




SEND Information Report

Smawthorne Henry Moore Academy
Accomplish Multi-Academy Trust



Policy Name	SEND Information Report	
Policy Owner	Smawthorne Henry Moore Academy	
Version Reference	Version 1	
Approved by	Headteacher	
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INFORMATION REPORT

1. The types of SEN provided for

Smawthorne Henry Moore Academy is a community mainstream school, serving an urban area just outside Castleford town centre. We aim to be inclusive and to make provision for children with needs different from or additional to the needs of other children of the same age. We assess, with external agencies where necessary, using the following broad headings to identify types of Special Educational Needs:

- Learning difficulties
- Speech, Language and Communication difficulties
- Autistic Spectrum Disorder
- Specific learning difficulties
- Physical difficulties and medical needs
- Sensory difficulties
- Social, emotional and mental health difficulties
- Hearing/visual impairment

2. Policies

Miss Hunt is the Special Educational Needs Coordinator (SENCo) and can be contacted at the school on 01977 558395 or through the SENCo email address SEN@smawthorneprimary.org. She works in accordance with the school's policies for SEN, pastoral care, equality, safeguarding and health and safety policies. These are available on the school's website and the links are as follows.

SEN Policy: <https://smawthorneacademy.org.uk/send/>

Complaints Policy <https://smawthorneacademy.org.uk/policies/>

All other policies: <https://smawthorneacademy.org.uk/policies/>

3. Consulting Parents

Parents or carers are consulted regularly over the year regarding their child's progress and needs. Parents will be consulted and informed about specific targets, provision and strategies that may help a child and will be involved in any referrals made to other agencies. The parents or carers of children with Education Health and Care Plans will be involved in reviews at least annually. A report is written about all children every year and any documents from external agencies is shared with home.

4. Consulting Young People

Wherever possible, a child's views will be sought about their needs and requirements. Various methods can be used to establish the child's views including graphic presentations, photographs and records of conversations with family support. This will be used when collecting information about the child and will be referred to in order to support planning provision and when reviewing the child's Educational, Health and Care Plan or My Support Plan.

5. External Agencies who support the school

The school has access to advice and support from many external agencies and professionals, some of which are listed below:

- Speech and Language
- Therapy Occupational Therapy
- Physiotherapy
- Educational Psychology
- Wakefield Inclusion and Special Educational Needs Support Service (WISENDSS)
- Child & Adolescent Mental Health Service (CAMHS)
- Community Paediatrics School Nursing
- Pre-5 Service
- Sensory Impairment Team (Visual and Hearing Impaired)

6. Assessing and reviewing progress

The teacher, SENCo and other staff will work together to analyse the child's progress against their previous attainment and national expectations for their age group. Each child's voice is an imperative part of the process and they will be at the centre of reviews of their progress against objectives and at future target setting meetings. Children with SEN are invited, encouraged and expected to contribute to their 'My Support Plan' with their parents and are invited to contribute to and attend EHCP review meetings. Appropriate methods, including graphic or photo presentations will be used to allow children to make their views understood.

7. Phase transfer

As children with SEN move from one phase of education to another, their views about potential outcomes of their education are heard through the review process. Transition arrangements are made to give extra support to help children with SEN make a successful move to each new phase. Laminated sheets, with visual and written information, are created for the children to take home and share with parents and carers to discuss the coming changes. An open evening is held in the summer term for the children to meet their new teacher with their parents. Children with SEN are invited to come into school prior to the school re-opening in September to look at their classrooms, work stations and cloakrooms. This is to help with minimising any anxieties they may have and for any necessary changes to be made before school re-opens.

8. Approaches to teaching children with SEN

All children are encouraged and expected to make at least good progress at Smawthorne Henry Moore Academy. Support is given and adapted in response to children experiencing barriers to learning. If a child

is thought to have SEN, they will be involved in continuous assessment by the class teacher and the SENCo to determine what barriers they need to overcome and what support is needed to enable progress to be made. Any support given will be carefully monitored and evaluated. If further help is required, referrals are made to the relevant external agencies so advice and support can be sought. A statutory assessment of need can be requested and an Education, Health and Care plan can be produced to detail the further support that is needed. This will be reviewed at least annually. The whole process is driven by regular review and assessment of progress.

9. Adaptations to the curriculum and the learning environment

Children with SEN may require changes to be made to the way information is delivered in lessons to enable them to access learning. These could be changes appropriate for the class, group or for individuals. The curriculum may need to be differentiated either for a group or for an individual and this process may involve the class teacher, SENCo, support staff, senior management and subject leaders. Smawthorne are very lucky and have access to a Sensory Room (the Bubble Room), a sensory Garden on our Key Stage 2 playground as well as a Nurture room and a quiet space we call the Rainbow Room. We also have a ramp to allow access to all areas as well as an accessible toilet facility. We have a wheelchair lift to support children in accessing areas of school. Please follow this link to view our accessibility plan <https://smawthorneacademy.org.uk/send/>

10. Expertise and training of staff

The training needs of all teaching and support staff is reviewed every year and a programme of training is put in place to update our expertise. This will continue to be delivered by a combination of in-school and external training and visiting experts. It will involve both training and sharing of best practice. All staff evaluate the training they have received and share knowledge and documentation with colleagues in school.

11. Evaluation of Provision

Monitoring and evaluating the provision made for children with SEN is the responsibility of all staff and is coordinated by the SENCo. This will be done informally through discussion and formally through monitoring forms and reports to the Senior Leadership team.

12. School Activities

Children with SEN will be supported to take part in school activities alongside all the children. All reasonable adaptations will be made to enable children to engage with activities as needed.

13. Pastoral support

The children are encouraged to speak freely in a variety of large and small groups. The school also employs two learning mentors who have the role of supporting children with specific pastoral difficulties. The school has a strong anti-bullying ethos and regular themed learning is undertaken in classes to deal with various aspects of bullying, including cyber-bullying, and diversity in school. Where a child has an OPP (One Page Profile) or SEN Profile, this will record any targets for improving emotional and social development thought necessary. The SENCo will also liaise with support workers to ensure (LAC) Looked After Children can access the school curriculum.

14. Complaints

A parent who is not satisfied with the provision made for a child with SEN should speak in the first instance to the child's class teacher and then with the SENCo and/or headteacher, who will make every effort to resolve the problem. The school's complaints policy, which gives detailed information about how complaints can be made and how they are addressed, is available on the school website by using the following link:

<http://www.smawthorneAcademy.wakefield.sch.uk/contact-us/complaints-arrangements>

15. Local Offer for SEN

The Wakefield Local Offer provides information on the support available for families with children with Special Educational Needs/Disabilities. To find out more about the Local Offer, please use the following link:

<https://wakefield.mylocaloffer.org/>

16. Parents' support

Wakefield Early Support, Advice, Information and Liaison (WESAIL) provides information, advice, support and signposting to support children and their families. WESAIL offers information covering a range of matters relating to Special Educational Needs and/or Disabilities (SEND), including education, health, social care, personalisation, personal budgets, along with benefits and leisure.

Referrals for support can be made by telephone or directly to the service by either young people, parents or carers or someone working with the family where the parent/carer or young person has given consent. WESAIL's contact details are as follows:

- **Telephone:** 01924 304152
- **Email:** WESAIL@barnardos.org.uk
- **Facebook:** [Wesail Wakefield](#)
- **Website:** www.barnardos.org.uk/wesail-wakefield
- **Address:** Barnardo's Wakefield Services, Room 249, Castleford Civic Centre, Ferrybridge Road, Castleford, WF10 4JH

Further information on WESAIL is available through the following links:

<https://www.family-action.org.uk/what-we-do/children-families/wesail/>