SANDBROOK PRIMARY SCHOOL SEND INFORMATION REPORT 2017

Head teacher: Ms C Temple

Deputy Head teacher: Mr C Mervyn

SENCO: Mrs Daniels-Jones

SEND Governor: Mrs M Richards

Introduction

All Wirral Local Authority (LA) maintained schools have a similar approach to meeting the need of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

At Sandbrook Primary School, we embrace the fact that every child is different, therefore, the educational needs of every child is different. All of our school staff have a responsibility for pupils with SEN. All of our teachers are teachers of special educational needs. Staff are aware of their responsibilities towards pupils with SEN and a positive and sensitive attitude is shown towards those pupils. We strive to support all of our children to enable them to reach their full potential regardless of their abilities.

What is the SEND Information Report?

In September 2014 'The Children and Families Bill' requires schools to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disability (SEND). On the Wirral this is called 'Schools Offer' and through this each school will identify all information related to special educational needs and disabilities in their school.

Fourteen questions have been devised in consultation with the Parent family Forum and other agencies which reflect their concerns and interests. These will be answered by schools and colleges to provide information to parents and carers to enable them to make decisions about how best to support their child's needs.

Below are Sandbrook Primary School's responses to these questions.

School Offer

How does Sandbrook Primary School know if children need extra help and what should I do if I think my child may have special educational needs?

The class teacher is the first point of contact for parents who think their child has developed additional needs. Teachers then use Local Authority thresholds to track their quality first teaching in meeting the child's additional needs. There are seven thresholds which are used by school which link to the different areas of SEND: specific learning difficulty (SpLD), social emotional and mental health (SEMH), moderate learning disability (MLD), Medical/Physical needs, hearing impairment (HI), visual impairment (VI) and Autistic Spectrum condition (ASC).

Following this the class teacher will liaise with the Special Educational Needs Co-ordinator (SENCO) for further advice and guidance; assessing and monitoring the children's progress in line with existing school practices. This is an ongoing process. We also use a number of additional indicators of special educational needs:

- the analysis of data including SATs, Non Verbal Reasoning scores , reading ages;
- tracking individual pupil progress over time;
- information from previous schools;
- information and assessment from outside agencies (EP, SALT).

Intervention can be triggered through concern supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress;
- Demonstrate difficulty in developing literacy or numeracy skills;
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies;
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

We strive to underpin the principle that pupils' needs should be identified and met as early as possible and the class teacher will inform the parents or carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.

If the school decides, after consultation with parents, that a pupil requires additional support the SENCO, in collaboration with teachers will support the assessment of the pupil and have an input in planning future support. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices (usually wave 2 or 3 interventions). Parents will be closely informed of the results and of any further action to be taken if it is felt that supplementary assessments or investigations are required.

How will Sandbrook Primary School staff support my child?

If our assessments show that a child has difficulty with their learning, we use a range of strategies that make full use of all available classroom and school resources.

The child will be placed on a Pre-ASP recording the interventions and strategies used to support the child. The Pre-ASP will show the short-term outcome set for the child, and the intervention strategies to be used. It will also indicate the planned outcomes and the date to be reviewed. This document is used daily by all staff supporting the child as part of our Assess, Plan, Do, Review process in line with the new Special Educational Needs Code of Practice. This helps ensure the child's support is accurate and their progress is rapid.

The school offers many different forms of additional provision. This can include: additional in-class support; additional out-of-class support; one-to-one support (in rare situations); flexible groupings (including small group work); and access to a wide range of outside agencies. Additional provision is overseen by the school's SENCO and is designed and implemented by an excellent team of teachers, ably supported by a skilled group of teaching assistants. Like with individual outcomes, the most important point is this: additional provision depends on the needs of the child.

Class teachers plan for all the pupils in his/her class and differentiates accordingly to suit the pupils individual needs and is responsible for the assessment of their progress. Children are taught as a whole class, as groups, or in rare situations one to one by both the class teacher and the teaching assistants.

Pupil progress meetings are held each half term to discuss the progress of pupils with the head teacher, deputy and SENCo. The shared discussions will highlight what further support or intervention may be needed to increase progress and bring the child back on track to meet end of year targets.

If a child needs expert support from an outside agency such as Occupational Therapy or a Paediatrician, a referral will be made with parental consent. Parents and carers will be informed of any progress or changes throughout this period.

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

All children have an entitlement to a broad and balanced curriculum which is differentiated to enable them to:

- Access the curriculum;
- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Our curriculum is based on the National Curriculum and includes all the mainstream subject areas which can be adapted by staff to enable all pupils to access each subject in a meaningful and purposeful way. Teachers use a range of strategies to meet children's special educational needs which may include 'reducing the load'. This is when the task is adapted to suit the needs of the learner to allow them to achieve the same outcomes as

their peers. Lessons have clear objectives and are differentiated appropriately. We also use assessment to inform the next stage of learning daily.

To ensure we meet the needs of pupils with English and maths difficulties, the school uses a variety of resources to facilitate access to the curriculum, including Numicon and coloured overlays for example. It maybe a child needs specialist equipment like a sloping desk, a pencil grip or a chair/cushion to support posture. Resources of this nature may also be provided by school to support your child.

We believe that our children make progress in many ways not only through academic achievement. We teach using approaches to develop confidence, resilience and independence and offer opportunities for these skills to be embedded and transferred across the school setting.

How will I know how my child is doing and how will you help me to support my child's learning?

Typically, a child with Special Educational Needs and/or Disabilities will have a Pre-ASP or an IBP (Individual Behaviour Plan) which sets out outcomes that are currently being worked on and what additional provision is put in place for that child. The content of the Pre-ASP/IBP is discussed as appropriate, with the child and the child's family. Children who have been identified as requiring additional support to those on a Pre-ASP will be placed on an Additional Support Plan (ASP). This then begins the process of applying for PFA (pupil funding agreement) or EHCP (Educational Health Care plan) to ensure we meet the needs of our leaners. A PFA allows schools to use additional funding to support children. This is why it is so important that parents/carers attend parents meetings. Occasionally these meetings will take place more regularly to update parents/carers of changes or to maintain a strong communicative relationship.

Copies of your child's Pre-ASP/IBPs will be sent home when they are reviewed and new targets set. Meetings with parents are held termly for teachers to discuss your child's progress and targets set for the coming term to close the gap. Often parents and teachers work closely regularly discussing concerns and observations and parents are encouraged to talk to their child's class teacher about any concerns or worries. At the end of each year parents/carers will receive a written report outlining the progress a child has made over the year including targets for them to aim for the following academic year.

As pupils with Special Educational Needs and Disabilities includes pupils with cognition and learning difficulties it is expected that these children will often be working outside age related expectations in reading, writing and maths as they progress through school. Parents are therefore asked to support their child's learning by reading with their child every day and by completing regular homework set by the class teacher, which may include phonics, spelling, writing and maths, in order to maximise progress made while at Sandbrook.

What support will there be for my child's overall well-being?

Your child's well-being and emotional health is as important as their academic progress. Teachers plan for the holistic development of each child in his/her class, using their detailed knowledge of each individual to promote their confidence and self-esteem. Pre-ASPs and Individual behaviour plans are used should there be the additional need.

Sandbrook offers a variety of pastoral support for pupils who encountering emotional difficulties, including:

- Teachers and Teaching Assistants readily available to discuss issues and concerns;
- Person centred planning;
- Teaching Assistants are trained in Protective Behaviours allowing them offer pastoral support to children;
- A member of staff is trained in Massage Therapy;
- We employ a counsellor for children and families to access;
- Access to a family support worker who works closely with children and families;
- Teachers coach children through situations they experience;
- Clubs and extra adult supervision from Teaching Assistants and Senior Leaders at lunchtime to support children who find this challenging;
- All staff are trained in Growth Mind-set;
- If a pupil has a medical need then a detailed Health Care Plan is compiled by the SENCO with support from the School Nurse, in consultation with parents/carers and other medical services;
- Most Teaching Assistants are trained in first aid and in agreement with parents/carers medicines are administered in school but only where a signed medical consent form is in place to ensure the safety of both child and staff member;
- Most staff are trained on how to use a defibulator.

What specialist services and expertise are available at or accessed by the school?

Senior leaders, teachers and teaching assistants are highly skilled in meeting the individual learning, behavioural and social needs of our children. The school accesses a range of specialist services including:

- School Nurse
- Speech and Language Therapist
- Occupational Therapist
- Educational Psychologist
- Physiotherapists
- Hearing Support
- Specialist support from Portage/Autism Social Communication Team

- Social services – Wirral Gateway
- Social Care Family Support Worker
- CLA Team
- Paediatricians
- Local Authority Assessment Team
- Wired/Parent Partnership
- Minority Ethnic Achievement Service (MEAS)
- Special Educational Needs Assessment Advice Team (SENAAT)
- Family Support Worker
- Counsellor

What training are the staff supporting children and young people with SEND had or are having?

Different members of staff have received training related to SEND including sessions on:

- Autism
- Social Communication Difficulties
- Speech and Language
- Occupational Therapy and strategies to use within the classroom
- Social Emotional Behavioural Needs
- Growth Mindset
- First Aid
- Diabetic Training
- Defibulator Training
- Attachment Condition
- ADHD

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

As a fully inclusive school, all children participate in whole school curriculum and off site activities. The extent to which each child participates and the levels of support received will vary between children, but we differentiate the activities and expectations to enable all children to take part. Occasionally children may require additional support when off-site, for example the use of a wheelchair. This will be planned for and taken in to consideration to ensure all children are able to access the same activities during the preparation of the trip. Meetings will be held if necessary to discuss concerns and create safety plans to allow children access to new experiences. If you have any concerns regarding your child accessing the activities, please contact your child's teacher to discuss further.

How accessible is the school environment?

Sandbrook Primary is a single story building and fully accessible. The building is light, classrooms have plenty of access, doors are wide and the site is both safe and secure. There are two wheelchair accesses, located in both Key Stage one and two, a disabled toilet/changing room and a shower area. Funding has previously enabled school to purchase a new fire alarm and refurbish classrooms to meet the needs of all pupils. We ensure wherever possible that equipment used is accessible to all children regardless of their needs. After school provision is accessible to all children, including those with Special Education Needs and Disabilities.

How will the school prepare and support my child when joining Sandbrook Primary School or transferring to a new school?

We recognise that transitions can be difficult for a child with Special Educational Needs and Difficulties, and we take steps to ensure that any transition is as smooth as possible. Parents and children are welcome to look around Sandbrook Primary at any time to see what provision we offer and whether you feel we can meet the needs of your child. Parents can also request a meeting with the SENCo if they would like to discuss any concerns or address any queries.

Once a place has been confirmed at Sandbrook Primary, we will contact your child's school and find out as much information as possible about your child. If a child is particularly worried or anxious will be offered some transition visits and an opportunity to meet their new class teacher and class mates. Often we find a short transition is most successful. Previous children who have transferred to Sandbrook have benefitted from a transition booklet produced by the new class teacher. This often includes pictures of the staff, classrooms and main areas around the building with key information about what to expect when joining our team.

Transition to secondary school or a new school can be a worrying time for both parents and the child. At Sandbrook we aim to ensure extra transition visits for children with Special Educational Needs and Disabilities for parents/carers to talk at length to Secondary teachers and SENCOs about their child's needs. Where possible, a planning meeting will take place with the SENCO from the new school. We ensure that all records are passed on as soon as possible and that they are made aware of any special requirements, both educationally and pastorally. If your child would benefit from a child friendly guide to support them in their understanding of moving on, then one will be made available.

When moving classes in school, information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Pre-ASPs, IBSPs, intervention plans and targets will be shared with the new teacher. If your child would benefit from a child friendly guide to support them in their understanding of moving on, then one will be made available. When moving classes, children will receive a One Page

Profile of their new class teacher. This is to help them prepare for change and learn about their new teacher before moving in to their class.

How are your resources allocated or matched to children's educational needs?

Most of the resources used to meet your child's educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs, staff training, specialist support/outside agencies and time allocated to the SENCO to manage and monitor the support.

Pupil Premium

Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months, and the children of service personnel.

Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals and their peers by ensuring that funding to tackle disadvantage reaches the pupils that need it most.

Who decides on how the money is spent?

In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

How are schools accountable for the spending of Pupil Premium?

They are held accountable for the decisions they make through:

- The performance tables which show the performance of disadvantaged pupils compared with their peers;
- The new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.

Parents can find details and information about Sandbrook Primary School's Pupil Premium on the school's website.

How is the decision made about how much support my child will receive?

On a daily basis the class teacher determines the level of support for individual children within the class. When children whose SEND circumstances or health requirements indicate that additional support may be required, discussions are held between the SENCO, the class

teacher and senior leaders to determine what this may be. Typically this support continues to be provided from within the class, but may be targeted at specific times. If evidence suggests that even higher levels of support or funding maybe beneficial this is agreed by senior leaders as the resources are often provided within the school or delivered from outside agencies.

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

All parents are encouraged to contribute to their child's education.

This may be through:

- Discussions with the SENCO
- Discussions with the class teacher
- Discussion with the head teacher/senior leaders
- During discussions with other professionals
- Secondary transition meetings
- Transition meetings within school
- Annual reviews
- Parent Meetings
- Parent workshops
- Parent coffee mornings
- Work celebrations.

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

The first point of contact for anything related to your child's education is the class teacher. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. Staff are always available to talk outside of teaching hours or an appointment can be made for a mutually convenient time. Please telephone the school office on 0151 677 3231.

For matters not directly related to your child's progress parents are invited to contact the school office and the SENCO, the head teacher or the deputy will also be available to talk to you at a mutually convenient time.

If you feel your matter still has not been dealt with you can follow the procedures outlined in our school complaints policy which is on our school website.

We hope these responses have answered any queries that you may have but do not hesitate to contact the school if you have any further questions.