

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0 – 25 September 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Name of SENCo: Mrs Katie Daniels-Jones

Contact details: katiedaniels@sandbrook.wirral.sch.uk

0151 677 3231

Parents with concerns regarding their progress, special educational needs or additional needs their child may be experiencing are encouraged to make an appointment with their child's class teacher or contact the school office to make an appointment with Mrs Daniels-Jones.

An alternative route of support is through the Local Authority: Wirral LA has created a website for parents and carers which sets out what services, support and advice are available for children in Wirral if they have special educational needs or a disability: <http://localofferwirral.org/>

From November 2017, Mrs Daniels-Jones will be on maternity leave. During this period, the acting SENCo will be the deputy head teacher.

Acting SENCo: Mr Christopher Mervyn

Contact details: deputyhead@sandbrook.wirral.sch.uk

NASENCo Award

Mrs Daniels-Jones has completed the required National Award for Special Educational Needs Coordination (NASENCo award) at Manchester Metropolitan University.

Mrs Daniels-Jones is a member of the Senior Leadership Team (SLT) at Sandbrook School.

Values and Beliefs at Sandbrook Primary School

Sandbrook Primary School provides a broad and engaging curriculum for all children who have an input in the planning of lessons; every teacher is a teacher of every child including those with SEND. Our focus is to work as a team; we strive to work closely alongside our families, community and agencies, to ensure every child's needs are met.

At Sandbrook our approach to children who may have Special Educational Needs is to raise the expectations and aspirations of all pupils, despite their level of Special Educational Need. We provide a focus on outcomes for children and how best to achieve these, not just the hours of provision or support they may receive.

Policy aims and objectives

- To identify pupils with special educational needs and additional needs as early as possible;
- To work within guidance provided in the SEN code of Practice 2014;
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs;
- To create an environment and culture which meets the needs of all pupils;
- To ensure all children have equal access to a broad, balanced and differentiated curriculum;
- To ensure parents are kept fully informed and are engaged in effective communication about their child's special educational needs or additional needs;
- To provide support, advice and training for all staff working with special educational needs pupils.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Definition of SEND

'A person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.'

(SEN Code of Practice: 0 to 25 years – Introduction xiii and xiv 2014)

Children must not be regarded as having a learning difficulty solely because of the language, or form of language in their home, is different from the language in which they will be taught at school.

Identifying Special Educational Needs

Provision for children with special educational needs is a matter for the whole school. All teachers at Sandbrook Primary School are teachers of children with special educational needs and teaching such children is, therefore, a whole school responsibility.

There are four broad categories of SEN as described in the Special Educational Needs code of Practice (September 2014):

- communication and interaction;
- cognition and learning;
- social, emotional and mental health;
- physical and sensory.

These four areas of need give an overview of the range of needs that should be planned for. The purpose of identification is to pinpoint what action the school needs to take, not to fit a pupil in to a category. At Sandbrook we identify the needs of the whole child which will include not just the special educational needs of the child.

The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. Teachers set appropriate learning challenges and respond to children's diverse learning needs. Some children may experience barriers to learning and require particular action by the school.

These barriers are likely to arise as a consequence of a child having special educational needs (SEN). Teachers take account of these needs and make provision where necessary, to support individuals or groups of children and thus enable them to participate effectively in school activities. Such children may need additional or different help from that given to other children of the same age.

A Graduated Approach to SEN support

In the new SEND Code of Practice the categories of School Action and School Action plus have been replaced by a single category called SEN Support.

Where a pupil is identified as having Special Educational Needs, to enable the pupil to participate, learn and make progress schools should take action to:

- remove barriers to learning;
- put effective special educational provision in place.

SEN support should arise from a four part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The four stages of the cycle are:



- Assess;
- Plan;
- Do;
- Review.

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised:

- Individualised assessment leads to a growing understanding of the barriers to and gaps in the pupil's learning;
- Continual reflection on approaches to meeting the pupil's needs, leads to a growing understanding of the barriers to and the gaps in the pupil's learning. This may lead to a child receiving additional support through wave 2 or 3 interventions (see appendix 1);
- Continual reflection on approaches to meeting the pupil's needs leads to a growing understanding of strategies that enable the pupil to make good progress and achieve good outcomes.

In this spiral of support, the graduated approach draws on more personalised approaches, more frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the particular needs of children and young people.

‘High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.’

(Code of Practice, 2014: 1.24)

This is at the heart of provision in Sandbrook. It is the expectation that all teachers will provide a broad and balanced curriculum that promotes excellence and enjoyment, and that this will be carefully differentiated to ensure equal opportunity of access to all learners. This process is supported by the four part Assess; Plan, Do; Review cycle.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Teachers are responsible and accountable for the progress and development of the pupils in their class including where pupils access support from teaching assistants or specialist staff.

Where concerns are raised about a child and their needs are not being met through high quality first teaching or wave 2 or 3 interventions, (see SEND framework, appendix 1) the class teacher would discuss possible strategies to address this with the SENCO and parents/carers. Additional intervention and support cannot compensate for a lack of good quality teaching for all pupils. Sandbrook is committed to carefully reviewing and monitoring the quality of teaching for all pupils, including those at risk of underachievement. This includes improving teacher's understanding of

strategies to identify and support vulnerable pupils as well as improve their knowledge of SEN most frequently encountered.

If a child experiences continuing difficulties, a child may be placed on the school's SEND register as needing SEN support. This takes place through consultation with class teachers, parents, teaching assistants and the SENCo. An individual programme will be put in place in collaboration with the child and parents/carers. This will be reviewed and targets set when necessary. A child's additional support plan will be used daily by teachers and teaching assistants to ensure tracking of progress is taking place, when the child has met their target their progress will be reviewed and new actions identified to match the Assess, Plan, Do Review cycle. An additional support plan should not last longer than five weeks. Children who are placed on the SEND register will be removed when there are no further concerns from parents, teachers and the SENCo and the child is making progress in line with their peers.

Where a child's needs cannot be met from the designated fund within the school budget, the school will apply for top-up funding (wave 3+). If it is considered necessary, an application will be made for statutory assessment: an Educational, Health and Care Plan (EHCP). Before this stage, the child will have been placed on an additional support plan. If little progress has been made, the decision for a statutory assessment (EHCP) may take place. Parents and carers will be involved throughout this process at all stages. Outside agencies will be involved as appropriate and their recommendations actioned.

Identifying children at SENS (SEN Support)

Children with special educational needs are identified by one of three assessment routes, all of which are part of the overall approach to monitoring progress of all pupils:

- 1 The progress of every child is monitored at pupil progress meetings. If children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCo and SLT and a plan of action is agreed;
- 2 Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause;
- 3 Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or parental support.

Although the school can identify special educational needs and make provision to meet those needs, we do not offer a diagnosis. The Special educational Needs Co-ordinator (SENCo) or the class teacher may make referral to a relevant educational specialist or a medical professional. In some circumstances, a GP referral may be more appropriate.

Early identification is vital. Screening for special needs, which have not been identified prior to admission to the school will depend on the following:

- observation by the class teacher and other members of staff;
- baseline assessment;

- internal assessment procedures including observations, Foundation Stage profiles, P-Scale tracking, termly literacy and numeracy assessments;
- Parental input.

If a child has made very little progress or is struggling with a particular aspect of school life, the class teacher alongside the Special Educational Needs Co-ordinator (SENCo) informs the parents to alert them to concerns about their child and enlist their active help and participation.

Identifying Behaviour as a need of SEN is no longer acceptable in the Special Educational Needs Code of Practice. If a parent or teacher has concerns regarding a child's behaviour, the class teacher with the SENCo will try to identify the underlying causes to the child's behaviour, as a response to a need the child is displaying.

A SEND register is kept by the SENCo which is reviewed regularly. Children can be removed from or added to the SEN register at any time through consultation with parents and teachers.

Please refer to appendix 1 for an overview of the different levels of supporting children with SEND at Sandbrook.

Pupil Participation and Assessment

The Code of Practice emphasises the importance of finding out the wishes and feelings of children and involving them when decisions are made that affect them. We spend quality time with our pupils to identify their wishes and feelings through using a range of questions as a stimulus. We then in turn, share this information with parents. Teachers and Teaching Assistants share targets with pupils and ensure they understand their targets and the support they will receive.

The children at Sandbrook, through a variety of methods are able to share their successes. Their achievements can be measured by how quickly we as a school narrow the attainment gap and evaluate the children's achievements. These will then form part of the children's new targets and our School Improvement Plan.

Training and Expertise

All of our teachers are highly experienced and trained to work with children with SEND. Our staff all have access to advice, information, resources and training to enable them to teach all children effectively. The dinner time supervisors also recognise and support the individual needs and issues of our children in the school. They have access to courses and training for the CPD and work closely with many agencies, including: SALT, School nurse, counsellor, Educational Psychologist and outreach support from Gilbrook Primary School and other local specialist schools. We have a school based counsellor who works closely with pupils, families and staff as well as a family support worker.

Supporting Pupils and Families

When children with SEND are approaching important stages during their education, we strive to ensure that we meet with families to fully support them and the children during a potentially stressful period. When children are working towards their exams, we ensure that access arrangements have been identified and put in place to fully support the child. If a child has an EHCP they will automatically gain 25% additional time during their examinations. If a child is receiving SEN support, the class teacher with the support of the SENCo may have to apply for additional time and will have to meet specific requirements. During this process, parents will be informed of our intentions and progress.

Alongside this, we also offer support to parents and carers of all pupils within our school during transition periods. We meet with parents of children with SEND to discuss options for their child's secondary schooling taking in to account the type of support and provision the child will benefit most from, as well as identifying what support the family may also need.

Our SEND information Report outlines the services we expect to be available for children with SEND, this identifies all information related to special educational needs and disabilities within our school. Parents and Carers are able to refer to the School Information Report here: http://www.sandbrookprimary.eschools.co.uk/website/sen_information/54145 or by requesting a copy from the school office.

Further information and links for parental support can be found within the appendices (appendix 2).

Supporting Pupils at School with Medical Conditions

Sandbrook is committed to reducing the barriers to learning for all children including those with Medical conditions. We work closely with our parents, children and outside agencies to ensure teachers and staff are aware of all medical needs to enable effective and appropriate support to occur. It may be necessary for the child to have a Health Care Plan (HCP), these are created and reviewed regularly by the SENCo, parents and if appropriate, Doctors or the school nurse due to possible medication children may require or due to reoccurring illnesses. HCP are shared with all staff involved with the child. If a child has a HCP, they may not necessarily be on the SEND register. If you are unsure whether your child requires a HCP, please contact Mrs Daniels-Jones or make an appointment through the school office for further support.

More information can be found in the Managing Medicines Policy online via the school website or by requesting a copy from the school office.

The Role of the Governing Body

The governing body has due regard to the Code of Practice when carrying out its duties towards all pupils with Special Educational Needs. They are committed to securing the best possible provision for any pupil identified as having special educational needs.

The governing body has identified a governor (Michelle Richards) to have a specific overview of the school's provision for pupils with special educational needs. The Governor with particular responsibility for SEN meets with the SENCo.

The SEN governor ensures that all other governors are aware of the school's SEN provision.

Complaints procedure

In the event of a complaint in respect of provision for a child with SEND, parents should first approach the class teacher or the SENCo. If this does not resolve the issue, it can be referred to the head teacher who will investigate and meet again with the parent within an agreed time frame. If an agreement cannot be reached the matter will be referred to the Governing Body who will respond to the issue within an agreed time scale. See School Complaints Policy for further details.

Reviewing the policy

This policy will be reviewed annually by Mrs Daniels-Jones (SENCo,) Ms Temple (Head teacher), Michelle Richards (SEND governor).

Next review due: September 2018

Signed: _____ Mrs Daniels-Jones SENCo

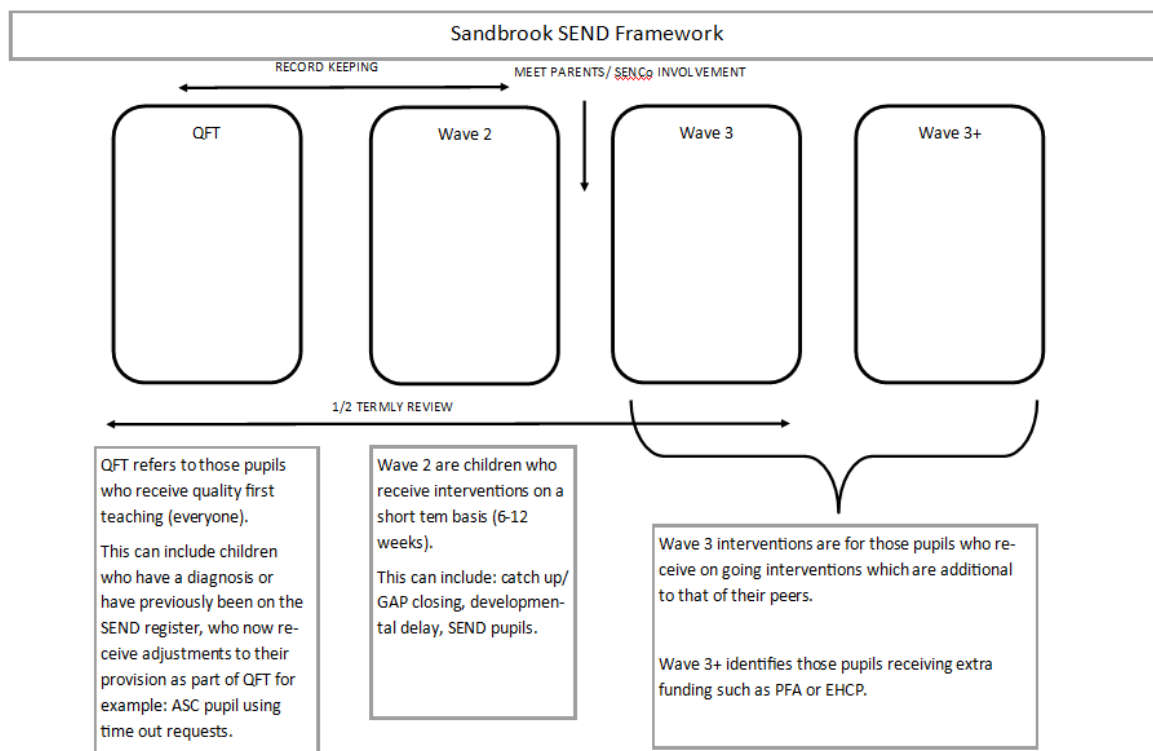
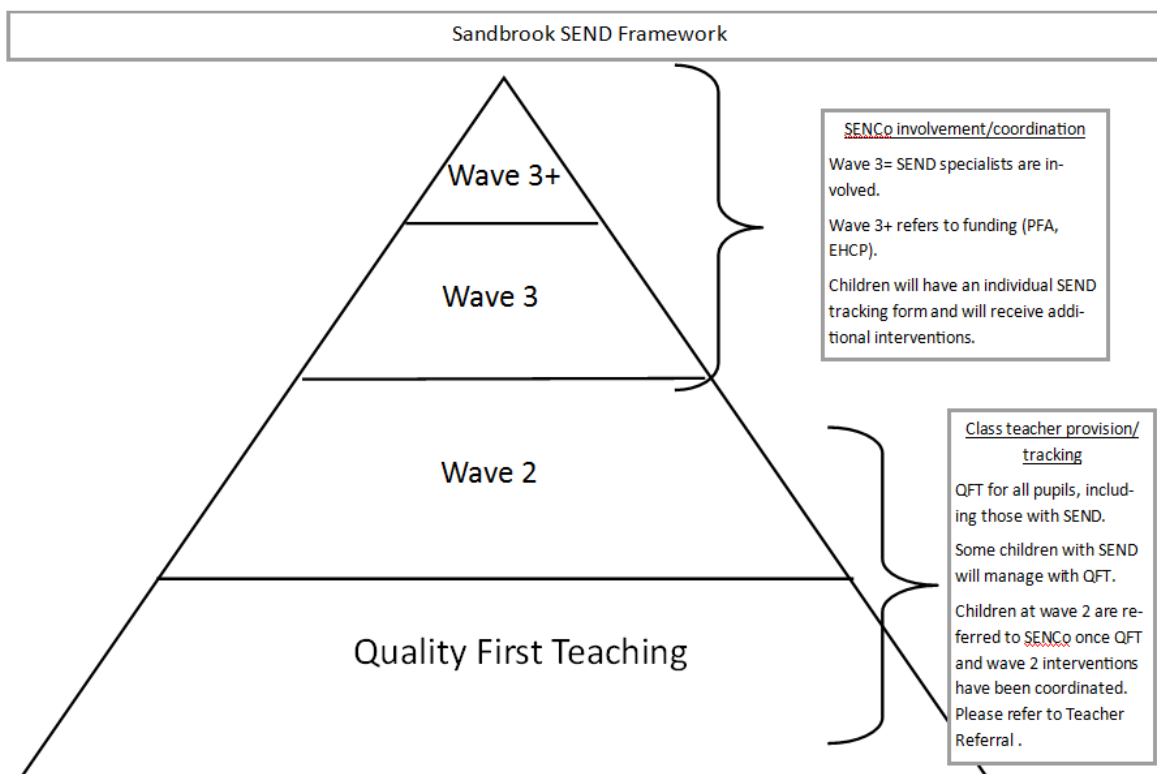
Signed: _____ Ms Temple Head teacher

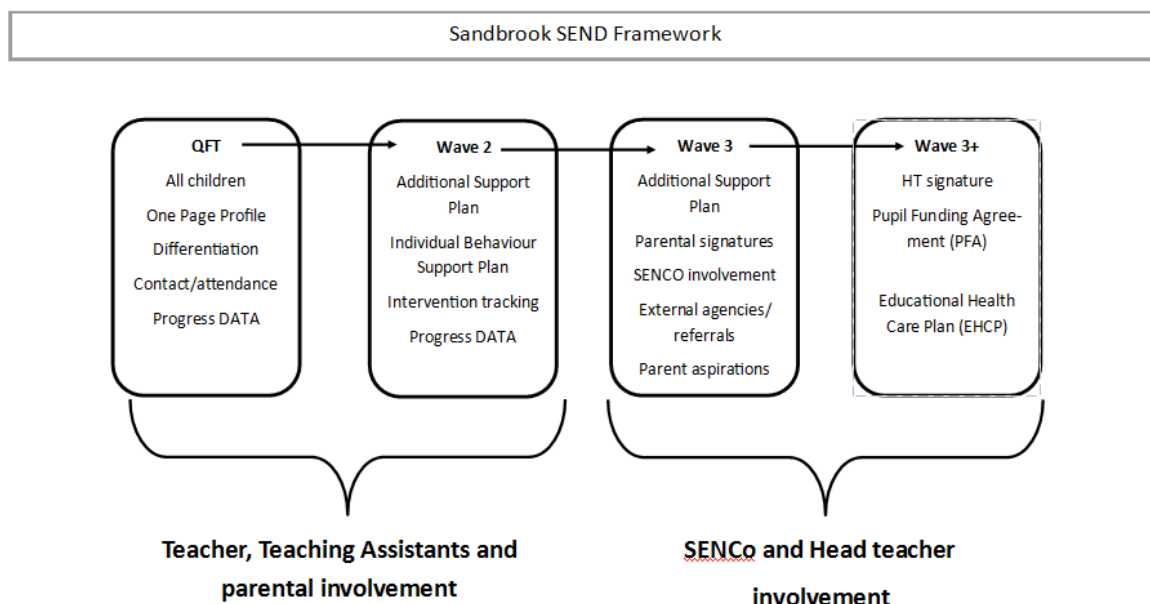
Signed: _____ Mrs M Richards SEND Governor

September 2017

Appendices

Appendix 1





Appendix 2

Further Information

Further information can be found on the Wirral council's website or directly by clicking on the links below: <https://www.wirral.gov.uk/my-services/childrens-services/education-and-learning/special-educational-needs>

Wirral Local offer: <http://localofferwirral.org/browse/education/>

Wirral SEND Partnership (formally Parent Partnership) is an impartial, independent and confidential service which gives free information, advice and support: <http://www.wired.me.uk/Parent-Partnership.asp>

Wirral family forum: <http://www.wirralfamilyforum.org>

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