their progress to date reviewed and where necessary we will liaise with their previous school.
- A member of staff may raise an issue whilst a child attends school, for example every child’s progression is tracked and this system ensures staff can support children who are struggling to meet their goals. Where children consistently struggle and initial support does not provide the results wanted, more specialist assistance would be sought or provided where possible.
- Where issues have been identified further assessments may be required which may be completed in house depending on the level of concern involved.

- We work with the child and parents/carers to discuss difficulties and seek further understanding of issues raised and, suggest actions to be taken; this may include parents/carers seeking medical assistance through their GP.
- We may bring in other professionals to assist in the assessment process, for example an Educational Psychologist.

The staff team at Sir Harry Smith Community College are conscious that the need for support can arise at any time during a child's school career and that once a difficulty is highlighted, there is a graduated approach to addressing the issue and supporting the child. The school SENCO (Special Educational Needs Co-ordinator) plays a significant role in assisting the school in managing the graduated approach to need and providing more specialist advice.

Sir Harry Smith Community College SENCO is Mrs Karin Bobrowicz.

Identifying SEN Children and Assessing Need:

Sir Harry Smith Community College has a SEN Policy that can be found on our website: www.sirharrysmith.cambs.sch.uk

This policy explains our processes for managing children with SEN needs in more detail; however, some key steps available to us are outlined below:

How will you know how your child is doing and how will we help you to support your child?

The role of parents/carers is very important in assisting children with SEN to succeed in their education. At Sir Harry Smith Community College, we seek to involve parents/carers in all aspects of a child's education and welcome their assistance. We also seek to involve parents/carers through for example:

- Invites to Year 6 parents/carers to coffee mornings and information evenings - that introduce the school and staff, outline SEN provision and enable positive working relationships between staff and parents/carers to be developed.
- Tutor days - where parents/carers can talk to the child's Tutor about all aspects of their schooling.
- Parents' Evenings – where parents/carers can talk to specific teachers on individual subjects.
- Individual educational plans (SEN) – which outlines the support provided and needed.
- Student Support Profile (Disability) - for selected students and to highlight their agency diagnosis and recommendations as relevant.
- Multi-disciplinary meetings – involving a team of people and professionals who are brought together to agree methods of assisting a child.

Whilst ensuring parents/carers are consulted and involved in the meetings arranged and support agreed, we understand that ongoing communication is essential. This could include:

- Telephone communication from a Tutor, Year Leader or teacher;
- Email;
- Copies of support plans;

- Information provided through the Behaviour Watch system (which highlights both positive and negative behaviour);
- Seeking feedback from parents/carers (for example questionnaires);
- Progress Checks that indicate how a student is doing in relation to their targets.

The information and updates provided to parents/carers aims to build their understanding of how their child is progressing and ensure their knowledge is current.

How will your child become involved in their own education?

Sir Harry Smith Community College involves children and young people in all aspects of their education. In the same way parents/carers are involved, we also include children, for example:

- Information Evenings;
- Academic Tutor Days and Parents' Evenings;
- The development of individual education (SEN) and/or other plans
- 'All About Me' presentations from those with EHCPs or Statements of Educational Need
- Feedback from teachers;
- Agreeing methods of support provided.

We believe it is important that the child is given a voice and allowed to express their views and feelings. It is also important that these are considered when agreeing the support to be put in place, as each individual may approach an issue differently. In order to do this, the child must understand the type of support available and are comfortable in accessing it.

How will we know how your child is performing?

We recognise that it is important to continually assess and review each child's performance and progress, taking into account any changes, which may have occurred. It is important the child and parents/carers are fully involved in this process, as this ensures we all work together in assisting the child meeting their full potential.

Children are informed about how to improve on an individual basis in each subject area and this is closely monitored by their teacher. In addition, the child, with their parent/carer, meets with their form Tutor in the autumn term of every year to set some personal goals that they would like to aim for and which will help their development.

Children with SEN needs may have additional support plans in place to assist with their learning, including a very detailed support plan for those children with a statement. This ensures that support is consistent throughout the school and progress outside academic achievement, for example improved social skills, being able to work in a group, can also be monitored and success recognised. To ensure we capture the voice of the child with an Education Health Care Plan we ask the child about how they feel about school and what they think could change to help them progress even more. We do this mainly in a Power Point format and call this an 'All About Me presentation'. If the child is unable to do this, we capture their thoughts in audio form or just on paper.

The purpose of these continual checks and reviews is to ensure that issues are picked up early. Sometimes finding a solution may take some time, trying out different types of support or coping strategies, until one that suits the individual child is found, however the important factor is that the child understands what is happening and why.

How will you help my child transfer to a new setting?

Sir Harry Smith Community College works in partnership with our local primary school cluster and sending schools to help children make the jump from primary to secondary education. We appreciate that this may be daunting for many children and therefore we encourage lots of events which ensure the children to experience 'big school' before they actually arrive in September, for example:

- Sports events;
- Science events;
- Information/visit evening – including a tour of the school;
- Tour of school with primary school;
- Uniform collection evening;
- Performance events – concerts, pantomime;
- Other events such as Honda School of Dreams;
- Induction Day – full day in school taking lessons;
- Summer school – targeted children.

These events give children a good understanding of the school they are about to move to.

Sir Harry Smith Community College also provides a Local Authority funded Enhanced Provision Centre (EPC). This Centre provides children with more specialist support and a discrete learning environment, whilst still being part of the main school and it acts primarily as a Transition Centre for mainstream access. These students will usually have a Statement of Educational need for 20 hours or more. The EPC team now use B Squared software to capture the skill level of our students. These show small steps of progress within our Literacy, Numeracy and Life Skills EPC curriculum. We use this data to help tailor our tuition, and to help inform us of their readiness for integration into mainstream core subject lessons.

Some primary school children, with specific SEN needs, may also undertake some lessons at Sir Harry Smith Community College on a weekly basis within the Enhanced Provision Centre (EPC). Again this helps the children become comfortable at the school and the staff to get to know the children.

Primary school children who do not require this more intensive primary transition may be invited to come in for one or two sessions in our Supportive Skills Department to meet the team of Teaching Assistants who they may see in some of their lessons. They often get an extra tour of the school and are able to ask any questions about transition that may be worrying them in small groups.

Throughout their time at Sir Harry Smith children will have appropriate access to the differing levels of support, the aim being to ensure that they are prepared for adulthood. Therefore, as a child progresses through school they receive support from their Tutors and Year Leaders. During their

exam years a specialist team of staff supports the children through these particularly important and perhaps difficult period. This group includes staff that look at careers, employment and learning opportunities, progress and performance, ensuring that children have access to the information they need to make the right choices. A further team supports those children staying on at sixth form, helping them to focus on careers, college or university places. Each of these groups work together to ensure a consistent approach and some team members work across the groups to ensure a focus of support.

We also recognise that preparing children for adulthood is more than academic achievement, therefore the school has a number of groups and activities that widen a child's experience and increases their opportunity to learn new skills for example:

- Book Club;
- School Newsletter;
- Tech Team – who provide lighting and sound for school productions;
- School Radio;
- Orchestra;
- Various Sport's Teams;
- School Council – attended by student representatives.

The EPC also has a number of facilities for example a cooker and washing machine, enabling children the opportunity to learn skills they will need in adult life. The area also has a sensory room, which children may use when they need a calming environment and some 'time out'.

Post 16 transition is also of key concern. We work with students with EHCPs to support their anxieties over this transition and to help their new settings understand their complex needs we may complete a Post 16 Ready Checklist which highlights how ready and able they are for this next stage.

How will the curriculum be matched to my child/s needs?

Our approach to teaching children with SEN focuses on the individual child and is undertaken with the child, their parent/carer, teachers and other specialists who may be involved in supporting them. We take a holistic approach, looking at all aspects of the child's education and follow best practice guidelines in the provision of our services. We talk to all those concern, sometimes organising a meeting, to get together and agree the best way to support the child and meet their goals.

The wide range of need covered under SEN means that a wide variety of support and tools are available, for example providing:

- Work on coloured paper, in a different size font or different type of font so children can read the information easier;
- Classroom differentiation strategies for teaching and support staff both generic and specific to SEN syndromes;
- Teaching Assistant (TA) support;
- Numeracy and Literacy workshops;
- Handwriting groups;

- Social Skill sessions to include anger management if relevant
- Relaxation sessions and sensory circuits/movement
- Comprehension development (Inference) sessions
- Visual timetables
- Social Stories/Comic Strip Conversations
- Laptops for school work;
- EPC environment.

The aim is to enable the child to engage as fully as possible in the school environment and take part in the full curriculum, where they are able. We recognise that whilst it is important to account for each child's needs, it is also important to ensure they can get along with the rest of the school community, as this helps to develop their social relationships and communication skills. Therefore, we will adapt the curriculum and learning environment where possible to meet the needs of the child but always striving to develop independent working skills and resilience in our students.

Each child has their own timetable and for children with statements or EHCPs this is further adapted so that they may undertake some lessons in the main school and some in the EPC and SEN department. Some children may have an individual TA for particular lessons or they may have additional worksheets produced.

Sir Harry Smith also has a Behaviour Support Unit. This unit is split into two and performs a number of functions. For example, on one side, a child with temporary mobility issues (broken leg) may attend the unit whilst the rest of their class are taking part in PE or a parent may contact the school to say that a child may need some 'time out' due to a family bereavement. Whilst on the other side of the unit, children may attend who have been disruptive or broken school rules. The unit provides a very structured and quiet environment in which children work alone supervised by staff, but it also enables staff to tackle issues one-to-one with the child.

Some children with SEN needs do occasionally attend the BSU in the same way their counterparts without SEN needs do. We believe that it is important that children understand the consequences of their actions and the choices they make, and whilst the staff that manage the BSU recognise the SEN issues, it is sometimes important that they have this experience.

We are conscious that the emotional and social development of children requires a variety of support and exposure to different experiences. Integral to this is the whole school environment, therefore we aim to ensure children experience as much of this as they are able. Children are aware of where they can go if they need a break/time out and quiet areas are provided for lunch and break, which can be intimidating for some children with SEN needs, however each child is encouraged to engage as much as possible and supported where necessary in doing so.

Whilst we work to meet the needs of children within our school, we also appreciate that we have limitations. Where a child's needs are assessed as being beyond what we can deliver, we will work with the child and their parent/carer to seek a more appropriate placement. This could mean for example, a more specialist education provider within the area.

How do we know how effective we have been?

The staff team at Sir Harry Smith Community College measure effectiveness by how well children are progressing towards their goals and at key stage 4 against their targets. These measurements include academic and personal targets. We want all children to fulfil their potential and whilst some may attain very good exam results, others may make just as much progress, but for example in terms of personal confidence and communication skills.

Each child has the ability to develop in a number of ways and capturing this for a child with SEN requirements can be more complex, but it is just as important and ensures that their successes are celebrated too.

Staff – Our expertise:

Sir Harry Smith Community College has a very supportive and experienced team, which includes:

- Senior Leadership Team;
- Teachers, Tutors and Year Leaders;
- SENCO;
- TAs;
- Careers Advisor;
- External specialists – for example counsellors;
- First Aider;
- Safeguarding staff – child protection;
- School Governors.

The staff team work together to meet the needs of children within our school, whilst also working with parents/carers and other professionals engaged in child development and education.

We have particular expertise in terms of the specialist services provided through our EPC. This service supports identified children from primary to secondary school and covers a wide range of activities already highlighted.

How children with SEN are enabled to engage with children who do not have SEN:

Children with SEN are supported throughout their school life to engage in the curriculum where possible and thereby develop social relationships and good communication skills. This is supported within the classroom and through social and emotional skill development outside the classroom unless the child is placed within the EPC where this is an integral part of the curriculum.

The Enhanced Provision Centre is audited by Local Authority on a regular basis and the latest feedback (March 2016) praised the work of the EPC staff.

What support will my child have for their overall well-being?

Our approach is to identify where a child is struggling and to gently introduce a suitable intervention or method of support to meet their needs; where possible we try and do this within the lesson. In some cases, we need to withdraw the child to access this specialised support and we then ensure

this provision is recorded so we can discuss it at future meetings with parents and the young person to evaluate its effectiveness.

The Supportive Skills Department also provide a guide to the staffing and support they can offer your child and this is on our website.

Additionally, there is a separate guide to the Enhanced Provision Centre (EPC) and how it works which can be requested from the SEN office.

Involving other Bodies and Organisations:

Sir Harry Smith Community College works in partnership with a number of professionals and organisations, including:

- GPs, Consultants, Mental Health Professionals and other Healthcare professionals;
- Educational Psychologists;
- Local Authority SEND Specialists
- Locality Team
- Counsellors;
- Police;
- Social Services;
- Child Protection services and safeguarding teams;
- Careers Advisors;
- Membership to various SEND specialist associations including NASEN;
- Reference to agency online material such as the Autism Standards published by the Autism Education Trust (AET).

Each of the above brings skills, knowledge and expertise that are often helpful in assisting a child progress in their education and ensuring they are safe and happy during the process. Staff will contact appropriate professionals and bodies as required and ensure they are involved as necessary.

Support Services for parents of students with SEN

The Local Authority are an important contact for parents whose child has a Statement of Educational Need/EHCP. Parents who wish to speak to the Local Authority about their child's EHCP or statement can contact their SEN Caseworker directly or speak to the SENCO who can act on their behalf.

Parent Partnership has now changed their name to Core Assets Children's Services and is also a good contact for parents who need support for their child's SEN needs and are unsure how to secure this or would like support at meetings in school or with agencies. The SEN Office can source the latest contact numbers for you or alternatively they have a website with contact numbers and details:

<http://www.coreassets.com/what-we-do/independent-support-service/>

If you feel we could do more for your child:

Sometimes, despite our efforts there may be times when parents are not happy with the provision we offer. We ask that Parents/Carers write in to the Associate Head if they are concerned about any aspect of their child's SEND support in school.

However, parents/carers who ring the Supportive Skills Department directly will also have their concerns listened to, recorded and addressed. This will be recorded on your child's IEP (where relevant). SSD staff can also contact other staff, acting on your behalf to resolve any concerns. Therefore, please do contact us by asking Reception to put you through to the SEN Office and telling our admin staff what is concerning you and how we can help you. They will always be able to refer the concern to the relevant Tutor or Year Leader if they cannot resolve it directly.

Local Offer

The Local Offer is available as a link to your Local Authority website where you can see details of what is available in the area you live in for your child.

The Local Offer www.cambridgeshire.gov.uk/SEND

What will the local offer cover?

The local offer will include information about health and social care services, education, leisure activities and support groups in the area for children and young people aged 0 - 25 with SEND and their families.

The Department for Education's [SEN Code of Practice and regulations](#) outlines the range of information to be included in the local offer:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>