

Sandbrook Primary School



Special Educational Needs & Disability Policy

November 2023

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 documents and guidance:

- Equality Act 2010
- SEND Code of Practice 0-25, 2014
- Statutory Guidance on Supporting Pupils at School with Medical Conditions, 2014
- The National Curriculum in England Key Stage 1 and 2 Framework Document 2013
- Safeguarding Policy
- Accessibility Policy
- Teaching Standards, 2012

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Phone: 0151 677 3231

Parents and carers with concerns regarding their children's progress, special educational needs, or any additional needs their child may be facing are encouraged to make an appointment with their child's class teacher or contact the school office to make an appointment with Mrs Craven.

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: <https://www.sendlowirral.co.uk/>

NASENCo Award / NPQ Award

Mrs Craven is the current SENCo at Sandbrook Primary School. She is aiming to complete her SENCo qualification within the 3 year timescale.

Values and Beliefs at Sandbrook Primary School

Sandbrook Primary School provides a broad and engaging curriculum for all children. 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 SEND 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 and balanced 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, training and advice 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 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 them. At compulsory school age, this means they have a significantly greater difficulty in learning than the majority or others the same age, or have 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'.

(SEND Code of Practice: 0-25 years- Introduction xiii and xiv, 2014)

Children must not be regarded as having a significant 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 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 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 into 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. 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

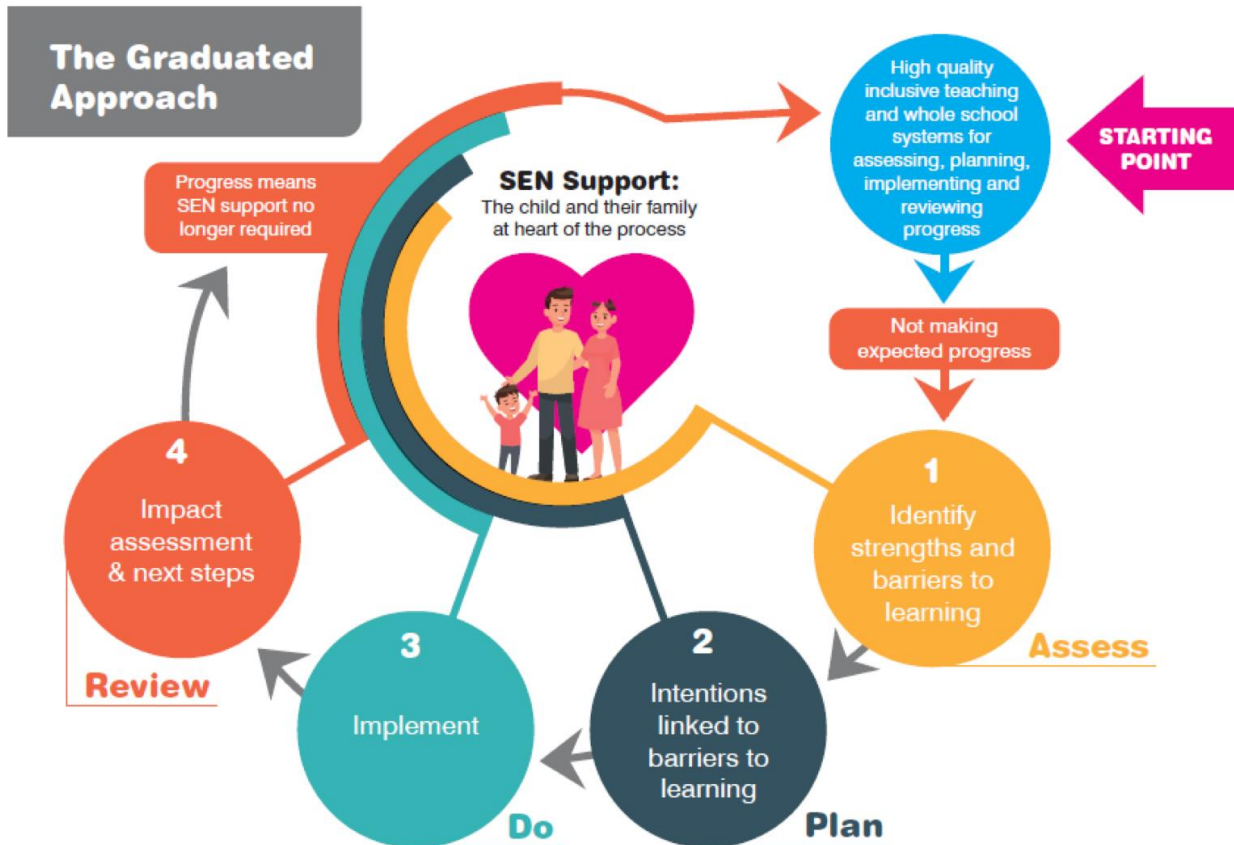
In the SEN Code of Practice, the categories of School Action and School Action Plus have been replaced by a single category called SEN Support.

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 pupils' needs and what supports the pupils in making good progress and securing good outcomes.

The four stages of the cycle are:



The Graduated Approach starts at the 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 child's learning;
- Continual reflection on approaches to meeting the child's needs leads to a growing understanding of the barriers to and the gaps in the child's learning. This may lead to a child receiving additional support through our Adjusted Provision stage (see Appendix 1);
- Continual reflection on approaches to meeting the child'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 at 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 Graduated Approach.

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 Quality First Teaching or Adjusted Provision, the class teacher would discuss possible strategies to address this with the SENCo and parents/carers. Additional intervention and support cannot compensate for 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 continued difficulties, they 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 Education Plan 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 Individual Education 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 Graduated Approach. 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. 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 Individual Education 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 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 SENCo or the class teacher may make a 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 educational 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 assessments;
- 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 SENCo, informs the parents to alert them to concerns about their child and enlist their help and active participation.

Identifying behaviour as a need of SEN is no longer acceptable in the 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 of 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 the children and involving them when decisions are made that affect them. We spend quality time with our children to identify their wishes and feelings through using a range of questions as a stimulus. 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 the 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 and training to enable them to teach all children effectively. The midday supervisors also recognise and support the individual needs of our children in the school. All staff, with the support of the SENCo, have access to courses and training for CPD and work closely with many agencies, including Speech & Language, 0-19 Nursing Service, Wirral Educational Psychology team, Early Years SEND team, and outreach support from local specialist schools.

Supporting Children 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 and carers 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 and carers of children with SEND to discuss options for their child's secondary schooling, taking into 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.

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

Supporting Children 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, carers, children and outside agencies to ensure teachers and staff are made aware of all medical needs to ensure effective and appropriate support to

occur. It may be necessary for the child to have an Individual Healthcare Plan (IHCP). These are created and reviewed regularly by the SENCo, parents and, if appropriate, doctors or other medical specialists. IHCPs are shared with all staff involved with the child. If a child has an IHCP, they may not necessarily be on the SEND register.

If you are unsure whether your child requires an IHCP, please contact Miss Cullen or make an appointment through the school office for further support.

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 (Mrs E Myers) to have a specific overview of the school's provision for pupils with special educational needs. The governor with particular responsibility for SEND meets with the SENCo each term.

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

Complaints Procedure

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

Reviewing the Policy

This policy will be reviewed annually by Mrs Craven (SENCo) and Eloise Myers (SEND Governor).

Next Review: November 2024

Appendix 1

The Graduated Approach at Sandbrook Primary School

Pupils with SEND are supported by utilising the Assess, Plan, Do, Review graduated approach.

Every child on the SEN register receives an **IEP** (Individualised Education Plan) which records their specific learning & special educational targets. The *class teacher* devises and reviews these targets each half-term with the support of the SENCo.

Each pupil on our SEN register receives a personalised page in the form of their **Pupil Passport**. Their special educational needs, reasonable adjustments, pupil voice and IEP targets are recorded on this document.






The *SENCo* reviews each Pupil Passport every term and monitors the provision that each child receives, adjusting their needs, targets and provision as required based on the graduated approach.





Pupils are classified based on the level of their need at Sandbrook using the following system:

<p style="text-align: center;">Universal Support/Quality First Teaching</p> <p style="text-align: center;"><i>The pupil receives high quality teaching to meet their needs. No other additional support or intervention is required outside of the classroom.</i></p>
<p style="text-align: center;">Adjusted Provision</p> <p style="text-align: center;"><i>The pupil requires reasonable adjustments to the whole-class quality first teaching provision to meet their specific educational needs. This is closely linked to their IEP targets and monitored each half-term.</i></p>
<p style="text-align: center;">SEN Support</p> <p style="text-align: center;"><i>The pupil has been referred to a multi-agency pathway to meet their special educational needs. They receive additional intervention and QFT to support them to meet their IEP targets, which is monitored every half-term.</i></p>
<p style="text-align: center;">EHCP/Funded Pupil</p> <p style="text-align: center;"><i>The pupil is a recipient of EHCP/PFA/EYIPF. They receive a specialised EHCP target plan, in addition to their QFT and additional interventions, in order to meet their special educational needs. They receive an Annual Review every year.</i></p>

Appendix 2

Useful resources and contact for parents/carers of children with SEND

Service/Resource	Website	Information
Wirral Local Offer 	https://www.sendlowirral.co.uk/	Provides information about Wirral SEND.
Family Toolbox 	https://familytoolbox.co.uk	A fantastic resource that is home to the various family support on offer in Wirral.
0-19 Health Service 	https://www.wchc.nhs.uk/children-young-people/	The NHS website for the 0-19 school nursing team delivering health and social care support.
ADDvanced Solutions  ADDvanced Solutions Neurodevelopmental Partnership Supporting you to find the answers	https://www.advancedsolutions.co.uk/home.html	Offering families pre and post-diagnostic support for a range of neurodiverse conditions.
Autism Together (Children & Family Services) 	https://www.autismtogether.co.uk/children-and-family-services/	Offers parenting courses and workshops related to Autism.
The ADHD Foundation	https://www.adhdfoundation.org.uk/	An integrated health and education

	adhd.org.uk	charity providing support for families and schools about ADHD and other neurodiverse conditions.
<p>Wirral SALT  Wirral Community Health and Care NHS Foundation Trust</p>	https://www.wchc.nhs.uk/services/childrens-speech-language-therapy/	Information about Wirral's speech and language service.
<p>British Dyslexia Association </p>	https://www.bdadyslexia.org.uk	Support for families and children with dyslexia and dyscalculia.
<p>Wirral SEND Partnership (SENDIASS) </p>	https://wired.me.uk/services/wirral-send-partnership	Offers free and confidential information for SEND families.