

Sandford Hill Primary School

Special Educational Needs & Disability Policy



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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 children with Special Educational Needs will go through and the responsibilities of people who are involved in educating children with Special Educational Needs.

This is a working document which is reviewed on an annual basis 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 to pupils with Special Educational Needs. It is our aim to meet the needs of all pupils and ensure that they fully access this curriculum in order to make the best progress possible.

The children identified with Special Educational Needs will be positively encouraged to participate in all spheres of school life both in terms of the curriculum and 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 need, provided the criteria for general admission to the school are met.

In accordance with the Inclusion Act 2001, no regards to disability, academic achievement or behaviour will 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 in 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 in negotiating stairs, from the lower level to the upper level.

The mobile classroom is currently not accessible by wheelchair.

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 the use of these is encouraged on the newsletter.

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

Definition of Special Educational Needs and Disabilities

Special Educational Needs and Disabilities 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 was 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 kind.

Roles and Responsibilities

Head Teacher	Mr Wardle
Inclusion Leader	Mrs Allen
Special Educational Needs Co-ordinator	Mrs Drakeford
Senior Inclusion Support Assistant	Mrs Arnott
Special Educational Needs Welfare Practitioner	Mrs Greatbatch
Home School Link Worker	Mrs Brennan
Governor with lead responsibility for Inclusion	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; and
- 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 schools self-evaluation process and participate in preparation of 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

1. Be a member of the School Leadership Team.
2. Effectively implement the Code of Practice and other statutory legislation relating to DSEN, EAL, Pupil Premium and The Single Equality Duty within the school.
3. Be responsible to the Headteacher for the development, implementation and evaluation of the school's SEND Policy with all staff.

4. Provide line-manager support for all staff working to support Inclusion, Free School Meals eligible pupils and SEND within the school.
5. Report to the Headteacher and Governors on all matters relating to Inclusion, SEND and Pupil Premium.
6. Audit achievement to identify children who are failing to reach their potential.
7. Set targets for raising achievement among pupils with SEND.
8. Be responsible for liaison with colleagues to ensure the school's policies are clearly communicated to parents.
9. Monitor and evaluate differentiation and SEND provision throughout the school.
10. Ensure events and/or displays reflect the Inclusion and SEND policies throughout the school.
11. Attend School Leadership Team Meetings and other meetings necessary to carry out responsibilities effectively.
12. Provide Governors, the Headteacher and the School Leadership Team with regular reports outlining developments within Inclusion, SEND, Pupil Premium and future priorities and targets in liaison with the Governor responsible for Inclusion, SEND and Pupil Premium.
13. Member of the School's Safeguarding Team.
14. Monitor and evaluate the progress made by pupils with SEND and Pupil Premium.

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 LA 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 within the context of 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 in relation to any grievance arising in connection with this job description.

Role of the Special Educational Needs Co-ordinator

The Special Educational Needs Co-ordinator (SENCo) currently works 0.6 FTE (3 days a week), but has responsibility for a class for 1 day a week.

- 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 Senior Inclusion Support Assistant

The Senior Inclusion Support Assistant provides support to teachers in the preparation of teaching and learning materials for specific children's individual learning needs. Also, in collaboration with the Inclusion Leader, provides learning support to pupils working in and out of the classroom, to enable them to continue to access the mainstream curriculum.

DUTIES: (Under the direction of the Inclusion Leader)

1. To maintain a daily log of work undertaken, pupils supported and timetable 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 material.
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 out of school hours on pre-determined programmes of study.
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)

1. To contribute to the delivery and adaptation of the curriculum for pupils with Special Educational, Physical, Emotional, Social and Developmental needs.
2. To implement School Support Plans (SSPs) to all appropriate pupils on the school SEND register.
3. To contribute to the creating of an attractive, differentiated, stimulating, safe environment, through display and classroom organisation and by raising aspirations and achievement levels.
4. 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.
5. 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.
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.

Role of the Primary Home School Link Worker.

To support the work of 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;
- Acting as the school's Early Help champion;
- Monitoring and improving the attendance of all pupils; and
- Developing the links with the local community

DUTIES: (Under the direction of the Inclusion Leader)

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 be involved with the school in identifying and devising programmes for groups of children with behavioural difficulties and work with them in group situations.
5. 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.
6. Initiate and run education and information programmes for parents/carers and support those programmes operating in school.
7. To maintain an accurate record of the purpose, nature and outcome of all interventions with children and their families.
8. To attend meetings in school and with external agencies as required.
9. To undertake other duties commensurate with the grading and responsibilities of the post as directed by the line manager.
10. To be a member of the School's Safeguarding Team.
11. To monitor daily all pupil's attendance and track attendance weekly.
12. TO liaise with the EWO.
13. To provide a breakfast and homework club for disadvantaged children.
14. To organise activities during the school holidays for the local community, including vulnerable children.
15. 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 on-going assessment
- Informing the SENCo of concerns 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
- 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
- Provide resources to support individual needs
- Encourage independence

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 and write annual reports;
- Following the Code of Practice and the policy of the Local Authority when carrying out their duties towards all pupils with SEND; and
- 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; and
- 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 members of staff have important day to day responsibilities in teaching SEND children. At the heart of every class is a continuous cycle of planning, teaching and assessing. This takes account the wide range of abilities, aptitudes and interests of the children.

Identification

When children enter the school, it may already be known that the child has 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 needs of the pupil are adequately met.

At any point during a child's education, s/he may experience an academic, social, physical, medical or behavioural difficulty. This may be noticed by the parent/carer or teacher. At school, the teacher will monitor this difficulty for a short period of time, 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 onto the SENCo.

This stage should take no longer than the class teacher or parent feels it 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 make this a smooth process. 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 of keeping records and tracking pupil's 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 at a future date. 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 1 (Foundation Stage) and School Support 1 (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.

Early Years School Support 2 (Foundation Stage) and School Support 2 (Key Stage One and Two).

Triggers for School Support 2 could be that, despite receiving an individualised programme under School Support 1 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 on going 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 in the use of new or specialist strategies or materials;
- Provide support for particular activities.

Educational Plans

Education plans are known as School Support 1 and School Support 2.

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; and
- Outcomes of the teaching strategies.

A School Support Plan should only record what is 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, behaviour, physical needs or social skills. 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 during the parents' evenings in November, March and at the end of the year in July.

Pupil passports

In addition to the SSPs, some pupils have a Pupil Passport to support their needs. This is produced after consultation with the child, the parents and school staff. The Passport is a record of the child's needs and requirements to ensure that s/he is able to access the curriculum. This compliments the School Support Plan and is kept in the SEND folder in the child's class. It is available for support staff and supply staff to view in order to ensure that the needs of the child are fully understood.

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 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 1 & 2;
- 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 an advisory specialist teacher or an education psychologist;
- Views of the parent and child;
- Involvement of other professionals; and
- Any involvement of the Social Services or Education Welfare services.

Based on the above information, the Local Authority should be able to decide relatively quickly 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 need to be made 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
- P Scales
- Teacher assessment of National Curriculum subjects
- S.A.T.s results and other optional tests
- Phonic awareness
- High Frequency words – spelling and reading
- Standardised assessments in Reading, Spelling, Receptive Language and Mathematics

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 of the review.

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 if pupils need time out from the more physical side of playtimes. Groups are run by members of staff to help those 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 cope with all areas of need. The school's comprehensive extra-curricular programme, including Youth Club, is open to all pupils. As with all pupils, our out of school activities are a reward for good behaviour. This helps to promote positive behaviour from all our pupils, including those who have behaviour difficulties as part of their SEND.

Supporting pupils with Specific Learning Difficulties (SpLD) e.g. Dyslexia

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 as having specific learning difficulties (SpLD) are set with learning programmes/strategies to support them with 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 on-going 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 school;
- Administered DST tests to aid in diagnosis;
- Regular communication to parents through parent meetings and parent evenings;
- Worked closely with SEND advisors to ensure good progression of academic achievement for all SEND pupils; and
- Employed a Dyslexia Specialist teacher to work with a child on an EHC with a diagnosis of Dyslexia.

Support

A child with SEND can be supported in a variety of ways, from simple considerations such as sitting the child in an appropriate spot in the classroom, to providing specialist equipment to suit their learning need. 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 least disruption to the child.

Rooms

Children with all areas of need will be supported in their normal classroom environment. Some adaptations may be needed to the classroom if a child has a physical need. Group work and one to one is delivered by the Welfare Practitioners in a small, quiet withdrawal room. There is also a withdrawal space for work where the Inclusion assistant works with children with emotional difficulties. The SEND welfare practitioners have an intervention room for withdrawal of individuals and groups. There is also a community room that offers space for external agencies, parents, children and teachers alike, to use as a base for group /individual work, meetings and reviews.

Coffee Mornings

The Inclusion department has provided coffee mornings this year to encourage parents to meet with each other and with the staff who support their children. All parents have received an invitation to attend a number of coffee mornings enabling them to look at their child's work, ask questions, to learn different strategies to enable them to support their child and to 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
- Inclusion Leader supports training to all Learning Support Assistants
- SENCo attends Network Meetings
- Education Psychologists and the Special Needs Support Service can deliver training in 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 has a diverse role to play 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
- Providing a loan service for specialist equipment and resources
- 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 Service (EPS)

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 at School Support 2 who are giving concerns to staff
- Advise teachers and parents
- Provide data to support statutory assessment
- Support pupils
- Advise schools when outside agencies need to be involved
- Train staff

The EP for our school is Senior Educational Psychologist, Kay Wong.

The Access To Learning Team (ALT)

The ALT can become involved at the request of the school in collaboration with the EPS. The role of the ALT includes:

- Support the teacher, parents and classroom assistants with the management of a child with behavioural problems
- Providing children with strategies to help them overcome their barriers to learning
- Providing the school and EP with relevant data, strategies and reports
- Liaising with and advising the Behaviour and Inclusion Leaders
- Liaising with and advising parents

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 Phyllis Hartshorne.

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.

Links With Other Schools

The school has good links with local Special Schools and can access outreach programmes to support individuals or for professional development. 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 the smooth transfer between DSEN pupils in Year 6 and the High School. 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 for the parents and will pass on any concerns to the High School SENCo, arranging visits or meetings with the parent and 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.

Parent Partnership

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.

The Stoke-On-Trent Parent Partnership 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. The Parent Partnership Service works with the school, although they are independent, and will offer neutral information to all parents. The service also provides a link between home and school if the need arises.

The school is able to contact the Parent Partnership for parents who may need support. As a school, we welcome Parent Partnership to represent parents at review meetings. This service is also useful to parents who may wish to appeal to the Local Authority concerning their child's statutory assessment, but can also be used to help support parents in writing letters and clarifying information.

To contact the Stoke-on-Trent Parent Partnership:

The Mount Education Support Centre
Mount Avenue
Penkhull
Stoke on Trent
ST4 7JU
Tel: 01782 234701

Complaints

All records are available for parental inspection and parents are invited to participate in all discussions which involve their child's DSEN provision. Complaints about SEND policy or provision will follow the School's Complaint Policy (available on the school website). Complaints about 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 the support of the Parent Partnership Service to support their case.