

# **Sandbrook Primary School**



## **SEND Information Report**

**November 2023**

**Headteacher:** Ms C Temple

**Deputy Headteacher:** Mrs H Craven

**SENCo:** Mrs H Craven

**SEND Governor:** Mrs E Myers

All Wirral Local Authority (LA) maintained schools have a similar approach to meeting the needs 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 all 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 SEND. All of our teachers are teachers of Special Educational Needs. Staff are aware of their responsibilities towards pupils with SEND 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 Disabilities (SEND). In Wirral, this is called the 'Local Offer' and through this, each school will identify all information related to Special Educational Needs and Disabilities in their school.

### **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 and carers who think their child has 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 difficulty (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 Coordinator (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 (e.g. SENAAT, SALT)

Intervention can be triggered through concern supplemented by evidence that, despite receiving adaptive 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 social communication difficulties despite reasonable adjustments

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 help for 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 universal teaching offer. Parents and carers will be informed of progress and of any further action to be taken if it is felt that supplementary assessments 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 and approaches that make full use of all available classroom and school resources.

The child will be placed on the SEND register and receive an Individual Education Plan (IEP) which sets termly targets for the individual child linked to their individual needs. It will indicate the specific planned provision and reasonable adjustments needed in order for the child to make progress towards their individual targets. The SENCo and class teacher will review the child's IEP each term and adjust or set new targets depending on the child's outcomes. The IEP document works as part of our Assess, Plan, Do, Review process in line with the SEND Code of Practice, 2014. It helps to ensure the child's support is accurate and their progress is carefully measured and monitored.

Sandbrook offers many different forms of additional provision. This can include: additional in-class support, additional out-of-class support, one-to-one support, flexible groupings (including small group provision) and access to a wide range of agencies. Additional provision is overseen by the 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.

Pupil progress meetings are held to discuss the progress of pupils with the Headteacher, Deputy Headteacher 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 through 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 adapted 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 pupils to access each subject in a meaningful and purposeful way. Teachers use a range of strategies to meet children's 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 outcome as their peers. Lessons have clear objectives and are adapted 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 concrete manipulatives in maths, or a coloured overlay if a child had Irlen Syndrome, to name two examples. It may be that a child needs specialist equipment such as 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 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 my child is doing and will you help me support my child's learning?**

Typically, a child with Special Educational Needs and/or Disabilities will have an Individual Education Plan (IEP) or an Individual Behaviour Plan (IBP) 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 IEP/IBP is discussed as appropriate, with the child and child's family. Children who have been identified as requiring further support to those on an IEP will begin the process of applying for a PFA (Pupil Funding Agreement) or EHCP (Educational and Health Care Plan) to ensure we meet the needs of our learners. A PFA allows schools to use additional funding to support children. For this reason, it is essential that parents/carers attend parent 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 IEP/IBP will be shared 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 may be working outside age-related

expectations in reading, writing and maths as they progress through school. Parents/carers 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 wellbeing?**

Your child's wellbeing 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. IEPs and IBPS can be used, should there be an additional social, emotional and mental health need.

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

- Teachers and teaching assistants readily available to discuss issues and concerns;
- Person-centred approaches;
- Zones of Regulation are used throughout school to help the children identify their emotions and use strategies to help them regulate;
- Teaching assistants trained in Protective Behaviours, allowing them to offer pastoral support to pupils;
- Teachers coach children through situations they experience;
- Lunchtime support from staff for children who find this time of the day challenging;
- All staff are trained in Growth Mindset;
- We have a designated Mental Health Lead and our SENCo is Mental Health First Aid trained;
- If a pupil has a medical need, then a detailed Health Care Plan is compiled by the SENCo with support from medical experts and in consultation with parents, with consideration to the emotional impact a condition may have;
- Most Teaching Assistants are first-aid trained;
- In agreement with parents/carers, medicines may be administered in school but only where a signed medical consent form is in place to ensure the safety of both child and staff member;
- A number of staff are trained on how to use a defibrillator
- Pastoral support from an external agency who run explicit social, emotional and mental health interventions

- Support from the CAMHS Mental Health Schools Team who work regularly with children for mild-moderate social, emotional and mental health needs (referred through the SENCo).

### **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:

- 0-19 School Nursing Team
- Speech and Language Therapy
- Occupational Therapist
- Educational Psychologist
- Physiotherapist
- Hearing Support
- Specialist support from Autism Social Communication Team
- Specialist Support Team for Children with Medical/Physical Needs
- Early Help Team
- Wirral Inclusion Team
- Early Years SEND Team
- CLA Team
- Paediatricians
- Wired/Parent Partnership
- Minority Ethnic Achievement Service (MEAS)
- Special Educational Needs Assessment Advice Team (SENAAT)
- Outreach Teams from Gilbrook and Elleray Park

### **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:

- ASC
- ADHD
- Dyslexia/Dyscalculia
- Speech and language

- Social communication needs
- Pathological demand avoidance
- Social, emotional and mental health
- Attachment and trauma
- Occupational therapy
- Emotion coaching
- Zones of Regulation
- Physical and Mental Health First Aid

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

As a fully inclusive school, all children participate in the whole school curriculum and offsite activities. The extent to which each child participates and the levels of support received will vary between children, but we adapt the activities and expectations to enable all children to take part. Occasionally, children may require additional support when offsite, for example the use of a wheelchair. This will be planned for and taken into 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 1 and 2, a disabled toilet/changing room and a shower area. We ensure wherever possible that equipment used is accessible to all children, regardless of their needs.

### **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 SEND, and we take steps to ensure that any transition is as smooth as possible. Parents and children are welcome to come and visit us at Sandbrook Primary at any time to see what provision we offer and whether you feel we can meet the needs of your child. Parents/carers can 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, they will be offered some transition visits and an opportunity to meet their new class teacher and classmates. Often we find a short transition is most successful.

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 SEND. Where possible, a planning meeting will take place with our SENCo and the SENCo from the secondary 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.

When moving classes in school, information will be passed onto the new class teacher in advance and in most cases, a transition meeting will take place with the new teacher. IEPs and IBPs will be shared with the new teacher. Extra transition support can be made available if a child is feeling particularly anxious.

### **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.

### **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 may be 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 Headteacher/senior leaders
- During discussions with other professionals
- Secondary transition meetings
- Transition meetings within school
- Annual reviews
- Parent Meetings
- Parent workshops
- 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 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 headteacher 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.