

SEND Local Offer and information report

Sandhurst Primary School 2023-2024

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. In this report, we explain how we meet our duties towards pupils with special educational needs and disabilities. It will be shown on our school website and in the 'local offer' found at:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

We will review this report every year. If you want to give us your views about the report, please contact the school office.

The school's SEN policy provides detailed information on each of the areas outlined below. We want the children who attend Sandhurst Primary School to leave us in Year 6 with the skills and positive thinking needed to achieve their ambitions and to lead happy, successful lives. We believe all children's potential is limitless and encourage children to exceed their own expectations. We hold this as true for every child who attends our school, regardless of background or special need.

The SEND Register has been modified in line with the requirements of the new SEN Code of Practice. At present we have: 12.1% SEND which includes 1 pupil with an EHC plan.

Mrs Rachael Lucas is the special educational needs co-ordinator (SENCo) at Sandhurst Primary School. She can be contacted by phone 01580 850288 or by email: rlucas@sandhurst.kent.sch.uk

If parents have a complaint about the provision of SEN support they should follow the complaints procedure outlined in the school's "Concerns and Complaints" policy.

Admissions

Sandhurst is an inclusive school. This means we provide for children with all types of special educational needs. If parents want a place for a child who has an Education Health and Care plan, they should contact their Assessment and Planning Officer at Kent County Council. If parents want a place for any other child with special educational needs, they should apply as normal and their application will be considered in the same way as applications from children without special educational needs.

Giving children and parents a voice

We believe that it is important that children and parents are listened to and have a part in understanding and forming the provision at our school. We value pupil and parents view, we therefore hold Pupil Progress Reviews three times a year between parents of children with SEN, the class teacher (CT) and SENCo. Within these meetings parents are informed about the targets (through a personalised plan) and provision put in place for their child with suggested ways to help at home. At the end of the intervention period parents are given feedback and an opportunity to review the targets against progress and outcomes made. Pupil voice takes a significant role within the process, children have the opportunity to target set with their class teacher, alongside having the opportunity to have their say to ensure that each child are actively learning and enjoying their interventions. If the child is looked after by the local authority they will also have a Care Plan including a Personal Education Plan (PEP) and a Health plan. We will co-ordinate these plans with their learning plans. We will involve parents and carers as well as foster carers or social workers in discussions. Where Children have an Education Health Care Plan, a provision plan will be in place and one of the reviews across the year will be a formal annual review. In addition, we have a school council, with representatives from each class. The school council meets regularly and their views are taken seriously by the school leadership team.

Identification

We aim to identify children's special educational needs (SEN) as early as possible, so that they achieve the best possible outcomes. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Children with special educational needs are identified by:

- Tracking their progress using Early Years Foundation Stage (EYFS) assessment
- Home visits - EYFS
- Language for Learning, Language and Speech Link assessments
- Class Teacher (CT) assessment
- Year 1 Phonics assessment, NFER tests
- Standardised reading and spelling tests
- Dyslexia Screening Test

- Dyscalculia Screener Test
- Special Needs Co-ordinator (SENCO) assessments (Ravens, EVT, BPVS)
- Assessment by outside agencies
- Response to parental concern or staff concern
- Parents express concerns about their child by talking to CTs, SENCO and the Head Teacher (HT).

Children may be identified as having special educational needs in one or more of the following areas:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs
- Speech and language

Where pupils do not meet the criteria for inclusion on the SEND register but still present with a need for some additional support, they will be included on the school's monitoring register. This register will be monitored closely by the CT and SENCO to ensure that the provision in place enables them to make good progress.

What do we do to help children with SEND?

High quality teaching which is differentiated and scaffolded up for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to

identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. SEN Code of Practice (2014, 6.37). SEN training is offered to all staff and we also ensure that specific members of staff attend tailored training where necessary. We have members of staff trained and experienced to work with children with Autism, language difficulties, gross motor difficulties, hearing impaired and we ensure that this is updated as needed. We make full use of advice and training offered to us particularly from Broomhill Bank Specialist school, the Specialist Teaching and Learning Service and an Educational Psychologist.

We aim to help children with SEN achieve independence and so we do not always simply place a child with SEN with an adult in lessons. We carefully consider their provision and build in times of scaffolded independent learning for either part of the day or part of each lesson. Where a child does need 1:1 support, we ensure that this is with a teacher for part of each day. We have class provision maps which detail the individual and group provision available in the class. The provision is planned by the CT in consultation with parents, the SENCo, the child and other involved adults such as the Specialist Teaching Service. It is checked and overseen by the SENCo. We prefer our additional provision to take place in short, effective bursts. We expect our teachers to differentiate all their planning and for SEN children to be carefully considered and catered for in all lessons.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one support, small group teaching, use of ICT software. When it is evident that a child may have specific needs which are limiting progress, a referral is made to the Local Inclusion Forum Team for assessments from the Specialist Teaching and Learning Service. The school works with the service and progress is regularly reviewed. The mainstream core standards can be found here:

<https://www.kelsi.org.uk/special-education-needs/inclusion/the-mainstream-core-standards>

How we adapt our curriculum and resources for children with SEND

All pupils will have access to a broad and balanced curriculum. We will set high expectations for all pupils. We make planning and resource decisions based on a child's personal targets and on-going specialist advice. Our staff are experienced and we also trust their own judgement. It is the class teacher's responsibility to plan and resource lessons effectively for all children. For those children being identified as having SEN that requires a high level of provision High Needs Funding is applied for through the Kent Online System. Our school will work with you and your child, to identify the provision and interventions needed to enable your child to make progress. The top-up funding is agreed for one year but the provision for your child will be reviewed three times during the school year. If a high level of provision is still required after a year, the school will reapply for funding. This is overseen by the SENCO. The progress of all children is carefully monitored at pupil progress meetings.

Transitions

Children with SEND are supported in transitions to other settings through:

- multi-agency transition planning meetings including parents e.g. nursery into Reception
- transition meetings with secondary school staff
- in-school transition meetings between CTs and TAs in summer term
- careful preparation for children including visits, social stories, buddies

School trips

Children with SEND are included in activities outside the classroom, including school trips, with:

- careful preparation and planning by CTs, including pre-visit if needed
- rigorous risk-assessment
- provision of additional adults if needed
- preparation of children using social stories
- communication with parents prior to the trip

Sandhurst Primary School Whole School Provision Map

Quality First teaching Whole School Approach

- High expectations of children and appropriate challenge for all.
- Clear learning objectives and differentiated outcomes, clear instructions
- Clear feedback and next steps in their learning – children involved in the process and given time to respond
- Behaviour for Learning at the heart of lessons/school ethos
- Learning walls to support key learning points
- Time to talk things through with a Talk Partner before feeding back to class
- Access to ICT to help reduce barriers to learning
- Writing frames or alternatives to written recording when writing is not the primary objective
- Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals
- Multisensory learning approach (visual, auditory and kinaesthetic learning) making use of music, actions, graphics etc
- Planning emphasises what children will learn based on an assessment of what the children already know, understand and can do.
- Personalised and differentiated teaching, including questioning
- Learning presented in small chunks. Mini plenaries throughout session to ensure pupils are making good progress. Intervention given to overcome misconceptions
- Differentiated curriculum planning, activities, delivery and outcome
- Visual timetables, use of symbols and visual ques.
- TA in class to support
- Structured school and class routines.
- Use of Mainstream core standards to support quality first teaching practice.



Interventions and Support offered at Sandhurst (1:1 or small group)

- 1:1 and /or small groups SLCN support by specialist teacher
- RWI Phonics (group and 1:1)
- Writing intervention including handwriting support using 'Write from the start', 'What's in the box', 'No Nonsense Spellings'
- Numicon and concrete maths activities
- Maths support (Plus 1, Power of 2, Number sense)
- In class support from TA
- Zones of Regulation
- Spelling practice groups
- Additional individual reading (Fresh start, RWI and Accelerated Reader)
- Computer programmes: 1:1 Nessy/Group Nessy, Clicker, Touch Typing
- Nessy Dyslexia support
- Memory Magic intervention to support working memory
- Lego therapy
- Drawing and Talking Therapy



- Sensory Circuits and Beam
- Play therapy (external therapist offering 1:1 support)
- Faegons Counselling (external therapist offering 1:1 support)
- Speech Link/Language link used to support SLCN.
- Social Skills interventions
- Precision teaching used to support whole class teaching (1:1)
- Boxall Profile
- CATs
- Educational Psychology Support