

SEND Information Report

Sandfield Park School

Feb 2018 and then reviewed Feb 2020

SENCO: Lynne Giblin

SEN Governor: Vacancy

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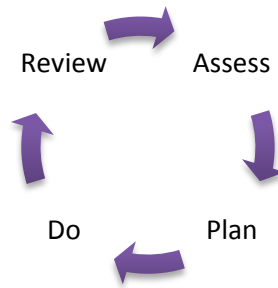
Local Offer Contribution: (website link)

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10>

Our Approach as a School:

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care. (**Reference:** Teaching & Learning Policy.)

Assess: Form teachers and specialist subject teachers are responsible for the initial base line assessment of pupils as they enter the school. Each term, staff have a starting point based on the previous year's progress.

Assessment may be in terms of PIVAT scales or National Curriculum age expectations, communication levels, reading tests or BKSB etc. as appropriate to needs.

A pupil profile is also compiled so that there is a summary of SEND needs, medical needs and an overview of receptive language and personal care needs. All staff have access to these profiles.

The specially trained Manual Handling Team (Kevin Gauden, Angela Taylor and Lynne Brown) assess manual handling needs and produce risk assessments which are shared with staff. A traffic light system is used to indicate level of support.

The School's Class teachers and SENCO discuss with staff, parents and if appropriate pupils to develop behavioural plans and put in place proactive and reactive strategies as required.

The ASD team assess the sensory needs and additional support needs of pupils on the ASD spectrum.

An audit of pupil interest also takes place at the beginning of the Autumn Term so the school is able to judge the demand for different lunch time and after school provision. Throughout the school year there are opportunities to reassess social needs and these are brought to the attention of school Senior Leadership team via the School Council

All assessments are reported to Key Stage Managers who have an overview of pupil needs.

Key Stage 3 Shim Foga

Key Stage 4 Lynne Giblin

Key Stage 5 Lynda Kenrick

In this way the school assess all aspects of pupils learning, physical and social need.

As part of assessment of SEND need, we liaise with other professionals such as Occupational Therapy, Speech and Language team, sensory team or Educational Psychologists etc. The assessment and support allows us to plan for individual needs.

Plan:

“The curriculum has been revised recently and is extremely well matched to the complex needs of the different groups of students.” Ofsted Dec 2014

Each class teacher plans the curriculum for the pupils in their group as appropriate to needs. From group to group the curriculum is diverse and based on pupil need. Pupils may have individualised timetables so that the provision is suited to needs and interests. The teacher planning is published on the website so all staff and parents are aware of the curriculum in each class half termly. A paper copy is also available.

The staffing of each class group and the LSA support also has to be included in the planning.

Targets are set for all subjects by the class teacher or subject specialists. These are available to parents, pupils and all staff so everyone who enters the classroom is aware of what the pupils need to do to progress. These academic and social targets are an important part of planning provision. The key Stage Managers ensure that all targets are set. The Head Teacher has an overview of all planning and ensures targets are suitably challenging. Planning also involves ensuring that the correct resources are available. This for the Sixth Form may include college courses, work experience or the involvement of other providers.

The school works closely with the physiotherapy department to ensure that the physical needs of the pupils are met through physiotherapy sessions but also through hydrotherapy. Physio staff and school staff also now do joint rebound therapy sessions for pupils as part of the PE curriculum.

Sport and other trips and visits are also planned to support pupil experience. Pupils have the opportunity to take part in a wide range of supporting activities in school.

The Learning Mentor (Sarah Spoor) organises the after school trips and outside agencies support the running of the clubs. We also have a very successful long standing link with the Deaf and Disabled Arts group (Da Da) who support a range of activities off site. All these additional activities require planning, staffing, resources and funding for transport.

There is close involvement with the medical team in the planning process so that staff are trained to support gastro feeds, epilepsy rescue medication and diabetes care etc The NHS support the school's training needs.

Do:

The class teacher works through their plans for the groups and each pupil has individual targets. Teacher's professional development includes raising standards in teaching & learning. Lesson observations by the Phase Leaders ensures that standards are maintained and improved with relevant feedback.

"Teachers ensure students have good opportunities to develop their reading, writing and mathematical skills in all lessons." Ofsted Dec 2014.

Clubs and activities run every day in the lunch time with a varied programme to support different interests. After school activities run four nights a week. The school is proud of its active commitment in this area which allows pupils to develop skills and interests that can be used post school. It also allows opportunities to take part in activities such as team sport, drama, animation, filming, mixing with peers from other schools etc and generally trying new things.

Off-site trips and visits are an important part of the delivery of the curriculum. All trips and visits are carefully planned and logged.

Review:

"Parents are extremely enthusiastic about the education and care provided and about the improvements they have seen in the way the school meets their children's needs" Ofsted Dec 2014

The pupils work is marked regularly and the school's marking policy lets pupils know how well they are doing and how to improve their work.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child/young person and hold both our internal/external providers and ourselves to account.

We have internal processes for monitoring quality of provision and assessment of need. These include

- Learning walks
- Key stage Manager reviews
- Head teacher monitoring meetings
- Moderation of work
- Data analysis

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and Interaction

Communication needs are identified and strategies put in place to develop listening and speaking skills. For those pupils who have limited verbal communication, low tech support such as Makaton signs and symbols are used within the classroom.

Timetables and daily routines are clearly displayed in symbol form in the class room. Some pupils require Pecs symbols so that their day is clearly defined in symbols and they are aware of what happens next. They also use this to develop communication skills.

When the SALT team have set up individual programmes of support this is followed in school. The school currently has three members of staff trained in CAAT assessments to review high tech equipment and intervention for young people who need this support.

“Students make very good progress with their communication. Several students ...use hand held devices to aid their speaking and listening or to record their work. Staff are skilled in providing signing, symbols and objects to those students who need them to communicate efficiently “Ofsted 2014.”

2. Cognition and learning

Our pupils have different levels of learning disabilities. Each class teacher plans the most appropriate curriculum and the delivery of this work is appropriate to needs. Within the class, work is differentiated, LSA's support individual and group work. We have a specialist group for ASD pupils and a communication group so that timetables are individualised. We are aware that pupils have different learning styles and some pupils require a sensory curriculum.

“Close checks on students’ progress ensure equal opportunities for all. There are no gaps in the progress of different groups and disadvantaged students do just as well, and sometimes better than other students.” Ofsted 2014

For all pupils we strive to ensure progress across the curriculum and particularly we are aiming to raise the standards of the most able students.

3. Social, emotional and mental health

Ofsted December 2014 “Partnerships with parents and with outside agencies, especially health services, are outstanding and ensure students’ physical, emotional and mental health needs are extremely well met”

Ofsted also commented that spiritual, moral, social and cultural development is outstanding due to the range of clubs, extended curriculum and community links and this is also supported by trips in the community and visitors to lessons.

4. Sensory and/or physical needs

The school has a sensory room used for stimulation or relaxation as appropriate to need. For some groups a sensory curriculum is essential as it supports their need for sensory feedback. The building is physically adaptive for wheelchair users. There are nursing staff and physiotherapy staff based in the school to support physical needs. We also have close links with Occupational Therapy Services, the Life House and wheel chair services. The school has good physical access and equipment such as hoists, slings, rise and fall tables

Current provision across the school

As of February 2018 we have **80** children or young people receiving some form of SEND Support in the main part of the school. There are also **80** pupils educated part-time in the ACE located at Sandfield Park School.

ACE Provision

ACE Students have a purpose built centre on the main site. All children who attend ACE have an EHAT. This is a requirement and forms part of the referral process. Children who attend ACE have significant health problems preventing their attendance at school. A significant number may also be high-functioning ASD.

Some children may also have an EHCP. In this instance ACE support the recommended actions as much as possible through an IEP however some of these will relate to when a child is in full time schooling. ACE will also liaise with the home school if resources are required. The senior teacher works closely with SEND in order to produce EHC Plans where appropriate and to monitor and review.

ACE is also building up a bank of specialist resources for neuro-developmental conditions such as ASD, ADHD and dyslexia. Through regular pupil reviews individual needs are identified.

With the employment of a CAMHS Key Worker children are also supported with their emotional and mental well-being. Specialist support and therapeutic work will be provided together with outreach support for children and their families.

Hospital Ward Teaching Provision.

Children with a Statement of Special Educational Needs, up to the age of 19, are taught on the hospital wards by the SEND Team. Teachers and Learning Support Assistants form part of a multi-disciplinary approach to meet the needs of patients during their hospital stay.

Children admitted to Alder Hey present with a wide variety of complex medical conditions for which they may spend long, short, or recurring periods in hospital. The length of teaching sessions is variable and depends on a number of factors, including children's medical conditions together with their emotional and psychological issues.

The initial teaching session is used to meet with the parent or carer, and whenever possible, to involve the pupil in order to gain relevant information regarding their individual needs, interests and educational attainment. The subsequent teaching sessions are then used to follow an individual programme of work aimed at engaging each pupil by using a wide range of activities and approaches. Teachers and LSAs use iPads and a range of educational software and applications to make learning fun - particularly important for children and young people in hospital.

For longer stay or recurring pupils, the Hospital Teachers liaise with home schools, aiming to provide continuity of education. This is made possible when the home school provides a clear Pen Portrait and/or an IEP outlining clear and achievable targets. For pupils with PMLD, a multi-sensory curriculum is followed, aiming to engage the learner through a range of thematic approaches.

In a small number of cases, a child may have been in hospital for several years and has not been enrolled at their local school. In such circumstances the Hospital School liaises with the child's Local Authority in order to initiate an Education and Health Care Assessment with a view to EHC Plan being drawn up.

Children who have suffered a moderate or severe head or brain injury are referred to the Neuro Educational Rehabilitation and Assessment Unit at Alder Hey Hospital. The Unit Teacher and LSAs work together with members of the Head Injury Rehabilitation Team (HIRT) to help each child recover as fully as possible. Each child is treated and taught according to their individual need. In some cases a pupil may have acquired a level of special educational need, consequently on discharge, they may need additional support to return to their own school. In a small number of cases, because of the severity of their acquired brain injury, the pupil needs a change from a mainstream to special school. The Unit Teacher liaises closely with individual schools, Local Authority SEN Teams and attends MDTs to ensure as smooth a transition as possible.

Dewi Jones Provision

The Dewi Jones is a Tier 4 CAMHS mental health assessment and treatment facility for children aged 5 – 14. It is a purpose built 9 bed in-patient unit based in Waterloo, Merseyside. Children who come to the Dewi Jones unit present with a variety of difficulties, the most frequent include:

- Psychosis
- Eating disorders
- Affective disorders
- Developmental disorders including Autism, ADHD, Tic disorders
- Obsessive Compulsive disorders
- Psychosomatic disorders
- Anxiety and emotional disorders
- Self-harm, attachment and regulation disorders

Children stay on the unit for a period of 6 weeks up to several months. An average stay is 6 months. From the admission date, every 6 weeks a CPA (Care Programme Approach) review takes place. This is a requisite multi-disciplinary meeting for each child on the unit and includes parents, senior clinicians, nurses, teachers, therapists and any other specialist staff.

The unit has its own classrooms and 2 teachers. Prior to an admission the unit teachers begin school liaison. A detailed education history is obtained. This will include:

- A comparison and contrast of normal functioning with acute phase during illness
- Code of practice, intervention, support in class
- Attainment
- Physical skills, intelligence, memory, stamina and speed, language, concentration/attention, maturity, behaviour
- Peer Relationships
- Relevant Paperwork: IEP, IBP, statement, Educational Psychologist's Report, sample of work

Contacts are also built up with relevant professionals within the network. This may include the SENCO, learning mentor, EHAT co-ordinator, EHCP co-ordinator, speech and language, child protection officer, LEA contact and Educational Psychologist. Goals of admission including educational goals are identified prior to admission.

Children attending the unit may be on the Special Needs register. Some but not all will have an EHAT and/or an EHCP. During the admission it may be decided that some children will need an EHCP before discharge. Unit teachers will lead or liaise on this.

All the children on the Dewi Jones are encouraged and helped to attend the unit school daily. The primary aims are:

- Inclusion for All
- Engagement with teachers
- Lessen negative thoughts and feelings about school
- Re-establish positive school experiences

At the beginning of admission where possible unit teachers undertake a baseline assessment. Assessments continue and are ongoing throughout the admission.

Assessments undertaken include:

- Baseline to establish current functioning and compare with school records:
- Monitoring effects of treatment regime
- Conners' Continuous Performance Test (ADHD)
- BKSB (English and Maths attainment)
- LASS (Dyslexia screening test)

Each pupil has individualised short, medium and long term education plans. The short term plans are reviewed daily. The weekly plans are reviewed after weekly MDT meetings and weekly meetings with the unit Clinical Psychologist. The long term plans are reviewed after each CPA. Each child will also have an IEP, also reviewed after the CPA.

The education package provided by the unit teachers is individualised for each child depending upon their medical presentation, academic ability and varying needs.

The unit teachers can provide an education across all ages from 5-14, all curriculum levels – from ‘p’ levels up to GCSE’s and all subjects including core, topic and life skills.

The unit teachers also provide specialist resources for pupils with neuro-developmental conditions including ADHD, ADD, ASD, PDA, Sensory Processing and Specific Learning difficulties

As part of the educational provision the unit teacher and pupils attend a teaching session once weekly at the Museums of Liverpool. Additional curriculum enhancement can be accessed via Alder Hey Arts. The unit classrooms also hold School Council/ pupil feedback sessions.

Prior to discharge unit teachers lead on each child’s transition back to school or integration into a new educational placement. This involves:

- Identification of suitable educational establishments
- School visits
- Involvement of the LEA
- Discussion with key people in school on provision and support
- Compiling timetables in liaison with unit nursing staff, care co-ordinator, parents or carers, child and educational establishment
- Ongoing reviews with all relevant parties.
- Compilation and presentation of a Leaving Booklet for each child on discharge.

Main Site (Sandfield Park) Co-producing with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who’s involved	Frequency
New parent transition meeting and support	Mark Hilton (Head Teacher) Shim Foga Carly Hynes	Summer Term
Parent meetings head teacher meeting	Mark Hilton (Head Teacher)	Termly
Link book	Class teachers , LSA’s	Daily
Annual reviews / EHC plans	Lynne Giblin (Deputy Head Teacher)	Annually
Parents Evening	All Teaching Staff	Twice a year
School Council	Sarah Spoor	Weekly

Staff Development and Qualifications

We are committed to developing the ongoing expertise of our staff. We have trained and experienced teaching staff complete professional development in accordance with the school development plan.

Opportunities are given to all Teachers and LSA’s to attend courses. Each course is evaluated and shared with staff in the staff meetings. INSET days concentrate on development of skills with all staff such as communication, First Aid, literacy, mini bus safety etc.

There are also specific training for LSA’s to support their role such as Manual Handling, reading, food hygiene, etc.

The school is also involved in consortia training and sharing expertise with other Special schools.

The SENCO attends the School Improvement SEN Briefing in March and November.

Staff Deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age.

The school has specialist LSA's who are trained to support in specific areas. Together we have the skills and abilities to support the full range of needs. Skills include:

- ASD / sensory needs
- Communication and ACC
- Behavioural needs / risk assessments and proactive strategies
- Physical education / swimming / hydrotherapy / Rebound Therapy support
- College link and work placement support
- Manual handling and mobility of students
- Phonics and literacy support

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

School External Partnerships and Transition Plans

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

Last year, we worked with our feeder partners to welcome 10 children and young people with special educational needs or disabilities and we supported 8 children and young people transition to the next phase in education or employment.

We closely monitor children and young people's destination data. There will be an increasing focus on employability of our students. We have started Supported Internship Programmes as we will be developing work placed skills with our own shop in the community.

Complaints

Our complaints procedure is available on the web site

This year we have had 1 complaint that were dealt with following our schools policies and procedures.

What is a focus in our SDP?

- Developing our Long Term Curriculum Plans

We intend to address this through responding to pupils needs and ensuring key areas of the curriculum are taught. There will be a focus on work placement skills.

Relevant school policies underpinning this SEN Information Report include:

- SEND Policy,
- Teaching and Learning Policy,
- Marking Policy, Equal Opportunities Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005