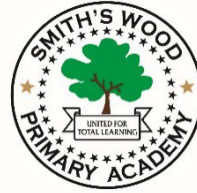


# Smith's Wood Primary Academy



## SEND Policy

<b>Reviewed on:</b>	<b>September 2025</b>
<b>By:</b>	<b>Kelly Smith</b>
<b>Approved on:</b>	
<b>Signed on behalf of Governing Body:</b>	<b>N. Henderson</b>
<b>Role:</b>	<b>Chair</b>
<b>Next review date: (period of review)</b>	<b>September 2026 (annually)</b>

## Smith's Wood Primary Academy Special Educational Needs and Disability (SEND) Policy



Every pupil with SEN (Special Educational Need) and/or disability in this inclusive school has an entitlement to fulfil their potential.

This is achieved by ensuring the health and well-being of all pupils as well as supporting them to make academic progress. We work in partnership with parents and carers, other schools, the local community and external support services and providers.

These outcomes are embraced in every aspect of school life; personalised teaching and learning approaches; access to technology across the curriculum; flexible learning pathways; extra-curricular activities; support for emotional well-being and assessment systems that engage pupils, amongst others.

Our specific aims and aspirations for children with special educational needs are:-

- Smith's Wood Primary Academy believes that all children have an entitlement to an inclusive, broad and responsive curriculum.
- Pupils should have the opportunity to achieve their best, become confident individuals, and make a successful transition into secondary school.
- Every individual has the right to: encouragement, consideration, politeness and respect for their feelings to foster a sense of belonging to Our School.
- Smith's Wood Primary Academy believes that all teaching staff are teachers of pupils with Special Educational Needs and therefore all aspects of the curriculum are planned and delivered with inclusion as the goal.

This special educational needs policy should read in conjunction with our school's local offer (also called the SEN Information Report) and our accessibility plan. This policy will be reviewed annually and was ratified by the Governing Body in September 2025

## Special Educational Needs and Disability (SEND) Policy

**Name of School: Smith's Wood Primary Academy**

**Date the policy was agreed by Governors:**

**September 2025**

### **Aims of this SEND policy**

The aims of our special educational needs and disability policy and practice in this school are:-

- (1) To ensure that children and young people with SEND engage in the full range of activities offered by the school alongside pupils who do not have SEND.
- (2) To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment
- (3) To make every effort to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum.
- (4) To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- (5) To work in partnership with the Local Authority and outside agencies including health professionals.
- (6) To work in partnership with parents/carers and children in order to help them to be the best they can be.

### **What are special educational needs, or disabilities (SEND)?**

At our school we use the definition for SEND from the SEND Code of Practice (2015). This states:-

*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.*

*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 him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)*

## **How does our school know if children have special educational needs and need extra help?**

We know children need help if: -

- Concerns are raised by parents/carers, teachers or the child's previous school or setting, or from information from the Local Authority or outside support agency regarding a child's level of progress or inclusion.
- A pupil asks for help.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need as described in the code of practice for SEND: -
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health
  - Sensory/physical
- Whole school tracking of outcomes indicates concern about progress or general well-being.

### **What should a parent do if they think their child may have special educational needs?**

If parents have concerns relating to their child's learning or development in any area, then they should discuss these initially with their child's teacher. This then may result in a referral to the school SENCo whose name is Mrs. Kelly Smith and whose contact details are 0121 7798050.

Parents may also contact the SENCo or the Principal directly if they feel this is more appropriate.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by

## **The kinds of special educational needs for which provision is made at the school**

Children and young people with SEND have different needs, but all children with SEND are welcomed at our school, in line with the school admissions policy. If a place is available, we will use our best endeavours, in partnership with parents, to make the provision required to meet the individual needs of any pupil.

For children with an Education, Health and Care Plan (EHCP), parents have the right to request a particular school and the Local Authority must comply with that preference and name of the school or college in the Education, Health and Care Plan unless: -

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person would be incompatible with the efficient education of others, or the efficient use of resources.

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs would be better met in specialist provision.

## **How will the school support a child with SEND?**

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and to increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include: -

- (1) Classroom observations by the senior leadership team, subject specialists and external verifiers;
- (2) Ongoing assessment of progress made by pupils with SEND;
- (3) Work sampling and scrutiny of planning to ensure effective matching of work to pupil need;
- (4) Regular meetings between the SENCo, teachers and Senior Leadership Team to provide advice and guidance on meeting the needs of pupils with SEND;
- (5) Pupil and parent feedback on the quality and effectiveness of interventions provided;

(6) Attendance and behaviour records.

(7) Pupil voice

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.

Additional action to increase the rate of progress will then be identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, classroom based interventions, and if required, provision of additional strategies to further support the success of the pupil.

If we consider at this stage that special educational provision is required, we will contact parents to discuss this.

#### **Action relating to SEN support will follow an assess, plan, do and review model (Graduated Approach):**

1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
3. **Do:** SEN support will be recorded on a pupil profile that will identify the strategies being used. Targets and outcomes will be recorded on individual intervention reports. Parents and the pupils will also be consulted on the action they can take to support attainment of the desired outcomes.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

As a result of the review process we may decide to involve outside agencies for specialist support.

The range of agencies that come into school can be found in the school's local offer (SEN information report).

The school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting families.

For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being created.

### **How will the curriculum be matched to each child's needs?**

Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.

When a pupil has been identified as having special educational needs, the curriculum and the learning environment may be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

These adaptations may include strategies suggested by the SENCo and/or external specialists, and will be recorded in a Pupil Profile.

In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents through the Pupil Profile.

### **How will parents know how their child is doing?**

Attainments towards the identified outcomes will be shared with parents termly through feedback within SEN support reviews, through the school reporting system and Parents Evenings.

Parents may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo, or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 0121 7798050

### **How will parents be helped to support their child's learning?**

Please look at the school website. It can be found at <http://www.smithswoodpri.solihull.sch.uk> and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. In addition, local learning opportunities are highlighted by the Child and Family Support Workers.

The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning.

In addition to this the school organises parent workshops during the year, such as how to help your child with phonics at home. These aim to provide useful opportunities for parents to learn more about how to support your child's learning.

The SENCo also holds termly Coffee Afternoons which provide another opportunity to discuss progress of children and hear guest speakers who will share their specialist knowledge.

If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

### **What support will there be for children's overall well-being?**

Smith's Wood Primary Academy has been awarded the Silver Mental Health Award in recognition of the level of support we offer in school for mental health and wellbeing.

We use an evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.

Parent voice mechanisms are in place and are monitored for effectiveness by the School Principal.

Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on the School Offer located on the school website and aim to support improved interaction skills, emotional resilience and well-being.

We also offer individual support for children as needed with our on-site Play Therapist, and school counsellors

The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health.

The school participates in the Local Authority/Essex University Health Related Behaviour Questionnaire and information from the results of this help us to improve support for children.

For information about pupils with medical needs please refer to the Medicines in Schools Policy.

## What training do the staff supporting children and young people with SEND undertake?

In the last three years' school staff have received a range of training at three levels awareness, enhanced and specialist.

Awareness training has been provided to all staff on: -

- How to support pupils with dyslexia and literacy difficulties
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties
- How to support pupils with Glue Ear
- How to support pupils with Sensory Processing needs
- Emotion Coaching

Enhanced training has been provided to Teaching Assistants, Teachers and the SENCo on: -

- Read, Write Inc. Phonics programme
- Makaton
- Zones of Regulation
- Positive Handling Techniques
- AET Autism training
- Trauma Informed Practice
- Attachment Disorder training
- Anxiety training
- Anxiety in Autism training
- Foetal Alcohol Spectrum Disorder
- Attendance at the termly SENCo Conference

Specialist training has been provided to the SENCo on:

- NASENCO Qualification

### **How will my child be included in activities outside the classroom including school trips?**

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity. However, it is important to note that **all children**- regardless of any specific need- are expected to demonstrate an acceptable standard of behaviour prior to accessing a school trip. (please see school behaviour policy)

### **How accessible is the school environment?**

The following adaptations have been made to the school environment: -

- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- There are no steps to enter the building to ensure the site is accessible to all
- One toilet has been adapted to ensure accessibility for visitors with a disability
- A Play Therapy Room has been developed to improve inclusion in the mainstream classrooms for vulnerable pupils
- A sensory room and sensory garden have been developed to improve inclusion for vulnerable pupils
- A hearing loop system is installed in school

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

### **How will the school prepare/support my child when moving classes or joining or transferring to a new school?**

A number of strategies are in place to enable effective pupils' transition. These include: -

#### **On entry:**

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo makes contact with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.

- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
- Visits to previous settings are arranged where appropriate

### **Transition to the next school, preparation for adulthood and independent living**

#### **Primary:**

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice. A review will be held in the Autumn Term of Y6 to finalise these decisions.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

### **How are the school's resources allocated and matched to children's special educational needs?**

The school receives funding to respond to the needs of pupils with SEND from a number of sources that include: -

- (1) A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- (2) The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- (3) The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the Local Authority or whose parents are in the Armed Services.
- (4) For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the provision maps which are available to view on the school website. These target the areas of need: -

- Cognition and learning
- Behavioural, emotional and social
- Communication and interaction
- Sensory and/or physical

### **How is the decision made about how much support each child will receive?**

- For pupils with SEND but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and senior leadership team. Parents have access to this information and input as appropriate.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being written, or at an annual review.

### **How will I be involved in discussions about and planning for my child's education?**

This will be through: -

- discussions with the class teacher, SENCo or Senior Leadership Team member;
- during parents' evenings;
- during coffee mornings/afternoons held termly
- meetings with support and external agencies.

### **Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following: -

- Your child's class teacher;
- The SENCo;

- The Principal

For any complaints, please contact the School Governor with responsibility for SEN. Her name is Mrs. Maria Collins and she can be contacted via the school telephone number 0121 7798050

### **Support Services for parents of pupils with SEN include:**

*[This could be within the school's local offer or via a hyperlink to the Family Information Service]*

- Solihull SENDIAS offer independent advice and support to parents and carers of all children and young people with SEND. They can be contacted via [solihullsendias@family-action.org.uk](mailto:solihullsendias@family-action.org.uk) or by telephone on 0121 5165173
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <https://www.solihull.gov.uk/children-and-family-support/localoffer/what-to-do-if-things-go-wrong>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authority's decision about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

### **Pupil Voice**

At our school, we value pupil voice as a vital part of supporting children with Special Educational Needs. We actively encourage pupils to express their thoughts, feelings and preferences about their learning and wellbeing, using a variety of accessible methods tailored to individual needs. This may include, talking, drawing, choosing symbols or using communication aids.

Below is some examples of pupil voice and pupil artwork from our school: -

“Schools should be about for each person to have what they need.”

“Having calm rooms in the school helps. Staff at the table, peer readers, peer listeners.”

“People with social anxiety can suffer because they are too scared to ask for help.”

“All kids with learning difficulties shouldn't be sent away. They should have a safe space in their original school.”



### Information on where the Local Authority's Local Offer can be found

Solihull's Local Offer can be found via this link:-

<https://www.solihull.gov.uk/children-and-family-support/localoffer>

### Glossary

(A glossary of terms is included in the appendices of the SEND Code of Practice)

- DfE: Department for Education
- EHCP: Education, Health and Care Plan
- LA: Local Authority
- SEN: Special Educational Needs
- SEND: Special Educational Needs and/or Disability
- SENCo: Special Educational Needs Coordinator (also written as SENCO)



