

SEND Information Report 2023

The areas of SEND provided for:

We are a non-selective academy for pupils aged between 11 and 19 years. Our academy site comprises a range of buildings. Most buildings, including the canteen allow access for students with physical disabilities. At the Robert Smyth Academy, identifying and assessing students with learning support needs, at the earliest opportunity, enables us to work out what action the academy needs to take to achieve the best outcomes for the students concerned. The four areas outlined below give an overview of the range of learning needs we plan for:

- Communication and interaction
- Cognition and learning
- Social and emotional difficulties
- Sensory and /or physical needs

In practice, individual students often have needs that cut across two or more of these broad areas and may change with time. The support provided is based on an understanding of a student's particular strengths and difficulties.

Learning Support Department:

SEND Strategic Lead:	Mrs Victoria McNair
SENDCO:	Mrs Nikki Finnemore
SEND Manager	Mrs Karen Barton
HLTA's	Ms Imogen Alden & Mrs Donna Frearson
SEND administrator	Mrs Tracey Hunt and Mrs Charlotte Stone

The Learning Support Department exists to help students with Specific Learning Difficulties (SpLD),

Communication and interaction

- Speech language and communication needs (SLCN)
- Difficulty with some or all aspects of speech
- ASD including Asperger's and Autism

Cognition and learning

- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)
- Specific learning difficulties (SpLD)

Social and emotional difficulties

- Challenging disruptive or disturbing behaviour (ADD, ADHD or attachment disorder)
- Mental health difficulties

Sensory and /or physical needs

- Vision impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)
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We support the holistic personal development of our students as well as their academic progress.

The departments work includes:

- Classroom support
- Annual Reading (NGRT) and spelling tests for Years 7-10
- ASDAN in Years 9-11
- Study skills sessions
- Literacy and numeracy intervention
- Phonics programme (Abigail Steel)
- Rapid Plus reading programme
- Specific broad area of need interventions sessions at Key Stage 3 and Key Stage 4
- Afterschool homework club
- Assessment for access arrangements for school and public exams ·

- Referral to external agencies when appropriate ·
- Regular liaison with staff and parents ·
- Staff training ·
- Ensuring that the school is up to date with any new initiatives such as the new Code of Practice
- Targeted speech and Language support
- Targeted visually impaired support
- ELSA
- Support at social times for vulnerable pupils
- Home/school communication journals

Our department includes a number of well-trained and dedicated Learning Support Assistants (LSA) who support either EHCP individual students or SEND groups within the classroom. Their support is invaluable as they give the students far more than just a helping hand with their learning. They are often available as a listening ear, assisting with organisation, facilitating a student's access arrangements in an exam, liaising with home and enabling the student to grow in confidence.

We often have the pleasure of observing many students realise their full potential as a result of our nurturing atmosphere.

The arrangements for the admission of disabled pupils:

As an academy, we do not directly or indirectly discriminate against, harass or victimise disabled children or young people. As part of our transitional work, we do not discriminate for a reason arising in consequence of a child or young person's disability. We make reasonable adjustments to ensure that all students can access our provision without being at a substantial disadvantage compared to their peers. The academy also has an accessibility plan which highlights the reasonable adjustments to procedures, criteria and practices as well as the provision of auxiliary aids and services. Families of SEND students are encouraged to visit to academy prior to the start of the new academic year and the inclusion department run additional induction days to enable a smooth transition where possible.

Policies for identifying students with SEND and assessing their needs:

At The Robert Smyth Academy, class teachers are responsible and accountable for the progress and development of the students in their class including where students access support from teaching assistants, support teachers or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may need learning support. Additional intervention and support cannot compensate for a lack of good quality teaching.

The decision to provide learning support will involve consultation with parents and the student (where appropriate). The class teacher in partnership with parents, together with the SENDCo, will consider all of the information gathered from within the academy about the student's progress, alongside national data and expectations of progress. This will include accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, we will arrange for more specialised assessments from external agencies and professionals. All teachers at The Robert Smyth Academy have access to and are familiar with the SEND Policy and the SEND Register. These are accessible to staff at all times via the intranet.

Arrangements for consulting and involving parents of students with SEND:

At the Robert Smyth Academy we are committed to working in partnership with parents, who play a vital role in supporting children with additional needs. The decision to raise a child as 'causing concern' or to make special educational provision will involve consultation with parents and, where appropriate, the student. This will enable parents to play an active and informed role in supporting their children. Regular feedback and discussion is encouraged, with opportunities for meetings at the official Parents' Evenings or before or after school, by arrangement. Practical support and advice will be made available to parents where possible.

Arrangements for consulting and involving young people with SEND:

Where appropriate, students are encouraged to participate in discussions regarding any difficulties they may have and are also invited to contribute to the creation of their Pupil Profiles.

Arrangements for assessing and reviewing student's progress towards outcomes:

Following the identification of a student with special educational needs, parents, The College Leader, the Curriculum Lead/teacher, and SENDCo, will agree on interventions which are additional to, or different from, those provided as part of the usual curriculum.

The interventions provided will be selected to meet the outcomes identifies for the student. Parents will be kept informed of the planned support and intervention and where appropriate their involvement should reinforce or contribute to progress at home. In consultation with parents and with the support of the SENDCo, the academy may seek advice and support from a variety of external agencies, as appropriate, for example, speech and language therapists, educational psychologists, occupational therapists and special needs consultants.

With liaison through the Learning Support Department, a Pupil Profile may be devised in association with the child and the child's parents. The Pupil Profile will reflect the additional needs identified and will aim to overcome the barriers to learning or close the gap in knowledge and understanding. The strategies on the Pupil Profile will be used by the subject teachers to inform their planning and support the students' progress. The progress of students with SEND will be reviewed in line with the academy assessment calendar. In association with parents, the subject teacher and SENDCo, outcomes will be shared, and new targets will be set as appropriate.

Arrangements for supporting pupils in moving between phases of education and in preparing for adulthood:

The Robert Smyth Academy is committed to ensuring that the transition between classes/year groups and for those moving between phases is planned for and managed to make sure that students continue to build on their achievements. This enables them to transfer between classes or schools with confidence and in the knowledge that information relating to additional provision has been communicated to the new teacher or setting. In order to facilitate a smooth transition there is close liaison between staff in different departments at the academy as well as students and their parents being involved. Information, Options and Transition Evenings are held. In addition to this, the SEND Strategic Lead and the SENDCO attend annual reviews or transition meetings with feeder schools or post 16 providers.

The approach to teaching and adaptations made for students with SEN:

The Robert Smyth Academy SEND policy details how it will do its utmost to ensure that the necessary provision is made for any student who needs learning support and how those

needs are made known to all who are likely to teach them. The academy will use its best endeavours to ensure that teachers are able to identify and provide for those students who have learning support needs and to allow students with those needs to join in all activities of the school, so far as is reasonably practical.

The academy will ensure that parents and students are kept informed of any special provision that is being made for their child. This is reviewed termly. Where the normal classroom structure with appropriate, individualised and personalised approaches and adaptations in place does not overcome the barriers to learning, procedures are in place to inform the learning support department. A review of provision will then determine whether learning support is appropriate or the student meets the criteria for a placement on the SEN register.

At the Robert Smyth Academy we support The Teachers' Standards which make it clear that it is every teacher's responsibility to 'adapt teaching to respond to the strengths and needs of all student's, including those with Special Educational Needs. We are committed to raising the aspirations of and expectations for all students with Learning Difficulties or Disabilities, with the focus on improving outcomes for all children with Learning Support needs. We aim to:

- treat every child as an individual
- identify and provide for students who need learning support or have additional needs
- work within the guidance provided in the SEND Code of Practice
- operate a "whole pupil, whole school" approach to the management and provision of support for students needing learning support
- provide an Inclusion Department who will work within the SEND Policy
- provide support and advice for all staff working with students needing learning support

The expertise and training of staff:

The SEND Strategic Lead attend local network meetings. They also meet with staff from the SEND team on a regular basis. We work with professionals such as: SENA, Educational Psychologists, Autism Advisory Team, Speech and Language Therapy Team, Occupational Therapy Team, Social Care Team, CAMHS (Child and Adolescent Mental Health Service) and the Learning South Leicestershire Partnership. Support provision at the academy is the responsibility of the SEND strategic Lead and the SENDCO. The Academy employs HLTA's and a number of Learning Support Assistants who provide additional support within their

timetabled commitment. In some circumstances, where the normal support provision is insufficient to ensure a child is able to access the curriculum, it will be necessary to consider the provision of staffing beyond the school's normal staffing levels usually in the form of an alternative provision with specialist providers. Equipment and facilities to support children and young people with SEND are secured through additional funding for example top up funding or catch-up funding.

The Robert Smyth Academy is part of the Tudor Grange Academies Trust. We therefore also support improvements in quality first teaching through our trust quality assurance processes. Over the course of the year this includes activities such as:

- Website compliance checks
- SEND strategic overviews
- Disadvantage committee meeting
- Learning walks
- Parent/Pupil SEND surveys
- External SEND reviews
- Policy reviews

Evaluating the effectiveness of the provision:

The Robert Smyth Academy is committed to regularly and carefully monitoring and evaluating the quality of provision we offer to all students, including those with Learning Support needs. We sample parental views via our SEND parent forums, coffee mornings, SENCO parent evening appointments and questionnaires, and sample staff views via staff meetings, raising achievement briefings and staff questionnaires. Our Rewards Policy ensures that all students, including those with Learning Support needs can celebrate their successes, in and out of the classroom, with the awarding of golden tickets, merits, VIP stamps, as well as postcards, certificates and contact with parents.

How students with SEND are enabled to engage in activities available to students who do not have SEND:

We endeavour to ensure that all students, regardless of their needs, have full access to the activities where possible. If any student has needs which are additional to/different from those of their peers, we create and implement a Pupil Profile to assist them in integrating

fully. The subject teacher and SEND team monitor and review Pupil Profiles on a regular basis. Parents are invited to contribute to these at least once a year.

Support for improving emotional and social development:

Staff at The Robert Smyth Academy aim to maintain constant vigilance over the social interactions among the students and to support those who find the emotional and social side of school difficult including incidences of bullying. The methods we use to support social integration can include; virtual wellbeing box, peer mentoring, social skills groups, ELSA referrals, THRIVE referrals, PSHE programmes, personal mentors and supervised social time within the department.

How the school involves outside agencies:

The Principal, with the support of the SEND Strategic Lead and the SENDCO as appropriate, are responsible for involving external agencies in the education of children needing additional support. External agencies will usually conduct more specialist assessments to inform planning or measure a student's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. In consultation with parents and where appropriate, the support of an external professional may be sought via a GP consultation, an NHS referral or a private appointment with a specialist. In some cases, there may be an additional cost involved to parents. The following list contains some of the external agencies that may be consulted:

- Local Authority SEND Team (SENA)
- Speech and Language Therapy
- Social Services (when children are at risk)
- Educational Psychologists
- Occupational Therapists
- Autism Outreach
- Visual/Hearing Impairment Team

The school's Accessibility Plan is available on the school website [Special Educational Needs - Robert Smyth Academy \(tgacademy.org.uk\)](https://tgacademy.org.uk) and contains actions to:

- Increase the extent to which disabled pupils can participate in the school's curriculum

- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
 - Improve the delivery to disabled pupils of information which is readily accessible
- The accessibility plan should be read in conjunction with the Academy's SEND Policy and the SEN Information Report.

Arrangements for handling complaints:

In line with the Complaints Policy and Procedure, complaints from parents will be dealt with according to the academy policy. For general queries relating to SEND concerns please contact:

Mrs Victoria McNair (vmcnair@robertsmyth.tgacademy.org.uk) or

Mrs Nikki Finnemore (nfinnmore@robertsmyth.tgacademy.org.uk)

Overview of Progress

	2018/2019	2019/20	2020/21	2021/22	2022/23
Progress 8	-0.53	N/A COVID 19	+0.73	+0.07	-0.08

There were 0 NEETS for the cohort of 2022/23

The school's contribution to the local offer

The local offer is available to stakeholders and can be found below

[What is the Local Offer | Leicestershire County Council](#)

Contact details of support services

Leicestershire county council - <https://www.leicestershire.gov.uk/education-and-children>

SENDIASS Leicestershire - <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/complaints-and-appeals/independent-advice-for-special-educational-needs-and-disability-send>

Leicestershire Specialist Teaching Service - <https://resources.leicestershire.gov.uk/specialist-teaching-services>

This document was last updated 12th September 2023

Ratified by Local Governing Body Autumn Term 2023