



The SEND Code of Practice 2020-21 – School Offer

Below is our school offer in line with the revised Special Educational needs Code of practice 2014. This offer is intended to highlight the provision available for students with Special Educational Needs and Disabilities (SEN&D) and how we can support all elements of their Education. It is intended to answer questions that may be asked by parents of children with SEN&D who attend our school.

1. How are Special Education Needs (SEND) defined?

Our definition of Special Education Needs comes directly from the SEND Code of Practice.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. This includes if they have a significantly greater difficulty in learning than the majority of their peers or a disability which prevents or hinders them from making use of the educational facilities provided for them.

If your child has a need that requires something additional or different from an ordinary differentiated curriculum then we will place them on our SEND register. At Sherdley we follow a graduated approach to supporting children presenting with SEND. There are 4 strands to our SEND support.

SEND SUPPORT 1 – children may need additional intervention or support from class teacher or LSA

SEND SUPPORT 2 – referrals to outside agencies have been made, seeking advice and recommendations.

SEND SUPPORT 3 – submissions to the local authority have been made to access financial support.

E.H.C.P - Education, Health and Care Plan – Assessment carried out by the LA to assess children's needs and placement.

2. How will the school know if my child needs extra help?

Information is gathered about pupils through Pupil Progress Meetings, SEND Pupil Progress Meetings, End of Year Reports, Mid-term Assessment, previous schools (where appropriate) and discussions with staff and the Assistant Headteacher, Mrs Katie Bennett. If your child starts at Sherdley and Special Educational Needs have already been identified previously, we are likely to know about them. If they are yet to be

identified we have clear identification procedures. All students are continually assessed and monitored throughout the academic year. If any concerns are raised through tracking data then a referral may be made to the Assistant Headteacher & SENCo for further consideration. Class teachers may raise their concerns; equally parents may raise their concerns. If as a parent you have a concern regarding your child please share your concern with the class teacher initially or feel free to contact the Assistant Headteacher & SENCo at school – 01744-678683 or katie.bennett@sthelens.org.uk

3. Who is the best person to talk to about my child's difficulties with learning/SEND?

Your child's class teacher will know your child well and is available to discuss any concerns or issues that you may have. The Assistant Head Teacher & SENCo, Mrs Katie Bennett – katie.bennett@sthelens.org.uk, is likely to have specialist knowledge so she too can be contacted to discuss these needs. Mrs Bennett will also monitor your child's progress alongside the whole school tracking and monitoring procedures. If your child has a designated learning support assistant (LSA) then they are often the best person to talk to in the first instance and a home school diary may be available for regular, daily contact. The school has a SEND Governor, Sandra Edwards - who is also very involved in the school life and can be available if required.

4. How will I know how the school will support my child?

You will be invited to four parents evenings each academic year to discuss your child's progress. If your child has Special Educational Needs and has an IEP (Individual Education Plan) or Pen Portrait you will be invited to an additional meeting, three times a year, to review their targets and progress and share the new targets. Children at SEN Support 1, will be monitored each half term, in line with the school monitoring policy and reported to parents at parents' evening.

5. How will the curriculum be matched to my child's needs?

Students follow a broad and balanced curriculum at Sherdley Primary School. Every child's learning needs are catered for through appropriate differentiation. Teachers ensure that all planning includes differentiated learning outcomes and as a result we often highlight children in need of some extra support. Some students follow a personalised curriculum that ensures they are able to make progress linked to their specific needs.

6. How will I know how my child is doing?

You will receive a progress report prior to each parents evening which will show how your child is doing. You will have the opportunity to attend parents evening and any other meetings in relation to your child's learning. If your child has a home school diary then this will also show how your child is doing. If your child has a Provision Agreement or an Education, Health and Social Care Plan, then you will be invited to an annual review to discuss progress. If there are any concerns that don't fit into this report timetable, then you are welcome to make an appointment with the class teacher or Assistant Headteacher & SENCo to discuss further.

7. How will the school help me to support my child's learning?

Parents are encouraged to take an active role in their child's learning. You will be involved in parent evenings and appropriate reviews. We have an open door policy and if you would like any specific advice on how to support your child at home, we will be more than happy to set up additional meetings.

8. What support will be made for my child's overall well-being?

At Sherdley, your child's class teacher is the person who will provide them with the majority of their pastoral care, along with teaching assistants. In addition to class based support, children may be supported by the Pastoral Team: Mrs Lakey, Children and Families Community Support Co-ordinator, Mrs Franklin or Mrs Eccleston.

If anything is additionally required, with regards to personal care, this will be discussed at Termly Planning Meetings and a care plan will be put in place via support from the school nurse. Any medication that needs to be administered will be done via the main office, through a designated First Aider who is responsible for administering medicine.

9. What happens if my child has a high level of need?

If your child has a high level of need then we will work closely with St Helens Local Authority to ensure the package is in place that allows us to meet the needs of your child. This is usually done through a Provision Agreement or Education, Health and Social Care Plan (EHCP). Your child's needs will be assessed and a support plan involving all agencies involved will be put in place.

10. What specialist services and expertise are available in school?

We work closely with a range of external specialist services to ensure that a comprehensive and holistic approach is taken to your child's Special Educational Needs. These include working alongside Health, with services such as, Speech and Language Therapy, CAMHS and community Paediatrics. We work closely with Educational Psychology and The Children with Disabilities Team (Autistic Support, Visual and Hearing Impairment Support). Other services include Social Care, Behaviour Improvement Team, Learning Support Service and Counselling Teams, whilst working closely with the Pupil Referral Units (PRUs) and Specialist Schools such as Lansbury Bridge. The list is not exhaustive and we will liaise with whoever we need to, to ensure your child's needs are met. These include SHIASS – St. Helens Information Advisory Support Service. Within School, we have a team of staff with a range of experience and expertise in supporting children with Special Educational Needs and Disabilities.

11. Are the staff who support children with SEND in this school, provided with appropriate training?

The staff at our school are regularly involved in Continuing Professional Development (CPD) and appropriate training is offered to ensure staff are confident in meeting the needs of children with SEND and disabilities. Our training programme is ongoing and refreshers are regularly held throughout the year.

Training has been delivered in the area of dyslexia, autism, speech, language and communication, attachment difficulties, Team Teach, ADHD support and specific phonics training.

“Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratches may occur accidentally, and these are not to be seen necessarily as a failure of professional technique but a regrettable and infrequent “side effect” of ensuring that the service user remains safe” - George Matthews, Director, Team Teach.

12. How will my child be included in activities outside of the classroom, including school trips?

We always try to ensure that school activities and trips are fully accessible for every student. We regularly use disabled access transport and we choose activities that ensure everyone is included. On the extremely rare occasion that something has to be organised that we feel is unsuitable for a child with a specific Special Educational Need, we will always discuss this with the parent to try to resolve any concerns or consider possible alternatives. All reasonable adjustments will be made to meet the specific needs of your child.

13. How accessible is the school environment?

The school environment is fully accessible and is in line with all disability access requirements. We have a fully accessible hygiene bathroom that includes shower and adjustable bed. We take any sensory support advice on board regarding issues for students with visual or hearing impairments or anything that can support the learning environment.

Any resources that are required to meet the needs of SEND pupils are secured through the SEND budget. These have included ICT Support, programmes and specific resources such as tangle toys, wobble cushions and pencil grips.

14. How will this school prepare and support my child when they are starting, leaving or moving into another year?

N.B – Following the return to school following COVID 19, some transitional activities will look different this year in order to further support ALL children. The initial 3 days in September, will be a soft transition period, where all children return to their previous class teacher to finish off the year and end with some fun activities, before moving to their new class. This will also provide opportunities for children to have short visits to classrooms before they officially move up. Mrs Bennett, Assistant Head & SENCo has sent home a number of activities to support transition including all adults creating a 1 page profile to share with children at home.

All children at Sherdley participate in transition activities. For children in Years 1-6, this is usually during the Summer Term and consists of approximately an hour, meeting the new class teacher, other adults working in the new year group and becoming familiar with their new environment.

Children joining our Early Years Foundation Stage participate in a longer transitional programme which includes half day sessions, visits to school to eat lunch and in the Nursery, home visits.

We recognise that children with Special Educational Needs are more likely to require additional visits and a more extensive programme of transition than their peers. We will accommodate all children on an individual basis. In consultation with class teachers, parents and pupils themselves we will organise a programme to ensure that transition between year groups is successful.

Children with Special Educational Needs leaving our school to attend high school will also be supported with an additional transitional package. This includes additional visits to the high school either 1:1 or in small groups of a maximum of three pupils. These children may be supported by a teaching assistant, Children and Families Community Support Worker or staff from the high school. We follow the recommended guidance from The Children's Disability team and Behaviour Improvement Team. Following COVID 19 much of the transitional work has taken place virtually.

At the end of each academic year Transfer of Information Meetings take place, where class teachers meet to discuss children in their classes and in detail share information regarding children with Special Educational Needs. All staff have access to the SEND register and relevant information is shared during Senior Management Meetings with Team Leaders.

If your child leaves us to go to another school, then all information will be passed to the new school's SENCo. You will be involved in any meetings that are required.

15. What if my child needs transport to and from school?

If your child has a transport need, then this would need to be raised with the Local Authority. The transport section will liaise with us in order to ensure they have all the relevant information but the school is not responsible for coordinating transport to and from school.

16. How are the school's resources allocated and matched to the children's special educational needs?

The school's SEND budget is used to support a number of resources.

We have a number of learning support assistants (LSAs) who are employed to support children with Special Educational Needs and Disabilities. This may be in class or as a result of Enhanced Support School Funding or E.H.C.P Funding.

17. How is the decision made about how much support my child will receive?

Children are assessed and progress is monitored throughout the school year at Sherdley, the outcome of this monitoring will be co-ordinated by the Assistant Head Teacher and Senior Leadership Team. Every teacher is a teacher of children with Special Educational Needs and therefore, all staff will differentiate lessons and activities in order to meet the needs of all children. When additional support is required away from mainstream lessons, this will be co-ordinated by the Assistant Head Teacher. Your child may receive additional withdrawal support, in class support or external agency support. The decision will be made, based on level of need and reviewed each term internally.

If your child's needs can't be met through school based funding and provision, we will apply to the local authority, either for E.S.S / E.H.C.P funding or request E.H.C.P assessment if we agree that the placement is not appropriate. You will be contacted and invited to attend any appropriate meetings.

18. How will I be involved in discussions about and planning for my child's education?

As parents you are encouraged to be involved in all aspects of your child's school life. You will be informed of any additional provision and kept up to date with progress. Any concerns will be brought to your attention at the earliest opportunity and you will be welcomed into school for all relevant meetings. If you are unsure about anything to do with your child's provision then you should contact school directly so we can work together to resolve any issues and ensure that everything is clear and understood and the correct decisions are made.

19. Who can I contact for further information?

You can contact several people for further information:

Your child's class teacher or learning support assistant.

Katie Bennett Assistant Headteacher / SENCo katie.bennett@sthelens.org.uk

Carol Robertson Deputy Headteacher (Designated Safeguarding Lead)

Tony McCoy Headteacher

All these staff work closely together to ensure the needs of pupils with SEN&D are being met. If you require any further information then please do not hesitate to contact us.