



## SEND Information report 2019-20

### **Contact Details**

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**Associate Headteachers** – Miss Theresa Smith & Mrs Cathryn Egginton

**SENCO** – Mrs Emma Prest

If you have any enquiries please contact the school using the details above.

### **Overview of Provision at Sandhill**

Sandhill Primary School is a mainstream academy and part of the Shire Multi Academy Trust.

The school has 269 children on roll, aged between four and eleven years (FS1 – Y6). The school currently has 5 children with an EHCP and 27 on the SEN Register at SEN Support, with a variety of needs. The school has 8 classes from Year 1-6 and a Foundation unit. The average class size is 26 children. There is a class teacher and at least 1 teaching assistant for each class. Exact staffing is dependant on the needs of the children within the class. The school curriculum is based on the National Curriculum subjects and is taught using a thematic approach based around books which change every half term.

Further information about the school can be obtained by contacting one of the Associate Headteachers: Mrs Cathryn Egginton or Miss Theresa Smith, via the school office or from the school website [www.sandhillprimary.org.uk](http://www.sandhillprimary.org.uk)

Parents/carers of potential new pupils are encouraged to arrange a visit to the school to come and look around and see all it has to offer. A visit can be arranged by contacting the school office and speaking to the headteacher. The SEND school offer is also available on the website which will offer a greater insight into provision for children with SEND and additional needs.

Sandhill Primary became an academy in April 2015 as part of Shire Multi Academy trust. The school's current Ofsted judgement is requires improvement.

### **The Needs of Children Currently on Roll:**

The children who are currently on roll, have the following needs:

- Autism and social communication & interaction difficulties
- Speech and language difficulties
- Moderate Learning Difficulties
- ADHD
- Hearing Impairment
- Social, emotional and mental health needs
- Medical needs which do not require a specialist setting.

The school is committed to meeting the needs of all the children on roll as fully as possible.

### **Identifying Learners with SEND**

We know and understand that children learn at different rates and in different ways, which is what makes children unique. Our progress tracking is continuous at class and whole school level. Through termly pupil progress meetings, all pupils' development, progress and emotional needs are discussed and actioned where necessary. This includes Pupil Premium children and children with SEND. Any additional needs are addressed here and actioned through these meetings.

If a child is making less than expected progress, is working well below age-related expectations or has other identified needs, extra support will be put in place. We will review the impact of this support as part of the meetings described above. If the additional support has not had an impact in improving outcomes for the child, a meeting will be arranged with parents to discuss concerns, review support that has already been provided and discuss the possibility of placing the child on the Special Educational Needs register and offering additional support which will be outlined in an individualised SEN support plan. This plan will be created by the class teacher, in liaison with the child, parents/carers and SENCO to ensure all needs are addressed. Support plans are reviewed at least termly to ensure that they are effective in addressing need.

Where necessary, referrals to external agencies will be made for additional assessment, advice and resources. These could include:

- Speech and Language Therapy (SALT)
- Barnsley Educational, Child & Community Psychology Service (BECCPS)
- Barnsley Education Specialist Support Team (BESST)
- Occupational Therapy
- Physiotherapy
- ASD assessment team
- Community Paediatricians
- CAMHS

### **Accessibility at Sandhill**

The school was built as part of the governments private finance initiative (PFI) and opened in 2007. As a modern school the building is fully compliant with building regulations in terms of disability access. The building is on one level with wide corridors. There are no specific adaptations that have been put in place to support children with auditory or visual impairments, but all rooms have blinds to ensure the whiteboard can be better seen in bright light.

All classrooms have visual timetables and individual pupils also have their own timetables as required.

Each class has two toilets, with a disabled access toilet available. The playground is secure and is fully surrounded by a fence. The main entrance to the school building can only be opened by staff in the school office during school hours.

Quiet spaces are available for children who struggle with noisy environments. These are found outside classrooms and in an intervention room.

### **Adapting the Curriculum for Learners with SEND**

The school has a creative curriculum underpinned by a strong commitment to the development of key skills. School staff foster a love of learning and children are supported to develop their independent learning skills. The curriculum is differentiated for all learners including those with SEND. When planning, all needs are taken into account, with work and lessons differentiated to the required levels for each child. Children with identified SEND have the same access to activities within school as all other children. Teaching assistants and support staff are in all year groups to ensure the correct levels of support are available to those who need them. As part of this teaching assistants deliver intervention sessions for small groups and individuals which help develop skills in areas where pupils may not be working at expected levels for their age.

Some of the interventions currently in place include:

- Maths intervention groups
- Writing groups
- 1:1 reading
- Small group phonics sessions
- Speech and Language (Following packages from SALT)
- Socially Speaking (Social Skills)
- Lego Therapy
- Music Interaction

Interventions are reviewed on a regular basis as a result of discussions in Pupil Progress and are tracked using an intervention tracker.

### **Staff Training to Support Learners with SEND:**

The school is committed to ensuring that wave one teaching (good quality teaching in the classroom) is of the highest possible standard and reflects best practice in terms of inclusion. It is important to us that all of our children feel safe, secure and supported within their own classrooms.

School staff are trained to identify and support a range of needs and to deliver a wide range of interventions. The SENCO offers support to class teachers and teaching assistant by completing observations of children and making recommendations/suggestions to improve provision for them. Support will be given by the SENCO to write specific outcomes for children and implement interventions effectively. Where children have a specific need e.g. a hearing impairment, the school accesses support specific to this e.g. from a teacher for the hearing impaired to ensure that the child's needs are being met as fully as possible.

Recent staff training on approaches and interventions has included:

- Team Teach
- Read Write Inc
- Lego Therapy

The majority of staff have had Team Teach training and a large number of staff have had first aid training. Where children have Epipens or specific medical requirements, staff receive specialised training to enable these needs to be met. Staff also undertake personal care e.g. nappy changing, for children who require this.

The SENCO completed the National Award for SENCO in September 2018.

### **Communication with parents/carers and families**

Sandhill prides itself on communication with families, using a variety of communication methods such as email, phone, text message and letter. Some students have a home-school book and all students have a reading record to help track home support for reading and as evidence for the reading reward scheme that the school has.

Parents are involved at every stage of the SEND process which includes – SEN Support Plans, EHCP applications and annual reviews. Parents work with staff to review and set new targets for children and this provides a formal opportunity for parents to voice their opinions on which approaches may work with their children. This also allows parents to support their children in achieving their targets and share responsibility and ownership for their child's development.

Parent pupil meetings happen three times a year, per year. During autumn and spring it is expected that all parents attend. In summer, reports are handed out and parents are offered an open appointment to discuss these if they wish. The school operates an open door policy where parents are welcomed to come into school for meetings if and when necessary with class teachers if they have any concerns in respect of their child.

We hold parent coffee mornings on a weekly basis which all parents, carers and family members are invited. We also direct parents to Solihul training, Cygnet training and TADS provision as required.

### **Evaluation of Effectiveness of Provision for Learners with SEND**

Regular observations of lessons, work and planning scrutiny, data scrutiny, learning walks and reviews are used to evaluate provision within school for all learners. Pupil Progress meetings happen every term with class teachers, SENCO and Head teacher and this helps to identify specific actions for vulnerable children including those identified as having SEND. As a school, regular monitoring visits ensure that provision is effective, that children are making strong progress and achieving as well as possible.

Each child who is identified as having SEND or additional needs has an SEN School Focused Plan which is reviewed termly by parents, the SENCO and class teacher, with a discussion about progress against existing outcomes and any additional support that needs to be put in place. Some children may also be on a specific programme set by NHS agencies such as Speech and Language, Physiotherapy and Occupational Therapy.

### **Behaviour Support for Learners**

All school staff have a responsibility to support children with their behaviour. The school has a clear behaviour system which is applied consistently with rewards for following the behaviour system and a graduated consequence system for children who do not. In all areas of school, the system reflects the needs and development of the children. Some learners have specific behaviour needs and these are identified on their school focused plan. If a significant incident occurs, a personalised handling plan (PHP) which focuses on de-escalation strategies and identifies the key triggers for behaviours is written by the SENCO, in consultation with parents, class teacher and the child (as appropriate). This is shared with all staff to ensure consistency of approach.

Many staff have had Team Teach training to learn de-escalation techniques and positive handling of children to keep both staff and students safe within school. As a school we use local Team Teach trainers and update teachers and support staff on a regular basis.

A proactive approach is taken surrounding attendance. The school's Attendance Officer works closely with the Education Welfare Officer. Strong attendance is rewarded. Where there are concerns about attendance, parents are invited to an attendance panel meeting to discuss how school can support parents to improve this. Where further support is required, the Educational Welfare Officer may be asked to become involved.

### **Access to Extra-curricular Activities for Children with SEND**

All children, irrespective of need, are encouraged to take part in extra-curricular activities, as appropriate to their needs. Where visits and residentials are arranged, school staff liaise with parents and carers to ensure that any additional requirements or support needs are identified and addressed.

### **Transition for pupils with SEND**

We understand that transition points e.g. moving to a new class, moving to a new school etc. can be difficult times for any child and particularly a child who may have additional needs. We also know that this can be a worrying time for parents. Wherever possible, we start to plan for transition early; this planning includes parents, children and school staff.

The needs of all children in relation to transition will be very different and a personalised plan will be developed to ensure that the transition will be as smooth as possible. This may include:

- Meetings between existing class teacher and SENCO and those in the new setting
- Additional visits for the child to his/her new setting
- New staff invited to meet the child in his/her current setting
- Opportunities for parents to meet with new staff
- Learning opportunities linked to the new setting/staff e.g. opportunities for children moving to high school to practice using timetables and preparing their own resources
- Multiagency meetings to ensure a joined-up transition plan is in place

### **Complaints**

If parents/carers have a concern, they are encouraged to discuss this with the headteacher at the earliest opportunity. Our school aims to resolve all complaints and work with families to find the best possible solution. This is an informal stage of the process, however if you feel your complaint has not been dealt with appropriately or fairly please see the "complaints policy" as found on the school website for more information.