

Sandford Hill Primary School

Special Educational Needs & Disability Policy



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Contents

Introduction	2
Principles, Objectives and Targets	3
Targets	4
Admissions, Inclusions and	4
Definition of Special Educational Needs	5
Roles and Responsibilities	6
Areas of intervention	14
Identification, Assessment and Review	13
Curriculum and Inclusion	17
Staff Development	19
External Support and Links	20
Parent Partnership/Links with other school/Transfers	22
Complaints	22

Introduction

Sandford Hill Primary School has a strong commitment to teaching children with Special Educational Needs and disabilities (SEND). This document sets out the principles, policies, practices and aims of working with children with Special Educational Needs. It aims to answer all your questions about working with children with Special Educational Needs, the processes they will go through, and the responsibilities of those involved in their education.

This is a working document that is reviewed annually in line with the New Special Educational Needs Code of Practice 2014.

Principles, Aims and Objectives

All children at Sandford Hill School share the right to a broad and balanced curriculum. At times, accessing our rich curriculum can be challenging for pupils with Special Educational Needs. It is our aim to meet the needs of all pupils and ensure they fully access this curriculum to make the best possible progress.

Children with Special Educational Needs will be positively encouraged to participate in all spheres of school life, both in the curriculum and in extra-curricular activities. It is essential that the quality of teaching takes into account the nature and severity of any disability, provides challenges, and does not underestimate the individual's true capabilities. The school must ensure that all children with Special Educational Needs reach their full potential and become confident individuals, aware of the contribution they can make to the school.

The responsibility of the school is:

- To provide a well-balanced, differentiated curriculum;
- To provide a stimulating learning environment;
- To exhibit understanding and support to allow pupils to achieve "their best" (SEND code of practice 6.1);
- To have high aspirations and achievement for all, children to become "confident individuals living fulfilling lives." (SEND Code of Practice 6.1);
- To have a united school policy on Special Educational Needs.
- To promote an inclusive system of education (with reference to *Inclusive Schooling Guidance* Nov 2001 DFES 0774/2001);
- To have a designated teacher responsible for SEND;
- To inform parents when making SEND provision for a child.

Our aims will be met through the following objectives:

- A shared responsibility for identifying and assessing pupils' needs
- Practising the schemes of work which meet the full range of pupils' abilities

- Setting high standards for work and behaviour
- Recording progress
- Ensuring that monitoring and evaluation are built into regular feedback procedures
- Recognising achievement
- Maintaining effective partnerships with pupils, parents, teachers, governors, advisors and outside agencies, including the Local Education Authority
- Regarding the Special Educational Needs Code of Practice, when carrying out duties toward all pupils with Special Educational Needs

The success and effectiveness of the Special Educational Needs Policy will be measured by:

- The school's self-review and evaluation process
- Reviews of children's SEND Support Plans
- Objective success measured by external agencies
- Continued progress and attainment of SEND pupils
- Moderation by the Special Educational Needs Support Service
- Governors' meetings and annual reports

Admissions, Inclusion and Accessibility

Pupils will be eligible for admission to Sandford Hill Primary School regardless of any special educational needs, provided the criteria for general admission to the school are met.

In accordance with the Inclusion Act 2001, disability, academic achievement, and behaviour will not be taken into account when considering admission to the school. Please ask to see a copy of the school's Accessibility Plan or our DDA policy.

The school endeavours to be as accessible as possible to disabled pupils; however, some pupils with walking disabilities may be restricted from accessing some parts of the building.

The main building is on three levels, which makes wheelchair access to the upper rooms difficult. The main front entrance provides wheelchair access to the lower levels, and the Caretaker's Entrance provides wheelchair access to the mid-level. A stair lift can carry a person who has difficulty negotiating stairs from the lower level to the upper level.

The downstairs meeting room is available for visitors with disabilities or difficulties if they cannot access the classroom.

Disabled parking spaces are available outside the main entrance, and their use is encouraged in the newsletter.

All staff have training in managing a variety of disabilities and difficulties, including Epilepsy and Autism.

Definition of Special Educational Needs

Special Educational Needs is often abbreviated to SEND. At Sandford Hill, pupils are classed as having SEND if they require additional support to fully access the National Curriculum. The following definition of SEND comes from the Special Educational Needs Code of Practice 2014.

“Children have special educational needs where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally given.”

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age;
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority;
- c) are under compulsory school age and fall within the definition at (a) or (b) above, or would do, if special educational provision were not made for them.

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

Special educational provision means:

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area.
- b) for children under two, educational provision of any kin.

Roles and Responsibilities

Head Teacher	Mrs Smith
Inclusion Leader	Mrs Allen
Special Educational Needs Co-ordinator	Mrs Drakeford
Special Educational Needs Welfare Practitioner	Miss Chidlow
Special Educational Needs Welfare Practitioner	Mrs Hopkinson
Special Educational Needs Welfare Practitioner	Mrs Sardar
Special Educational Needs Welfare Practitioner	Miss Shipley
Senior Inclusion Support Assistant	Mrs Arnott
Inclusion Support Assistant	Mrs Todd
Home School Link Worker	Miss Smithson
Inclusion Governor	Mr C Austin

Role of the Inclusion Leader

The Inclusion Leader's duties include a significant leadership responsibility that:

- a) Is focused on teaching and learning.
- b) Requires the exercise of a teacher's professional skills and judgement.
- c) Requires the teacher to lead, manage and develop the use of relevant funding.
- d) Has an impact on the educational progress of pupils, including disadvantaged, SEND and EAL
- e) Has overall responsibility for the Inclusion Team.
- f) Involves leading, developing and enhancing the teaching practice of other staff.

Teaching and Learning Specific Duties

1. Monitor and evaluate teaching and learning throughout the school and improve teaching and learning policy and practice with regard to inclusion.
2. Identify key teaching and learning priorities from the school's self-evaluation process and participate in the preparation of the School Improvement Plan for consultation with staff and governors.
3. Play a key role in monitoring and evaluating the School Improvement Plan to ensure success criteria are met.
4. Act as a positive role model for other staff in the exercise of all professional duties.

Specific Duties**Administration**

1. Collect and collate information for the identification of pupils with SEND and FSM.
2. Arrange parent and pupil interviews when necessary.
3. Liaise appropriately with children, inter-agency support, staff and parents.
4. Administration of Early Help.
5. Arrange the assessment of pupils identified as having SEND.
6. Ensure staff are fully aware of all SEND information pertaining to a pupil within their class/group, with the exception of confidential Child Protection information.

Staff Support/Development

1. Keep up to date with the developments within SEND /Inclusion and disseminate information to other staff.
2. Set a personal example in the teaching of SEND and lead and develop the teaching practice of others, advising on teaching methods, materials, planning and organisation.
3. Work with specialist teachers' staff as required.
4. Support staff in the writing and implementation of School Support Plans for pupils with SEND
5. Identify training needs relating to SEND.
6. Ensure all planning reflects SEND, children in receipt of Free School Meals and incorporates appropriate differentiation.

Resource Management

1. Identify resource priorities.
2. Oversee the purchase of resources for which funds have been allocated within the SEND and Pupil Premium budget.
3. Oversee the requisition, auditing and monitoring of all SEND resources.
4. Oversee the maintenance and storage of all SEND resources.

The Inclusion Leader will ensure that all duties are carried out in line with school and LA policy on race, gender, and Special Needs.

This job description may be reviewed and amended at any time after discussion between the named teacher and Headteacher.

The school grievance procedure for teachers applies to any grievance arising from this job description.

Role of the Special Educational Needs Co-ordinator

The Special Educational Needs Co-ordinator (SENCo) has the teaching responsibility of a Year 6 maths group, working 0.6 FTE.

- Auditing Special Educational Needs
- Mapping the provision for Special Educational Needs
- Overseeing the day-to-day operation of the Special Educational Needs Policy
- Co-ordinating provision for children with Special Educational Needs
- Overseeing the records of all children with Special Educational Needs
- Keeping and Updating the Special Educational Needs register
- Reviewing the children on the Special Needs Register
- Managing the resource budget for Special Educational Needs
- Producing SEND support plans for children with Statements/EHC or at School Support 2
- Liaising with and advising fellow teachers and assistants
- Contributing to the in-service training of staff
- Organising referrals to the school nurse and outside agencies
- Liaising with external agencies
- Meeting with parents
- Accountable to the Inclusion Leader and Headteacher

Role of the Inclusion Support Assistant

The Inclusion Support Assistant provides support to teachers with children who are displaying social and emotional difficulties. In collaboration with the Inclusion Leader, provide emotional support to pupils working in and out of the classroom, to enable them to continue to access the mainstream curriculum.

DUTIES:

1. To maintain a daily register of pupils supported, and a needs-led timetable is followed.
2. To record and report information concerning pupils to the Inclusion Leader or relevant member of staff or outside agencies.
3. To assist the Inclusion Leader and classroom teachers in the preparation of programmes of study for designated pupils.
4. To assist in the preparation of aids and materials.
5. To monitor use of equipment/resources.
6. To join in with the activities of children in class.
7. To assist the teacher in the supervision of children.
8. To contact parents when required.
9. To assist in the provision of general care and welfare when required.
10. To maintain a safe environment.
11. To work with individuals or small groups, which may include enabling access to extra-curricular clubs.
12. To act as key worker to named pupils.
13. To provide emotional and behavioural support to children.
14. To work with children to develop their self-esteem.
15. To modify learning within the curriculum to ensure access by individual children with more complex needs.
16. To develop creative approaches to help engage reluctant learners to access the curriculum.

Role of the Special Educational Needs Welfare Practitioner (unqualified)

DUTIES: (Under the direction of the Inclusion Leader/SENCO)

1. To contribute to the assessment of pupils and drafting of SSPs across the school through observations, records and discussions with other Special Needs Practitioners, Teachers, SENCo and Inclusion Leader.
2. To support the SENCo in monitoring, tracking, provision mapping and evaluating the attainment and progress of all SEND pupils, by delivering standardised assessments, as required.
- 3.
4. To implement School Support Plans (SSPs) for the appropriate pupils on the school SEND register.
5. To contribute to the creation of an attractive, differentiated, stimulating, safe environment, through display and classroom organisation and by raising aspirations and achievement levels.
6. To support the maintenance of positive links between home and school.
7. To maintain a safe environment for children, staff and visitors as far as it is possible and practicable and assist with integration arrangements as appropriate.
8. To liaise with outside agencies as directed, e.g. SEND, Psychologists, Speech and Language therapists

Role of the Primary Home School Link Worker.

To support the work of the school in raising the achievement and aspirations of vulnerable children and families in particular by:

- Enhancing links between school and parents/carers
- Providing support to individual children and families where social and emotional issues are proving to be barriers to the child's educational progress
- To act as the school's Early Help champion
- To monitor and improve the attendance of all pupils
- Developing the links with the local community

DUTIES

1. To support the development of effective communication and good working relationships between school, families and other support agencies in the community.
2. To work with school on the early identification of families needing support and take appropriate action including home visits.
3. To work with children identified as having difficulties in school, particularly by involving parents/carers in determining and participating in programmes of support with the school.
4. To work with school to raise family awareness and aspirations, and to increase the involvement of parents in literacy and numeracy initiatives in the classroom and home.
5. Initiate and run education and information programmes for parents/carers and support those programmes operating in school.
6. To maintain an accurate record of the purpose, nature and outcome of all interventions with children and their families.
7. To attend meetings in school and with external agencies as required.
8. To undertake other duties commensurate with the grading and responsibilities of the post as directed by the line manager.
9. To be a member of the School's Safeguarding Team.
10. To monitor daily all pupil's attendance and track attendance weekly.
11. To liaise with the EWO.
12. To foster an understanding and positive relationships between the younger and older generations within the community.

Role of the class teacher

The class teacher is responsible for:

- Initial identification of a pupil's special need through observation and ongoing assessment. Evidence should be gathered to demonstrate additional to and different from, for a cycle of Assess, Plan, Do, Review. Decisions are made based on both formative and summative assessments.
- Informing the SENCo of concerns/evidence gathered and deciding with the SENCo on appropriate action.
- Informing parents that their child will be placed on the SEND register and keeping them up to date with their School Support Plan, through specific SEN Parents' Evenings.
- Supplying the SENCo with the relevant information necessary to devise an SSP for the pupil
- Helping to devise the SSP with the SENCo
- Organising the timetable, class grouping and resources so that the pupil receives support to reach targets
- Ongoing tracking of children
- Differentiation of classwork to enable SEND children to access the curriculum and make appropriate progress
- To ensure that the learning environment is inclusive, meeting the needs of all pupils.
- Resources and classrooms are organised to ensure all pupils are able to access the curriculum.
- To encourage independence and aid the self-esteem of all pupils.

Role of the governing body

The governing body is responsible for:

- Determining the Special Education Needs Policy in liaison with the Head Teacher, Inclusion Leader, SENCo and teaching staff
- Ensuring that provision is made for pupils with special educational need
- Appointing a governor for SEND, to liaise with the Inclusion Leader/SENCO
- Following the Code of Practice and the policy of the Local Authority when carrying out their duties towards all pupils with SEND
- Setting the budget for SEND

Role of the parent

The parent is responsible for:

- Informing the school about any issues regarding their child's SEND
- Ensuring their child attends school on a regular basis
- Attending review meetings
- Meeting with the class teacher
- Helping at home with the School Support Plan

Identification, Assessment and Review

Provision for children with SEND is a matter for the school as a whole. In addition to the governing body, all staff members have important day-to-day responsibilities in teaching SEND children. At the heart of every class is a continuous cycle of assessing, planning, teaching and reviewing. This takes into account the wide range of abilities, aptitudes and interests of the children.

Identification

When children enter the school, it may already be known that they have a special educational need. In consultation with the parents and previous school, relevant practices can be immediately put into place to support the child. Through the Home/School Agreement, it is important to have the full support of parents in this process so that all the pupils' needs are adequately met.

At any point during a child's education, s/he may experience an academic, social, physical, medical, or emotional difficulty. This may be noticed by the parent/carer or teacher. At school, the teacher will monitor this difficulty for a short period, differentiating work or adapting teaching styles to suit the pupil's needs. It may be found that the difficulty has been temporary and the child has returned to their normal pattern of learning, in which case the parent and teacher will take no further action.

Sometimes the child may require further support, and the following procedure is required:

1. The parent or carer is informed of early intervention.
2. The child will need differentiated work or behaviour targets.

3. The class teacher will keep a record of strategies used to be passed on to the SENCo.

This stage should take no longer than the class teacher or parent feels is necessary, or no longer than half a term. After this, it may be decided to begin intervention strategies, setting personalised learning targets for the child. These will be detailed on a School Support Plan (SSP).

The Special Needs Register

When it is decided that the child needs intervention strategies, s/he will be placed on the SEND Register. Parents will be consulted about this process and should work alongside the teacher and SENCo to help ensure it runs smoothly. The register is a list of pupils who require extra support, detailing their class, area of need and stage of intervention. It is a way to keep records and track pupils' progress. A file is also opened to keep copies of work, test results and communication between parents and outside agencies. When the child no longer needs support, s/he will no longer be kept on the register, but their file will remain with the SENCo in case support is needed again in the future. If a child leaves school and is still on the SEND register, the file, along with other school records, will be passed to the next school.

Areas of Intervention

Early Years School Support (Foundation Stage) and School Support (Key Stage One and Two)

This details the initial stages of intervention and is required when the pupil:

- Makes little or no progress even when teaching approaches are targeted, particularly in a pupil's identified area of weakness
- Shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas
- Presents persistent emotional and/or behavioural difficulties, which do not improve with techniques usually employed in the school
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Triggers for further additional support could be that, despite receiving an individualised programme with a School Support Plan, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at national curriculum levels substantially below that expected of a child of similar age
- Continues to have difficulty developing literacy and numeracy skills

- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of others, despite having an individualised behaviour management programme
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause barriers to learning.

The SENCo, in consultation with colleagues and parents, will request support from external services, who will usually see the child in school, so that they can:

- Advise teachers on new School Support Plans strategies to implement
- Provide more specialist assessments that can inform planning and the measurement of a pupil's progress
- Give advice on the use of new or specialist strategies or materials
- Provide support for particular activities.

School Support Plans (SSP)

Every child who has been identified as having a special educational need is required to have an SSP. This records the strategies employed to allow the pupil to progress and should include:

- The short-term targets set out for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success criteria
- Outcomes of the teaching strategies.

A School Support Plan (SSP) records strategies/programmes additional to, or different from, the differentiated curriculum which is in place as part of the provision for all pupils. It will focus on between three and five targets matched to the child's needs. The targets on the SSP will normally be concentrated in the key areas of literacy, numeracy, communication, physical needs or social and emotional needs. Everyone involved with the child will receive a copy of the SSP.

SSPs are to be reviewed at least 3 times a year. Each class teacher will review the SSP with the child's parent/carer within review meetings set aside for children with SEND.

Educational Health Care Plan (EHCP)

The school or parents can request a statutory assessment from the Local Authority. When this happens, the child will have demonstrated significant cause for concern. By the time the Head teacher considers asking for a statutory assessment of a child's special educational needs, the school will need to provide written evidence of or information about:

- The school's input through School Support
- School Support Plan for the pupil
- Records of regular reviews and their outcomes
- The pupil's health, including the child's medical history, where relevant
- National Curriculum levels
- Attainment in Literacy and Numeracy
- Educational or other assessments, for example, from a specialist teacher or an education psychologist.
- Views of the parent and child
- Involvement of other professionals
- Any involvement of the Social Services or Education Welfare services

Based on the above information, the Local Authority should be able to decide within six weeks whether a statutory assessment is necessary. In the meantime, the child should continue to be supported through School Support.

If the Local Authority deems the statutory assessment to be necessary, a proposed statement and a written notice will be issued to the parent within two weeks of the date on which the assessment was completed. Once the proposed statement has been accepted by the parents/guardian, the Local Authority must then send a copy of the final statement to them and provide a written notice of their rights of appeal to the tribunal and the time limits for lodging an appeal.

Once the statement has been finalised, the writing of any long-term learning objectives is the responsibility of the SENCo, who will be supported by the Special Educational Needs Support Service. The learning objectives will be written in line with the recommendations of the statement.

The long-term objectives are reviewed annually, and the SENCo is responsible for:

- Assessing the child's progress against the long term objectives
- Arranging a meeting for parents/carers, the child and representatives from the Local Authority
- Compiling any written documentation needed
- Writing of new SSPs, which will deliver the long-term objectives.

The school, parents, Local Authority and any other professionals who are involved will meet to discuss the progress made over the last twelve months. It will be decided whether any amendments are needed to the description of the pupils' needs or to the provision specified in the statement. The Local

Authority is responsible for amending the statement where appropriate and ensuring that the subsequent review is carried out within the next twelve months.

Group Education Plans

When it is deemed that several children need similar and specific targets, a group education plan may be put into place. This works in the same way as any other SSP but teaching is in groups rather than on an individual basis.

Assessment

The class teacher will assess each child's current levels of attainment on entry to school, in order to ensure that we build upon the pattern of learning and the child's prior experiences. There is also an ongoing cycle of assessment of all pupils at different stages throughout the academic year. These may be formal tests, such as SATs or regular teacher assessments through marking. If a pupil is on the SEND register, they will also be assessed against the targets on their SSP

Assessment of pupils with SEND includes:

- Nursery and Reception profiles
- Stoke Speaks Out Assessment Tool
- NELI
- Teacher assessment of National Curriculum subjects
- S.A.T.s results and other optional tests
- High Frequency words – spelling and reading
- Standardised assessments in Reading, Spelling, Receptive Language and Mathematics (WRAT 5)

These assessments help map the progress of the child, identify areas of need and inform future targets on the SSP. The assessment should be informal and ongoing. They should be carried out in various ways, such as spelling tests, word games or other fun activities.

Review

A programme of review is built into every child's SSP and takes place at least 3 times a year. The teacher, parent, supporting assistant or SENCo will carry out the review in order to assess the child's progress. The assessment process will help to determine the next course of action. If the child is found to be making good progress, they may well come off the register, and the SSP will cease. It may be decided that the child is progressing adequately with the SSP but has yet to make enough progress to stop the intervention. The child will remain at that stage of the register. If the pupil has made little or no progress, it may be decided to move the child along the stages of the SEND register, and further support may be required from other agencies. Parents should be kept fully informed and involved in the review process and may be asked to sign documentation or complete forms at various stages.

For children with Statements of Educational Need and EHC plans, there is a more formal process in the form of an annual review. All people involved with writing and delivering the statement will be invited to a meeting, which will take place at the school. Everyone, including the child and the parents, should provide a report outlining progress made and future requirements. The SENCo is responsible for coordinating and overseeing the meeting.

Curriculum and Inclusion

When it is discovered that a child has SEND, s/he will remain with their class and will be supported within the classroom environment. Working with children with SEND often requires a little more thought, so that the child can access the broad and balanced curriculum they deserve and are entitled to. Just because a child has SEND, does not mean s/he will be exempt from any aspect of school life.

Children with SEND are encouraged to participate in the full range of social activities at school. There are areas of shade and quiet on all school playgrounds for pupils who need time out from the more physical side of playtime. Groups are run by staff to help children who need assistance with social interaction. In the groups, the children may eat their lunch together, stay inside, or go outside to play organised games. Within these groups, there are children with good social interaction skills who are providing good role models. All children are encouraged to participate in Educational Visits, including the Year 6 Residential to an Outdoor Education Centre, which has excellent facilities to meet all needs. The school's comprehensive extra-curricular programme is open to all pupils. As with all pupils, our out-of-school activities are a reward for good behaviour. This helps promote positive behaviour from all our pupils, including those with social and emotional difficulties as part of their SEND.

Supporting pupils with Dyslexia (SpLD)

We are committed to improving the learning experience of all pupils in school, including those with Dyslexia/Dyslexic tendencies. Pupils in school who are identified to have specific learning difficulties (SpLD) are set with learning programmes/strategies to support them in overcoming barriers to learning. In school, we have:

- Received whole staff training in understanding dyslexia and providing an environment and teaching style to support dyslexic pupils
- Specialised training in delivering dyslexic strategies, delivered externally by the SEND service for our SEND staff
- Invested money into 'NESSY' Dyslexia computer programme
- Used the Active Literacy Kit to encourage visual and tactile learning
- Undertaken ongoing assessments and changed interventions when required
- Ensured classrooms are dyslexia friendly with the use of clear labelling, eye-level displays, as well as a mix of typed and handwritten texts around the school
- Administered The Dyslexia Portfolio Assessment
- Regularly communicated to parents through parent meetings and parent evenings
- Worked closely with SEND advisors to ensure good progression of academic achievement for all SEND pupils.

Supporting pupils with Social, Emotional and Mental Health. (SEMH)

Our nurture provision provides support and intervention for both our SEMH and disadvantaged pupils. As a part of that commitment to SEMH, the school has a designated area for these pupils, allowing them space to work, play and take part in therapeutic interventions in a safe environment. This is our Home Hub. Primary support within the Home Hub is provided by an accredited ELSA (Emotional Literacy Support Assistant), underpinned by Dan Hughes' PACE Model. Within the Home Hub we:

- Create a register of children receiving support
- Ensure that the space is free from interruption to allow children to feel safe.
- Use the Hub instead of a PRU to keep interventions "in-house" again for the benefit of the pupils, so that they feel safe and not unnecessarily moved out of a familiar environment.

Support staff for the inclusion of children with challenging behaviours due to social and emotional difficulties.

Inclusion for Pupils with SEND

A child with SEND can be supported in a variety of ways, from simple considerations such as sitting the child in an appropriate position within the classroom, to providing specialist equipment to suit their learning needs. All children with an SSP will receive some form of in-class support depending on the needs of the child. This could take the form of individual attention from the teacher or a learning support assistant; group support with the teacher, assistant, specialist teacher or someone from an outside agency; or withdrawal by the teacher, assistant, specialist teacher or someone from an outside agency.

Withdrawal

When withdrawal is necessary, it may be on an individual or group basis. The child will normally be withdrawn from a lesson which is targeted on their SSP, for example, a child needing numeracy targets will be withdrawn from Numeracy lessons so they continue to access the rest of the curriculum. When withdrawal by an outside agency is required, this could happen at any time. The outside agency will suggest appointment dates, and the school will select them to fit in with timetables and activities during the normal school day. Every effort is made to keep the withdrawal to a minimum and to cause the least disruption to the child.

Coffee Mornings

The Inclusion department provides coffee mornings to encourage parents to meet with each other and with the staff who support their children. All parents with SEND receive an invitation to attend a coffee morning, enabling them to look at their child's work, ask questions, learn different strategies to enable them to support their child and see the classroom environment.

Staff Development

Training for SEND is both external and internal in the following areas:

- SENCo training is filtered down through inset and whole school staff meetings
- School Leaders support training for all Learning Support Assistants
- SENCo attends Network Meetings
- Education Psychologists and the Special Needs Support Service can deliver training in the latest strategies and current thinking

External Support and Links

External support services play an important part in helping the schools identify, assess and make provision for pupils with SEND. Sandford Hill has excellent relationships with sources of additional external support. We receive support from the Inclusion Service and the Educational Psychology Service, as required.

The Inclusion Service

The Inclusion Service is part of the Local Authority's Achievement Division and plays a diverse role in supporting SEND provision within the school. This includes:

- Specialist teachers
- Support for the SENCo
- Staff training
- Support and advice for parents
- Providing data for the Education Psychology Service
- Advising schools when other agencies need to be involved
- Supporting visually and hearing-impaired children
- Support from a Special School Outreach Worker

The SEND advisor for our school is Ceri Reed.

Educational Psychology (EP)

The school has the support of an Educational Psychologist (EP) who provides support for children, teachers and parents. The role of the EP is to:

- Assess children who are giving significant concern despite intervention
- Advise teachers and parents
- Provide data to support statutory assessment

- Support pupils
- Advise schools when outside agencies need to be involved
- Train staff

Education Welfare Service

The school has a designated Education Welfare Officer (EWO) who provides a link between home and school. This service is able to offer support in the following areas:

- Providing support to parents if a child is having difficulties in integrating into school life
- Providing advice and support to families who may be experiencing any social problems
- Supporting the school with children who are poor attenders
- Providing information about a child's attendance to a juvenile court – this is a legal obligation

The EWO for our school is Lesley Hogg (VIP Education)

Child and Adolescent Mental Health Service (CAMHS)

CAMHS is an extremely valuable resource that can be accessed through the medical or education welfare system.

Parents experiencing extreme difficulties with behaviour and emotional issues are often happy to follow this route. Close liaison occurs at review meetings to link CAMHS, School Health, EWO and our own provision in the pursuit of appropriate support for affected pupils.

Mental Health Support Team.

Sandford Hill is part of the NHS Mental Health Support Team initiative (MHST). The school has been allocated an educational mental health practitioner who works with children experiencing low-level mental health issues. The educational mental health practitioner for our school is Danielle Costa.

Links With Other Schools

The SENCo coordinates any transfer from or to Special Schools to ensure a smooth transfer process. Advice may be sought from Special Schools during the annual review process of children with statements.

Transfers

The SENCo also coordinates a smooth transition for SEND pupils from Year 6 to secondary settings. Towards the end of the academic year, the SENCo meets with colleagues and associates from the High Schools to pass on records and give information on successful strategies. The SENCo can act as a mediator between parents and will pass on any concerns to the High School SENCo, arranging visits or meetings with the parent and the child.

When a child transfers between schools at any time in the academic year, the SENCo will also liaise with the transfer schools, passing on records and documentation.

SENDASS

Sandford Hill prides itself on its good relations with parents and aims to involve every parent in their child's education. When a child has SEND, this relationship is even more important so that everyone concerned is informed and involved in ensuring the child's needs are met.

SENDASS is a service available to all parents of children with SEND. The organisation provides support to parents on any issues relating to their child's SEND. SENDIASS is a liaison service that provides unbiased support to parents and their children.

The school can contact SENDIASS for parents who may wish for further support. As a school, we welcome SENDIASS to represent parents at review meetings. This service is also useful for parents who may wish to appeal to the Local Authority regarding their child's statutory assessment, and can help support parents in writing letters and clarifying information.

To contact SENDIASS

The Crescent Children's Centre
Pinewood Crescent
Meir
Stoke on Trent
Staffordshire
ST3 6HZ

[01782 234701](tel:01782234701)

Complaints

All records are available for parental inspection, and parents are invited to participate in all discussions which involve their child's SEND provision. Complaints about SEND policy or provision will follow the School's Complaint Policy. Complaints about the provision provided in a Statement of Educational Need or EHC plan will be directed to the Statutory Assessment department at the Local Authority. All parents will be offered SENDIASS support for their case.