



SEN Information Report 2022-2023

For Review: October 2024 or before as changes occur

Contents

- **SEND at Sir Harry Smith Community College**
- **Assessment and Identification**
 - SEND areas of need
 - The Graduated Approach
- **Collaborative Working – A joint approach to Identification and support**
 - Student Voice
 - Parent/Career views
- **Who to contact in school if you have concerns about your child**
- **Our Curriculum and how we match the curriculum to student need**
 - SEND Students within the mainstream
 - Enhanced Resource Centre (EPC)
 - How children with SEN are enabled to engage with children who do not have SEN
 - Staff Expertise
- **Transferring through phases of education**
 - Transition to different settings
 - Preparing for Adulthood
- **How do we know how effective we have been?**
 - If you feel we could do more for your child
- **Support Services for parents of students with SEN Inc. the Local Offer**

SEND at Sir Harry Smith Community College

Sir Harry Smith Community College is a place where 'All students are valued and inspired to achieve and grow as individuals'. We will use our best endeavours to assist all students in gaining the support they need to fulfil their potential, to become well-rounded individuals who are prepared for the next steps in their education. As well as striving to provide exemplary provision that is challenging, creative and engaging, we also take into account our legal responsibilities, the regulations, code of practice and guidelines available. Partnerships are key to developing strong support networks and links for our young people, and as a community college, we value the partnership between school and home in developing our practice and ensuring that together we move forward in striving for excellence for all.

The Special Educational Needs and Disability Code of Practice (2015) identifies that **high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.**

The SEN Code of Practice identifies learning difficulty as:

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

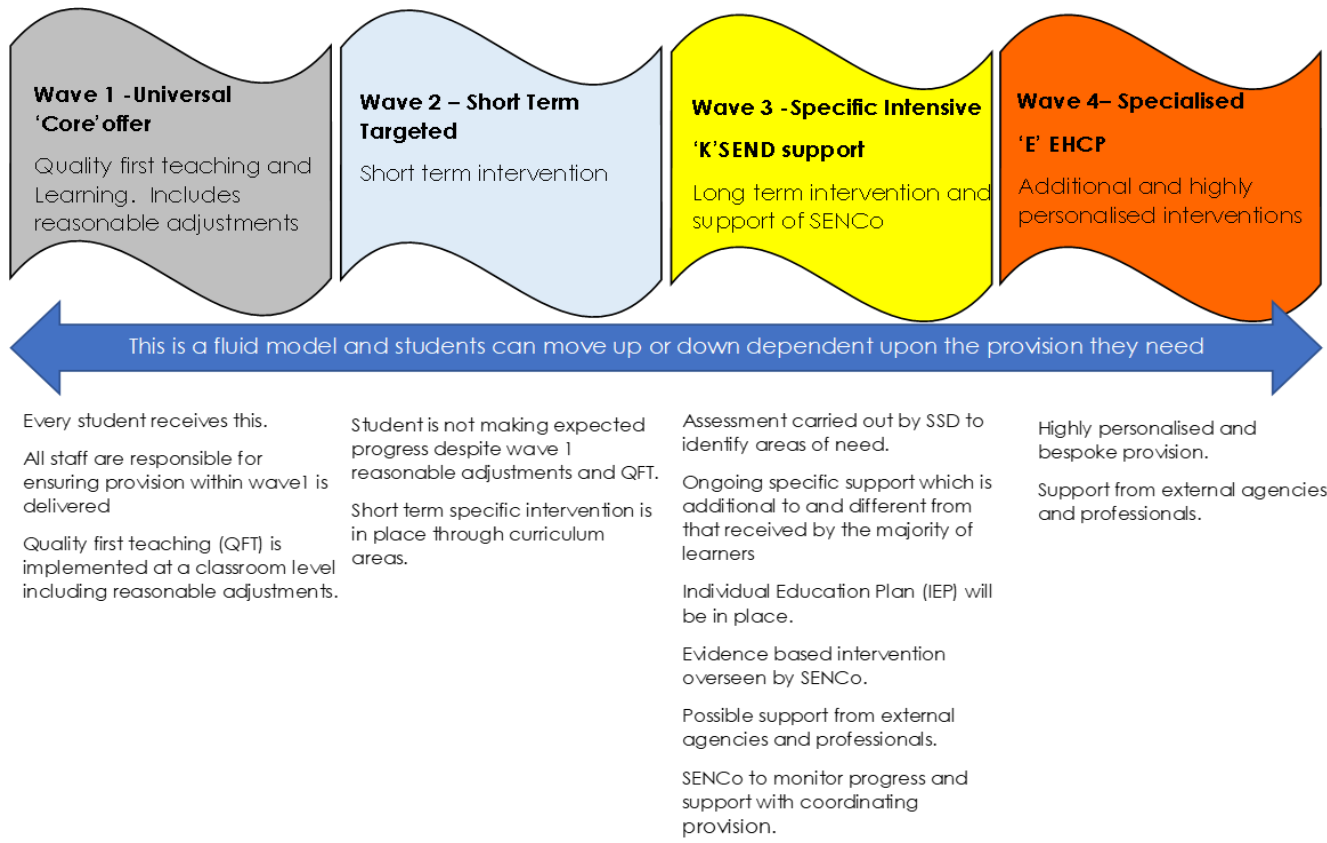
- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders a child or young person from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'.

The SEN Code of Practice identifies special educational provision as:

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age.

Sir Harry Smith Community College recognises that it should not be assumed that a child has SEN because they are making slower progress or achieving lower attainment levels than the majority of their peers. There are many factors that can impact progress and therefore it will not automatically lead to a student being recorded as having SEN. Equally it should not be assumed that students working in line with or above their peers does not have any learning difficulty.

At Sir Harry Smith Community College we have a four wave approach to supporting our students.



Assessment and Identification.

Sir Harry Smith Community College endeavours to ensure every child with SEND gets the support they need. Some key steps for identification of students with SEND can be found below.

We use an evidence based approach to identifying and supporting provision for all SEN learners through:

- Drawing on insights from parents/carers, the students themselves as well as the wider circle of information support including: teachers; primary schools; external professionals and organisations for example consultants and other health professionals; Educational Psychologists and Speech and Language Therapists.
- Through the Year 7 reading tests we identify students with low reading ages and begin early provision to support all identified need through targeted support. In addition, some students may take a Cognitive Ability Test (CAT4), which looks at a child's ability to think and work through problems. Early identification of need to support appropriate and timely provision also extends to children who arrive as a mid-year transfer.
- The college works hard to continue the collaborative approach to supporting students through careful monitoring and reviewing student progress and provision. This ensures that, where a student may be struggling, it is identified quickly, and early support can be put into place. For some students this may include applying reasonable adjustments to engage in activities alongside their peers.
- The SENCo works to coordinate provision for all SEND learners across the college through providing professional guidance to colleagues and working closely with staff, parents and other agencies to meet the needs of the student.

The College SEND Policy explains our processes for identifying and supporting children with SEND in more detail. It can be found on the college website www.sirharrysmith.cambs.sch.uk.

SEND areas of need

There are four broad areas of need although the college recognise that student needs may fall into one or more categories.

Communication and Interaction: Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. They may have difficulty saying what they want to (Expressive), understanding what is being said to them (receptive) or they may not understand or use social rules of communication. Children and young people with Autistic Spectrum Conditions (ASC), including autism, are likely to have difficulties with social interaction. They may also experience difficulties with their understanding and connections between language, communication and imagination, which may impact how they relate to others.

Cognition and learning: Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.

Social, Emotional and Mental Health Difficulties: Children and Young people diagnosed with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder may need additional support in the curriculum. Those with mental health difficulties such as anxiety, depression, self-harming, substance abuse, eating disorders or physical symptoms that are

medically unexplained may also need additional or different support to access education.

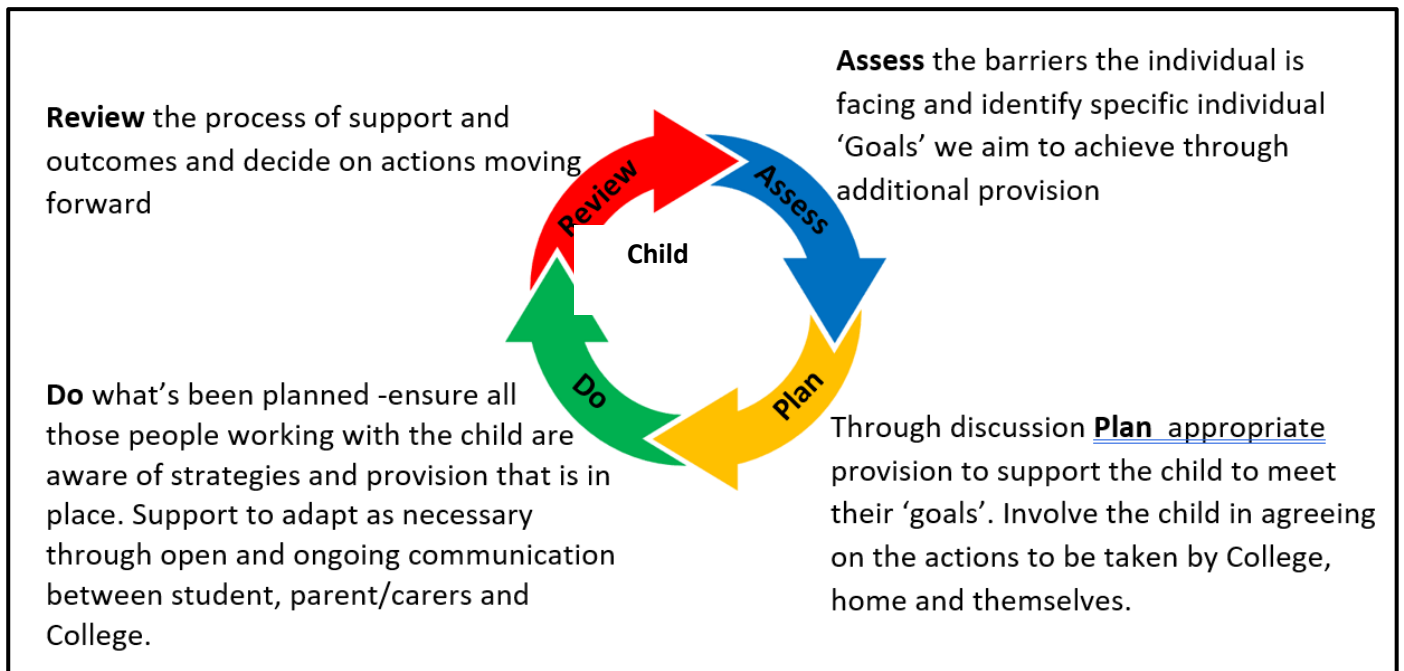
Sensory and/or Physical: Children and Young people with Hearing (HI) or Visual (VI) Impairment, or physical disability (PD) may need additional specialist support or equipment to access opportunities available to their peers.

The staff at Sir Harry Smith Community College recognise that students that make slow progress and/or have low attainment do not necessarily have SEND. There are many factors that impact on progress and therefore it will not automatically lead to a student being recorded as such.

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 graduated approach to addressing the issue and supporting the child through co-production.

The Graduated Approach

The child is at the centre of this support with parents/carers, College and any professionals working together at all stages.



Collaborative Working – A joint approach to Identification and support

Student Voice

At Sir Harry Smith Community College, we believe in a Person Centred Approach to learning. That means that we put the child at the heart of any planning, provision and intervention that is put in place. We encourage students to attend academic review days; parent's evenings; IEP and SSP reviews and gain student voice at all available opportunities.

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 an EHCP. 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.

Parent/Carer views

Working closely with parents and carers throughout the graduated approach to supporting a student with SEND is a priority for staff at Sir Harry Smith. We understand the importance of collaborative working at all stages of the graduated approach to ensure the best possible outcomes for the child or young person. Some of the ways we will involve parents includes:

- Invites to year 6 parents/carers to coffee mornings and information evenings – that introduce the school staff, outline SEN provision and enable positive working relationships between staff parents/carers to be developed.
- Termly Progress Checks sent home to keep you updated on your child's academic progress
- 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.
- 'Student Passports' for students with SEND which outlines the support needed by the student that should be provided. For students with a diagnosed disability but no SEN this highlights their agency diagnosis and recommendations for support as relevant.
- Multi-disciplinary meetings – involving a team of people and professionals who are brought together to agree methods in assisting a child.
- Parent/career surveys

We recognise the need for ongoing communication in developing and strengthening our parent partnership, as well as the opportunities and experiences

of our students. The information and updates provided to parents/carers aims to build understanding of how a child is progressing and ensure knowledge is current. Academic progress is not the only progress we track and we also seek to keep parents/carers informed of opportunities and experiences related to wider learning and personal development.

Who to contact in school if you have concerns about your child

Any concerns you have regarding your child's progress or wellbeing whilst at Sir Harry Smith Community College should be referred to their Head of Year, Form tutor, or if subject specific the Subject Teacher.

The school has a dedicated team within Supportive Skills Department (SSD) who play a significant role in assisting the school in managing the graduated approach to need and providing more specialist advice with individuals. If you feel the nature of difficulty your child is facing is SEND related then please contact us to discuss this further. You can contact SSD by phoning the main reception on: **01733 703991** and asking for:

- **Mrs Kiera Brueseke-Palmer – School SENCo**
- **Mr Stephen Emeny – Deputy SENCo**
- **Mrs Liz Lancaster – SEND Administrative Support**

Our Curriculum and how we match the curriculum to student need

At Sir Harry Smith Community College we make every effort to ensure that reasonable adjustments is made for our SEND students so that they can access both curricular and extra-curricular provision alongside their mainstream peers. At Sir Harry Smith Community College we have two groups of SEND learners:

- SEND students who have specific needs but can access mainstream lessons with differentiation and additional support. These students have a variety of needs from across the four broad areas of need and these require provision ranging from EHCP to targeted long term or short term intervention needs.

- Students in the Enhanced Provision Centre (EPC) for Cognition and Learning Difficulties. These students have a differentiated curriculum which consists of taking part in both mainstream and small group or 1:1 sessions within the EPC to develop English, maths and life skills.

SEND students within the mainstream

SEND students are mainly supported through high quality teaching and effective differentiation within lessons. Pastoral care is provided through the head of year and tutor teams. Additional support can take a range of forms including, but not limited to, those identified below:

- Dyslexia friendly teaching
- Classroom differentiation strategies for teaching and support staff both generic and specific
- Teaching Assistant (TA) support allocated according to need, with priority given to those with EHCPs.
- Numeracy and Literacy workshops
- Handwriting groups/ touch typing workshop
- Social Skills sessions to include anger management if relevant
- Relaxation sessions and sensory circuits/movements
- Comprehension development (Inference) sessions
- Emotional Literacy Support (ELSA)
- Visual timetables
- Social Stories/comic strip conversations
- Laptops for school work
- Nurture group for breaks and lunchtimes

Enhanced Provision Centre (EPC)

Students are placed in the EPC through the local authority. To gain a place in the EPC students must have an Education Health Care Plan (EHCP) with 20 or more hours of allocated funding and be on roll at a primary school in Whittlesey or

Coates. Places are allocated via the Local Authority SEND panel. There are 10 places within the EPC.

This centre provides children in Key Stage 3 (KS3) with more specialist support and a discrete learning environment, whilst still being part of the main school. It acts primarily as a transition centre for mainstream access, with the intention being that by the end of Y9 students are fully immersed into mainstream lessons. Students who access learning within the EPC will have intensive small group English, Maths and life skills lessons within the EPC and access all other lessons within the mainstream.

The EPC uses B Squared Progression Steps to assess the English and Maths progress of our students. Within life skills student progress is tracked using the Autism Education Trust Progression Framework. These show small steps of progress our students make within the Literacy, Numeracy and Life Skills curriculum. We use this data to help tailor our tuition, and help inform us of their readiness for full integration into mainstream core lessons.

The EPC has a number of facilities, for example a cooker and washing machine, which enables students the opportunity to learn skills they need for adult life. There are also hygiene facilities for those students who require access to these and a sensory room, which students may use when they need a calming environment and some 'time to regulate'.

More information about the EPC can be found out through the schools EPC information leaflet found on the school website: www.sirharrysmith.cambs.sch.uk.

We recognise that whilst it is important to account for each students needs it is also important to ensure that they can get along with the rest of the school community, as this helps to develop social relationships and communication skills. Therefore, we will adapt the curriculum and learning environment where possible to meet the

needs of the individual but always striving to develop independence working levels and resilience in our students.

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 as they are able. Children are aware of where they can go if they need a sensory break/time out and quiet areas are provided for lunch and break times, 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 the students in 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 parents/carers to seek a more appropriate placement. This could mean for example, a more specialist education provider within the area.

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

We believe in developing a community of inclusion through awareness and understanding. Children with SEN are supported throughout their school life to engage as

fully as possible within the curriculum and wider opportunities offered throughout the school. This supports the development of social relationships and good communication skills. Our approach to support is to identify where a student is struggling and to gently introduce a suitable intervention or method of support to meet their needs; where possible we try to do this within the lesson. In some situations it is necessary for students to be withdrawn from some aspects of the curriculum to support development of core academic or social skills, for example for students with EPC access. In this case we always work closely with the students,

parent/carer to ensure this is in the best interests of the student, and that the impact of such intervention is closely monitored to evaluate the effectiveness.

Staff Expertise

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

- Senior Leaderships Team
- Teachers, Form Tutors and Year Leaders
- SENCo and Deputy SENCo
- Senior Teaching Assistant: English and Maths
- Senior Teaching Assistant: Life skills and ELSA
- Senior Teaching Assistant: Transition and Physical Needs Coordinator
- Senior Teaching Assistant: Liaison and Support for Children in Care
- Curriculum and SEND support Teaching Assistants
- Careers advisor
- First Aider
- Safeguarding staff – child protection
- School Governors

Transferring through phases of education

Transition to different settings

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

- Sports events
- Science events

- Information/visit evenings - including a tour of the school
- Tour of the school with primary school
- Uniform collection evening
- Performance events – concerts, pantomime
- Induction Day – Full day in school taking lessons
- Summer school – for targeted children

Some primary school children, with specific SEN needs, may require a more enhanced transition support. This may be carried out by combining visits from Sir Harry Smith staff to the primaries to work with students within their own known and familiar environment alongside a period of weekly visits to the Enhanced Provision Centre (EPC). This helps the children become familiar with the school environment and begin to build relationships with familiar adults. During this time they may complete a pupil passport to help with their transition and may also complete an 'All About Me' scheme of work.

Preparing for Adulthood

Throughout their time at Sir Harry Smith students will have appropriate access to the different levels of support, the aim being to ensure that they are prepared for adulthood. Tutors and year leaders move through the school with students providing consistency.

The Exam years can be a particularly important and as perhaps a difficult period for many students we recognise the need for a more specialist team of support. This 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 students staying on at the sixth form, helping them to focus on careers, college and 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.

Staff at Sir Harry Smith Community College recognise that preparing young people for adulthood is more than academic achievement, therefore throughout the year the school run a number of groups and activities that aim to widen a student's experience and increases their opportunity to learn new skills.

Post 16 transition can also be a key concern for many students and parents/carers and this can be especially challenging for those learners with EHCP's. We work with these students and their families to reduce anxieties over transition and to help their new setting to understand their complex needs.

How do we know how effective we have been?

The staff team at Sir Harry Smith Community College measure effectiveness by how well students are progressing towards their goals, and at Key stage 4 against their targets, and by how motivated and engaged they are with their learning and school life. These measures 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 social and interaction skills. We welcome feedback from parents/carers and students to let us know how we can improve and what we are doing well. We act upon this feedback and continually strive to provide high quality teaching and provision. If you have anything you would like to let us know please get in touch.

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 would ask that parents/carers who have concerns contact the supportive skills department directly to have their concerns listened to, recorded and addressed. Supportive Skills Department 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 the SEN office and telling our admin staff what is

concerning you and how we can help. They will always be able to refer the concern to the relevant tutor or year leader if they cannot resolve it directly.

Telephone: 01733 703991

Email: Reception@sirharrysmith.cambs.sch.uk

If you feel you wish to pursue a matter of concern further this can be addressed in writing to the Principal, Dawn White, or the Chair of Governors. The school Complaints Policy can be accessed via the school website

www.sirharrysmith.cambs.sch.uk

Support Services for parents of students with SEN

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. It 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. It can be found at: www.cambridgeshire.gov.uk/SEND

The Department for Education's SEN Code of Practice:

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

SENDIASS (Special Educational Needs and disability Information and Advice Service) <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass/>

National Autistic Society

<https://www.autism.org.uk/> or telephone: 0808 800 4104

Pinpoint ADHD and ASD support Groups: <https://www.pinpoint-cambs.org.uk> or telephone 01480 877 333