

1. The Special Educational Needs Provision at Sandbrook (Reviewed April 2016)

Sandbrook is an inclusive mainstream school that welcomes all those that wish to attend. We have high aspirations for all our young people including those with SEND. Our overarching aim is to allow all the pupils to achieve their best, become confident individuals and to make the successful transition to Secondary School. Sandbrook makes every effort to give every child with SEND the support they need.

Individual and personal care is facilitated through a dedicated team, so to maximise independence and enable all pupils, where appropriate, to access a full and inclusive National Curriculum.

Pupils who have mobility needs or a medical condition that may require specialist facilities can take advantage of these facilities without the need for an Education and Health Care Plan or Statement. We currently have many pupils who already do so. Places are allocated through both the Local Authority SEND process and by parent choice.

It is our view that all young people with SEN engage with activities of the school alongside pupils who do not have SEN.

Please refer to the SEN Policy on the School's Website, which outlines the School's philosophy on SEND.

The four areas of SEN are:

- 1) Communication and Interaction
- 2) Cognition and learning
- 3) Social, mental and emotional health
- 4) Sensory and/or physical needs

These conditions are only considered to fulfil the SEND criteria if it affects learning (see the New Code of Practice www.gov.uk/government/publications/send-code-of-practice-0-to-25)

Staff at Sandbrook who are there to help:

Class Teachers are the first person to contact if you have any concerns about your child.

Other staff in school who help children are listed below:

Mrs Rafter	Assistant Head/ Inclusion Manager	Mrs Blackburn	Learning Mentor
Mrs Korab	SENCO Special Educational Needs Coordinator	Mrs Chadwick	Learning Support
Mrs Halewood	Learning Support	Mrs Maguire	Nurture Facilitator
Mrs Dixon	Learning Support		
Mrs Houston	Learning Support		

2. How we identify children with SEND at Sandbrook.

- We look at children's progress through our tracking systems to check whether a child is making the same progress as other pupils.
- Teachers will talk to the SENCO to discuss which pupils may be having difficulties in lessons. When concerns are highlighted we will then put in place a period of observation and assessment. Where appropriate we may also use tests to pinpoint what is causing the difficulty.
- If a parent is concerned about whether their child has a Special Educational Need we will discuss their need with the parent, consult with the teachers and assess them accordingly based on need. Parents are consulted over the findings and the next steps and how we can work collaboratively to meet the need of their child.
- Initial concerns raised by parents, class teachers and the young person are then discussed with the SENCO, followed by referrals to outside agencies if appropriate. Children may then be placed on appropriate intervention programmes.
- A range of assessments, tracking and monitoring systems are used to identify pupils with SEND, in line with the New Code of Practice. Once identified this involves Sandbrook and external agencies such as CAMHS (Child and Adolescent Mental Health Service) , RANS (Rochdale Additional Needs Service), and Educational Psychologists working together.

3. Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC Plans including:

a. How the school evaluates the effectiveness of its provision for such pupils:

At Sandbrook we have regular review meetings where the tracking of pupils progress is used to inform higher level provision for SEND pupils where appropriate. This is undertaken by the SENCO, Class Teacher, Head Teacher and Deputy Head Teacher.

b. The school's arrangements for assessing and reviewing the progress of pupils with SEN:

As an inclusive school we assess all pupil progress towards the outcomes we have targeted for all individual pupils. We review this progress, so that pupils stay on track to make at least good progress. This process involves both pupils and their parents/carers.

- The progress of children with Speech, Language and Communication difficulties is assessed and reviewed regularly throughout the year by the Class Teacher. At Sandbrook we have a Speech and Language Therapist, Mrs Helme, for 2 days a week who will give advice and support where needed to teachers and parents.
- We will ask for advice from the Educational Psychologist.

- Reviews with the parent, teacher, SENCO and wider agencies take place as appropriate and future support plans to support progress are made.
- For pupils with Statements and EHC Plans an annual review is arranged as per the Code of Practice.

c. The school's approach to teaching pupils with SEN:

- We take account of the type and extent of a pupil's Special Educational Needs in planning and in assessment.
- Provide support for communication, language and literacy needs.
- Plan, where necessary to develop pupil's understanding through the use of all available senses and experience.
- Plan to enable children to take full part in learning, physical and practical activities.
- Help pupils to manage their behaviour to take part in learning effectively and safely.
- Help individuals to manage their emotions, particularly trauma and stress and to take part in learning.

Not all pupils with disabilities necessarily have Special Educational Needs. Sandbrook ensure that pupils with disabilities are able to participate as fully and effectively as possible all areas of learning.

d. How the school adapts the curriculum and learning environment:

- The curriculum is differentiated to meet the needs of SEND pupils. The use of assessment, work scrutiny and learning conversations between the teachers and pupil will inform all learners on what they need to do to become independent learners, self-evaluating and to inform progress.
- All the teachers and learning support staff are trained to make Learning more accessible or more challenging through Quality First Teaching so that every child is able to learn at their level and make progress.
- Pupils who have delayed literacy will be identified and extra lessons with teachers and teaching assistants are put in place.

e. Additional support for learning that is available for pupils with SEN:

- Support from specialist teachers/support staff to facilitate access to the curriculum in class for SEND pupils.
- Teaching assistants and Mentors work with small groups and in 1:1 situations as required and recommended by professional agencies and in collaboration with the class teacher.
- Additional adults are deployed in a variety of ways e.g. 1:1 Literacy sessions with Teaching assistants, 1:1 precision teaching, 1:1 mentoring, small group work and group work in class in liaison with teaching staff.
- A range of software, on the school learning platform, is available to support

pupil engagement with subjects they find difficult, practice basic skills and become independent learners.

- Regular liaison and reviews with Specialised Teachers to facilitate access for pupils with a medical condition that affects access to the curriculum i.e. RANS (Rochdale Additional Needs Service) including VI, HI, ASD and PH.
- Specialised technology/adaptations for manual and electric wheelchairs to enable access to the curriculum in mainstream classes at the academic level commensurate with ability. e.g.
- Specialised equipment and training from Specialised Teachers to facilitate access for the Hearing impaired in the classroom.
- Personalised Timetables providing study periods, individual tuition with a specialised teacher/mentor/assistant and rest breaks for a pupil with a medical condition.

f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum:

- All pupils in school, including those with SEND have full access to activities before, during and after school. Support may need to be put in place in order to enable access to these activities.
- Regular educational and residential visits take place at Sandbrook. Pupils with SEND are included in these activities. Additional adult support is provided or we consider other methods as far as possible to support full involvement.
- The school is an active participant in "Playground to Podium" sports activities and pupils from this Sandbrook have represented the Rochdale Borough through this programme. The SENCO/PE teacher manages and supports this programme.

g. Support that is available for improving the emotional and social development of pupils with SEN:

- Mentors and Teaching Assistants run a variety of group sessions and 1:1 sessions to assist pupils with their learning and social and emotional development. Examples include sessions on social and emotional skills, assertiveness, fine motor skills, building self-esteem and anger management.
- Training strategies are in place for Teaching Assistants on aspects of social and communication difficulties including ASD (Autistic Spectrum Disorder) is part of the annual training programme.
- Training strategies are in place to ensure training opportunities are available for all members of staff including new starters which is regularly monitored and updated.
- There are a range of interventions available to children and young people to develop social skills and manage personal relationships e.g.
- Additional support arrangements for tests and examinations when necessary for pupils with social and communication difficulties including ASD e.g. scribes /prompters /rest breaks.

4. The name and contact details of the SENCO:

Mrs Kathryn Korab
Sandbrook CPS
Hartley Lane
Rochdale
OL11 2LR
Telephone: 01706 647743

5. Information about extra support and how expertise, training of staff and services in relation to a CYP with SEN and about how specialist expertise is secured:

- Support from specialist teachers/support staff for accessing the curriculum and extra work on SEND related needs.
- Support from local authority services for example the Educational Psychology Service, Sensory Impairment Team, the ASD Team and the Physical Disability /Assistive Technology Team.
- Speech and Language Therapy in terms of advice on strategies and programmes for individual children.
- Occupational Therapy provides support for pupils who need assessment for special seating or give advice on how pupils with a physical difficulty can be aided in school.
- Physiotherapy sessions take place in school. The Physiotherapist works directly with individually identified pupils and offers advice on equipment to use in school and individual programmes to be delivered in school.
- Regular medical consultations are arranged for individual pupils in school with parents/carers the Doctor and Nurse.
- Regular visits, consultations and reviews with relevant school staff, parents and the Child and Adolescent Mental Health Service for pupils with medical, social and emotional and behavioural needs.
- School also has a Child Counsellor who can help children overcome trauma or stress.
- In collaboration, the pupil's progress is reviewed and actions agreed with each pupil in terms of what they will need to do to make more effective learning easier, thus enabling set targets for the pupils to be achieved. The pupil parent/carer and relevant professionals are included in these discussions.

7. The arrangements for consulting parents and carer's of children with SEN about and involving such parents and carer's in the education of their child and the pupil's involvement in identifying and planning SEN and involving them in their education:

Parents at Sandbrook are involved in the SEN assessment process in a number of ways:

- The parent and pupil can see the Class Teacher to express a concern.

- If there is a SEN concern, the pupil, in collaborative agreement, is placed at SEN support. The SEN information at this stage is reviewed, monitored and updated by the Class Teacher.
- Consultation and advice from external agencies is often sought to identify a specific need and ask for recommendations on how to support the need. Parents are fully involved with this process and sign the appropriate forms when a referral is made.
- Parents, carers, pupils and school work in co-operation if support is offered from wider agencies i.e. CAMHS (Child and Adolescent Mental Health Service) , RANS (Rochdale Additional Needs Service), Educational Psychologist usually the pupil is registered as SEN support at this point in time.
- An annual questionnaire is issued to parents and pupils with a Statement of SEN to collect views on provision.
- Parents and carers are encouraged and invited to share any information/resources they have that can be shared with staff that will support their child and help them make progress.
- Homework is used to repeat and practice activities that are new and presenting a challenge to a pupil. Parents may be contacted personally to help to support a particular approach focussing on a specific need.
- We follow Local Authority protocols for EHC (Education Health and Care) plans. We will continue to run the statement process as part of transition.
- Social and emotional needs are addressed through the Inclusion Team.

8. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school.

If there is a query or concern it is in everyone's interests for issues to be resolved as quickly as possible.

Initial Concern/Stage 1 -

The first point of contact is the Class Teacher. This may relate to lack of progress in a subject area or emotional wellbeing. The Class Teacher is the person to contact and respond in the first instance. All points raised should be addressed.

If the matter remains unresolved this will then be referred to Stage 2.

Stage 2 -

The complaint is dealt with by the SENCO - Mrs Korab or by a Senior Manager. If you do not feel the issues have been resolved we will meet with you and try to resolve any issues together. If there is no resolution this will then be referred to Stage 3.

Stage 3 -

The Head Teacher - Mrs Charlton to become actively involved.

Stage 4 -

If the matter is still not resolved the complaint must be placed in writing to the Chair of Governors, Mr Pilling.

Stage 5 -

The Governing Body deals with the complaint through their agreed complaint resolution procedures.

If the concern is with the Local Authority. The point of contact is Julie Drysdale-Simpson, SEN Officer. The Local Authority has a panel of senior managers who consider unresolved issues. This is called the Escalation and Resolution Panel. They will offer you an independent mediator if you are still not satisfied. This person will act as a mediator in a meeting with the person you need to reach an agreement with.

The Parent Partnership Service provides independent information and advice
www.parentpartnership@family-action.org.uk

9. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEN and in supporting the families of such children.

A child centred approach for SEND supports the Education and Health Care planning process. To provide holistic support, Sandbrook works with a range of professionals these include: Health Professionals, Educational Psychologist Service, Speech and Language, Educational Welfare Service, Social Services, Parent Partnership, Barnardo's, Early Help in Schools, Children with Disabilities Team, Safeguarding Team, Police, Community Support, Rochdale Local Authority, School Health Practitioner, Rochdale Additional Needs Service.

The Inclusion Team are trained to deliver, follow and often lead the CAF (Common Assessment Framework) process to work with many of the professionals named above. Collaborative Support for LAC (Looked After Children) includes SEND, pastoral systems in school and wider agencies.

The EAL co-ordinator employed by school to liaises with SEN to identify needs and intervention required related to SEN.

10. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32.

Family Action Parent SENDiass
Belfield Road
Rochdale
OL16 2UP
01706 515741
Local Authority SEN Officers
Rochdale Borough Council

Floor 4, Number One Riverside
Smith Street, Rochdale
OL16 1XU
www.rochdale.gov.uk

Early Help & Schools
Rochdale Borough Council
Floor 4, Number One Riverside
Smith Street, Rochdale
OL16 1XU
01706 925107
To access services go to: www.rochdale.gov.uk

For news and social media updates go to: www.rochdalenewsroom.com

Child and Adolescent Unit
Birch Hill Hospital
Rochdale
OL12 9QB
01706 676000

Rochdale Additional Needs Service
Number One Riverside
Smith Street, Rochdale,
OL16 1XU
01706 926000

Educational Psychology Service
Number One Riverside
Smith Street, Rochdale
OL16 1XU
01706 926000

Children with a Disability Team
Number One Riverside
Smith Street, Rochdale
OL16 1X

12. Information on where the local authority's local offer is published.
Local Offer information can be found on the website www.rochdale.gov.uk