

Sandfield Park School SEND Policy

Sandfield School is a purpose built school that provides special provision for a wide variety of pupils. It is fully wheelchair accessible and accessible in terms of the curriculum and provision for the SEND pupils. All pupils have an Education health and Care Plan (EHCP)

Aims and objectives of Sandfield School in relation to SEND provision

We believe that all young people should have the opportunity to achieve their maximum potential and the school seeks to achieve this not only through the curriculum on offer to each child but also through an extensive range of extracurricular activities. Sandfield School is committed to the belief that all pupils have the right to an education that will prepare and develop them in the best possible way for their future lives.

Our objectives are:

- To create an ethos and educational environment that is person centered and has the views and needs of the child/young person at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which will enable them to succeed in their education and make a successful transition into adulthood.
- To fully adopt the graduated approach to ensure that all pupils are base line assessed and catered for within the school with high expectations for the best possible progress;
- To work within a 'person centered approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies;
- To encourage and engage the participation of children and young people and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff in providing an appropriate education for pupils with special educational needs and/or disabilities;
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long term goal of independence and preparation for adulthood.

Pupils are referred to Sandfield School by the LA. Prospective parents are welcome to visit. The school's particular arrangements for assessing and identifying pupils as having SEND also form a part of the published **Local Offer** which was produced in consultation with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality.

- We recognise the definition of SEN as:
“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that

normally available to pupils of the same age”. SEN Code of Practice – Updated April 2020

- The school reflects what the Code of Practice states in that pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as ‘SEND Support’.
- We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children/young people themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.
- The four broad areas identified within the SEN Code of Practice are **‘Communication and Interaction’**, **‘Cognition and Learning’**, **‘Social, Emotional and Mental Health Difficulties’** and **‘Sensory and/or Physical needs’** and the children are identified largely within these areas. These areas exemplify the range of need for which the school is able to identify and provide support from within the school’s provision.
- The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The school identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.
- The ability to identify SEN and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers’ standards (2012), teachers are guided and supported in this by the Key Stage Manager and SENCO/Inclusion and information is shared appropriately and frequently.
- Although the SENCO has overall responsibility for the identification of pupils with SEN in the school it is recognised that other members of teaching and Phase Leaders have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.

Monitoring and Assessment of SEND pupils

The School also use a number of indicators to identify pupils’ special educational needs. Such as

- Very close liaison at the outset between staff, the SENCO and parents.
- Information from previous schools.
- Information from other services.
- Liaison with feeder schools on transfer.
- Baseline assessments
- Termly and yearly assessments
- Reading Skills
- Annual pupil assessments.
- Any teacher or support staff concerns.
- Tracking individual pupil progress over time.

Other impacts on progress and attainment may include:

- Disability
- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of pupil premium or pupil premium plus.
- LAC
- Being a child/young person of servicemen/women
- EAL

These areas are monitored to ensure all pupils are not disadvantaged and the appropriate support is put in place. There is liaison with the associated support services.

Sandfield School approach to pupils with special educational needs

In order to provide

- Differentiated quality first teaching is a priority for all pupils in the school.
- For all pupils action is taken to remove barriers to learning and put effective special educational provision in place.
- The SEND support takes the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This cycle is known as the graduated approach (**Assess, Plan, Do and Review**).

The school adapts the curriculum and the learning environment for all pupils

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. In line with this there is a fully developed accessibility plan which is in writing and which is also available on the school's website.
- The school is proactive in removing barriers to learning. With specific staff dedicated to ASD provision or staff to support additional Communication needs. The school increases and promotes access for disabled pupils to the school curriculum, by ensuring it is engaging appropriate challenging and supportive to individual physical needs. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- The school has adaptations to the physical environment of the school and physical aids to access education.
- The school strives to improve the delivery of information and their families via link books, handouts, timetables, textbooks and information about school events. Information is shared on the website or by text or phone call. Evidence for Learning is a key resource that is used to provide information on pupils to their parents / carers.

Assessment and reviews the progress of pupils with special educational needs

ASSESS:-In Assessing a child/young person the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behavior. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to. Assessments are reviewed every term in our school.

PLAN: - The SENCO, teacher and Key Stage Leaders and support to be put in place as well as the expected impact on progress (outcomes), development or behavior along with a clear date for review. Those pupils requiring additional support such as CAMHS team, behavior plans or additional support such as SALT, or sensory needs are catered for as required.

DO: - The SENCO and Key Stage Managers support the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this. They must work closely with LSAs and how they can be linked to classroom teaching.

REVIEW: - Annual reviews carried out each year with the Year 14 and leavers given priority early in the Autumn Term. Pupils have an EHCP (Education, Health and Care Plan). These are attended by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENCO. When we review we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENCO will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the Learning Mentor / Head of Sixth Form attending meetings offsite to support the transition process.

The School manages the needs of pupils

The pupil's needs are effectively met within school. This is explained in the School's Local Offer which is published on the School's website and the Liverpool Family Services directory.

- Where a pupil continues to make less than expected progress despite evidence based support matched with interventions addressing areas of need it may be necessary to involve specialists in the school or from outside agencies. Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk).
- Where assessment indicates that support from specialist services is required the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used at Sandfield School include for example Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services etc. We work very closely with the CATT group to support pupils in their use of Alternative Augmentative Communication (AAC) devices.
- Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant may decide in consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework' that an EHAT (Early Help Assessment Tool) is appropriate.

Sandfield School works with parents in planning for provision and reviewing progress, and supports them to accessing information

Full information regarding the process is provided in the school's SEN Information Report

- At Sandfield Park School we recognize that the impact of SEN support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEN support outside school as well as the parents/carers particular knowledge of their child and any changes in needs which they can provide.
- The school endeavors to talk to parents/carers regularly to set clear outcomes and review progress with them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school.

- At all stages of the SEN process the school keeps parents/carers fully informed and involved. The use of Evidence for Learning has greatly facilitated this over recent years.. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents form an important part of monitoring and recording for the school. Each year parents /carers attend annual reviews.
- The use of the Dojo system in each classroom is also a good way of keeping parents informed as is social media, now being used in the school to directly communicate with parents.

Sandfield School enables pupils with SEN to participate in all activities

- At Sandfield School we recognize our duties regarding equality and inclusion for individual disabled children and young people under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant disadvantage. We also recognize that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed.
- Children/young people are encouraged to participate fully in the life of the school. This includes extracurricular clubs and activities which monitors participation. The school has excellent extra school provision and prides itself on overcoming barriers and being inclusive for all pupils.
- The pupils have opportunities to attend residential provision and horse riding at some time in their school life
- All sports are fully inclusive and the school offers a varied PE timetable and access swimming and hydrotherapy.
- The school prides itself on the involvement external competitions such as Boccia, swimming, athletics, football, power hockey, cricket etc.

Sandfield School offers opportunities for improving the emotional, mental and social development of all pupils.

The School recognises that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:

- becoming withdrawn or isolated
- displaying challenging, disruptive or disturbing behaviour

These behaviors' may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have other needs such as:

- Attention Deficit Disorder (ADD)
- Autistic Spectrum Disorder (ASD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviors' as a result of low self-esteem or other issues such as neglect.

At Sandfield School we have clear processes to support children and young people and this is linked to the Behavior Policy and Health and Safety policies. These policies include detail on how the school manages effects of any disruptive behavior so that it does not adversely affect other pupils. The school provides support for pupils' emotional, mental and social development in the following ways:

- Individual support and guidance
- Discussion with parents
- Classroom strategies in place
- Development of behaviour plan
- 1-1 support as required
- Referral to monthly CAMHS briefing
- Formal referral to CAMHS

Sandfield Park School has a number of separate units, as well as the main school site.

ACE Provision.

- The vast majority of 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 SEN in order to produce EHC Plans were appropriate and to monitor and review.
- Children with learning difficulties tend to be in the minority at ACE however further specialist resources have been purchased with an increase in pupil numbers.
- With the employment of a CAMHS Key Worker children will also be 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.

Alder Hey Hospital School - SEN Provision

- Children with a Statement of Special Educational Needs, up to the age of 19, are taught on the hospital wards by the SEN Team. Teachers and Learning Support Assistants form part of a multi- disciplinary approach to meeting 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.

Senior leaders and governors monitor and evaluate the impact of the school's SEND provision.

The full governing body remains responsible for SEND and it promotes the development of SEN provision by:

- championing inclusion and promoting a greater understanding of issues related to SEN.
- being familiar with key legislation and policy;
- fostering communication between parents/carers of children with SEND and the school;
- meeting regularly with the SENCO and visiting classrooms;
- ensuring they have an understanding of the role of the SENCO and how pupils are supported;
- developing an awareness of the types of SEND present within the school cohort;
- understanding how funding received for SEND is allocated by the school;
- attending training in relation to SEND;
- assisting in monitoring the progress of vulnerable pupils;
- Reviewing and monitoring the effectiveness of the SEND Policy.

The Governing Body will report on the success of the policy under the statements listed in 'The aims and values of this policy' p5).

In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Head teacher, SENCO and governors
- Parents/carers
- Pupils
- Outside Agencies

Pupils' attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting outcomes.
- Use of assessments for reading, spelling and numeracy.
- An analysis of external tests including SATs, GCSEs or equivalent qualifications
- The school's tracking systems and teacher assessments
- Evidence generated from Annual Review meetings.
- Reports provided by outside agencies including Ofsted.

SEN training for teachers, support staff and the SENCO.

The training is needs led and linked to the school development plan. In order to raise standards and meet medical needs training the school takes advantage of training providers such as NHS, Autistic society, Down Syndrome Liverpool etc. We also take advantage of sharing best practice and attending School improvement courses.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills for the school and to support their own professional development. Whole school INSET is an important part of meeting the needs of all pupils across the school e.g. First Aid, Safeguarding, Literacy development, Communication, Mini bus training etc There is also targeted support to develop awareness of resources and practical teaching strategies for use with ASD and Communication Needs . It is important to have the expertise across the staff and have in house Manual handling trainers that support care plans and risk assessments. There is also specific medical training to support individual pupils such as diabetes care, epilepsy management, gastro feeding etc.

A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted annually. The School's INSET needs are included in the School Development Plan and the outcomes and impact of these will be detailed in the SEN Information report.

SEND and funding at Sandfield Park School

The notional SEND budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. It can for example be aligned with other funding (e.g. pupil premium) to optimise impact. The SENCO along with other key staff in the school has a key role in determining how this budget is used, for example to provide interventions and targeted support.

The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school allocates SEND funding in the following ways:

- Learning Support Assistants;
- Training for all Teachers and LSAs so that they can meet pupils' needs more effectively;
- Specialist books and equipment;
- In class and withdrawal support from the SENCO or support staff;

Support for pupils with medical conditions

The Sandfield Site has School Health Care practitioners on site and a Physiotherapy Team. Staff work together and advice with regard to medical and physical conditions is shared. The school has adopted the Liverpool School's Inclusion Team 'Policy for Supporting Medical Conditions in School'.

School approaches its statutory duties in terms of increasing its accessibility

All pupils have equal access to a broad and balanced curriculum differentiated to enable **ALL** pupils to have a relevant and appropriate education. This promotes self-esteem and confidence that will lead to pupils making progress that is closely monitored.

Teachers use a wide range of strategies to meet pupils' special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

The school's Learning and Teaching Policy promotes best practice towards students with SEND.

Following The Equality Act 2010 states that providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments is a feature of the school.

These include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

Relevant information is shared with parents/carers of pupils on Special Needs Support or with an Education Health and Care Plan (EHC Plan). They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

School approach to handling complaints from parents/carers about SEN provision.

Any complaints should first be raised with the SENCO, then if necessary with the Head teacher and finally, if unresolved, with the Chair of Governors. All complaints follow the school's complaints procedure.

Managing parental complaints related to SEND (any of the following may apply)

- Meetings with the parents/carers are arranged, perhaps involving a mediator such as the 'Information, Advice and Support Service' (currently Parent Partnership).
- Key issues are identified including where there is agreement.
- Discussions should take place with the SENCO
- Reports provided by outside agencies should be considered
- Outcomes are reviewed examining what progress the pupil has made.
- Any behaviour logs should ensure strategies are included and shared with parents/carers.