

ANNUAL REVIEW - SEPTEMBER 2018

SEND Information Report 2018/19

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with Special Educational Needs and/or Disability (SEND). The information published should be updated annually and any changes to the information occurring during the year should be updated soon as possible. This SEND Information Report has been compiled using the information required as set out in the Special Educational Needs and Disability Regulations 2014.

Broad Areas of SEND

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

For further explanation, please see Appendix A at the end of this information report.

General School Details:	
School Name:	Sandymoor School
School website address:	www.sandymoorschool.org.uk
Type of school:	Free School
Description of school:	We are a Free School, founded in 2012, with a unique vision to provide an education for the future. An 11-18 school producing intelligent, employable global citizens that demonstrate social competence, a desire for learning and respect for each other and the world around us. The school will be recognised for excellence in science, technology, enterprise and sport.
Does our school have resource base? Yes If Yes please provide a brief description.	We have a Nurture Room, known as The Orchard. Within The Orchard, small group interventions take place; some examples of these are: idl dyslexia intervention, Numbershark to improve understanding and use of numbers; Anger Management and Bespoke Literacy and Numeracy programmes. There is also additional support such as, Emotional Wellbeing, Sensory Programmes, Lego therapy and Art therapy. We are

	currently working towards becoming a National Nurturing School Award by the end of this academic year.		
Number on roll:	450		
% of children at the school with SEND:	17.2%		
Date of last Ofsted:	27–28 February 2018		
Awards that the school holds:	Nace Member 2016, HHSS, SSAT, Microsoft Showcase School, Cheshire Vale Teaching Schools Alliance, The College of Teachers, Governor Mark Award		
Accessibility information about the school: Please insert a link to your school's Accessibility Strategy.	http://www.sandymoorschool.org.uk/?page_id=824 Our School has 2 Disabled Toilets on each floor, wide corridors, automatic doors at reception; lift, and Disabled changing area in the Sports Facilities; we have beige walls for Projection, illuminated Fire Exits, all aspects of school are accessible. All of our Higher Needs team are fully first aid trained and have all been on two day safeguarding training courses.		
Expertise and training of school based staff about SEND. (CPD details)	All of our staff have received training from Halton LA on the New Code of Practice, Dyslexia, SEND and Memory, Communication and Language, and The Graduated Approach. Our Higher Needs Team and Key Teaching Leads have received training in Emotion Coaching, Becoming an Attachment Aware Schools, Supporting learning and promoting resilience by KCA Training. All of our Higher Needs Staff regularly have external training throughout this year; e.g. Visual Impairments, Mental Health, Nan Williams Reading training, BEAT eating disorders, and The teenage brain by CAMHS.		
Documentation available: Are the following documents available on the schools website? If yes please insert the link to the documents page.	SEND policy		http://www.sandymoorschool.org.uk/?page_id=824
	Safeguarding Policy		http://www.sandymoorschool.org.uk/?page_id=1887
	Behaviour Policy		http://www.sandymoorschool.org.uk/wp-content/uploads/2017/03/Behaviour-Policy.pdf
	Equality & Diversity		http://www.sandymoorschool.org.uk/wp-content/uploads/2016/12/Sandymoor-School-Equality-Statement.pdf
	Pupil Premium Information		http://www.sandymoorschool.org.uk/?page_id=700
	Complaints procedure		http://www.sandymoorschool.org.uk/?page_id=58

Range of Provision and inclusion information:

How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.

When we have our lists of potential new year 7 students, our staff visit the Primary Schools to meet the students. Primary Colleagues and Parents are sent forms to complete discussing any concern they may have about their child. Pupils are identified from their Primary Schools as having SEND; and are put on our SEND Register on SIMS. Any students who we feel may benefit from additional support before starting with us will come for additional transition days prior to starting. We offer a bespoke transition programme for year 7 students. All Year 7 pupils are screened through CAT tests to identify any difficulties. All students are tested via Accelerated Reader and Sandwell Early Numeracy Test; these are then repeated at two other points throughout the year. Students who flag with potential undiagnosed difficulties will have additional testing. Students are tested used the CATS PASS test in years 7 and 9 to assess their social skills and abilities.

For any new students in other Year groups, we go through a similar process and testing schedule to ascertain any concerns. If a Parent or Member of staff identifies any concerns, we will seek to support them firstly through Quality First Teaching; and we will meet with the parents to discuss any concerns.

All students on our SEND Register have a Keyworker who regularly meets them to discuss progress, and complete their Sandymoor Learning Passport.

After each Assessment Window, we will analyse all of the data and may identify students with other difficulties.

What extra support we bring in to help us meet SEND: specialist services, external expertise & how we work together. For example health, social care, local authority support services and voluntary sector organisations.

We work with Halton LA, and when we complete referrals for Specialist Teachers, they come out and work with our students. We have regular liaison with the VI Specialist teachers is ongoing due to us currently having VI students on roll.

We work with our Halton SEND Co-ordinator to complete EHCP Annual Reviews, EHCP Transferrals when we have any specific concerns over a pupil's progress.

We work closely with our Educational Psychologist, who consults every half term about specific pupils and makes recommendations for us to follow to ensure they make their expected progress.

We liaise with professionals from Woodview for advice and support and assessment of pupils on the ASD Pathway.

The Graduated Approach is followed through our Sandymoor SEND Strategy Flow Chart; Higher Needs Staff complete our Strategy Overview for each student. Sandymoor Learning Passports are updated every half term on

	<p>www.ProvisionMap.co.uk; and shared with all staff and parents by our Higher Needs Team.</p> <p>CAFs, CIN, CP and PEP Meetings are held regularly for pupils with complex needs. Liaison with professionals from CAMHS is regular and school referrals are made and accepted to Tier II Tier and III Services. We are in regular contact with FSW and Social Workers for some of our students.</p> <p>Parents can contact the SENCO if they have concerns about their child which they want investigating.</p>
How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.	We provide specialist equipment for pupils with disabilities e.g. posture packs and a medical room. We provide any resources recommended by specialists e.g. posture packs, IRLLEN screens, SS overlays for devices, coloured books, paper, coloured overlays, mini coloured whiteboards and loaned devices with specific packages installed.
What strategies/programmes/resources are available to support speech & language and communication including social skills?	<p>We have regular consultation advice from colleagues at Halton and Warrington Speech and Language Service and The Together Trust. The use of CATS, CATS PASS, Accelerated Reader, Sandwell Early Numeracy Test and idl help support our students with SEND.</p> <p>We have a Social Skills and Relationship groups in order to support social skills. We utilise Social Stories to support our students who struggle with social skills.</p>
Strategies to support the development of literacy (reading /writing).	<p>In Quality First Teaching, students receive differentiated support.</p> <p>Students are tested on their Literacy via CATs and Accelerated Reader; and then further screened using the Dyslexia Screener.</p> <p>Within small group literacy intervention, students use idl, MISKIN and Accelerated Reader Programmes to support students with their literacy. Students using loaned devices as their normal mode of working, and use programmes such as Read and Write Gold and ClaroRead.</p> <p>Through our CELTA trained Higher Needs Student support we teach EAL through comprehensive programmes, students with EAL take part in a dual programme of EAL lessons and differentiation within lessons.</p>
Strategies to support the development of numeracy.	<p>In Quality First Teaching, students receive differentiated support.</p> <p>Students are tested on their Numeracy via CATs and Early Sandwell Numeracy Testing. Within small group literacy intervention, students use Numbershark to support them with their numeracy. Shorter windows of re-testing allow us to evidence finer levels of progress.</p>

<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<p>We provide differentiated resources through Quality First Teaching, teaching students according to their Sandymoor learning passports, SS overlays and coloured backgrounds on devices, coloured books, coloured paper and overlays.</p>
<p>How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.</p>	<p>The Graduated Approach is followed through our Sandymoor SEND Strategy Flow Chart; Higher Needs Staff complete our Strategy Overview for each student. Sandymoor Learning Passports are updated every half term; and shared with all staff and parents by our Higher Needs Team. We work with our Halton SEND Co-ordinator to complete EHCP Annual Reviews, EHCP Transferrals when we have any specific concerns over a pupil's progress. Parents are invited to Review/TAC/CAF Meetings. There are 3 opportunities per year for parents to attend meetings. All provisions are extended /altered as part of Action Plans from Review Meetings. All provisions are logged along with Sandymoor Learning Passports on www.ProvisionMap.co.uk where we can evaluate their effectiveness.</p>
<p>Strategies/support to develop independent learning.</p>	<p>Strategies which we employ are Visual and recorded oral Prompts; differentiated resources; written checklists. All of our students have Class Onenotes on their devices for all of their subjects where all of the classnotes, key words and schemes of work are stored. Students are issued with the items they need such as overlays or devices to support them. Within the intervention and provision, students are taught strategies to support them in lessons.</p>
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<p>We have our nurture room, The Orchard and the library for students if they need 1:1 support with our Higher Needs team. There are staff on duty at every Break and Lunchtime; during lunchtimes all of our Higher Needs Team are on duty outside to support our students (high visibility coats/vests). There are clubs available during lunchtime if students choose to participate.</p>
<p>Extended school provision available; before and after school, holidays etc.</p>	<p>There is a Breakfast club before school starts for vulnerable students, or for students who need to be dropped off early. Throughout the school year there are clubs from Monday – Thursday; students are encouraged to join as many clubs as possible. Some of our clubs are Homework clubs run by our Higher Needs Team to support our students with SEND.</p>
<p>How will we support pupils to be included in activities outside the classroom (including school trips)</p>	<p>Our Higher Needs staff are incorporated into all trips which run in school to make sure our students are supported. All students have the opportunity to go on trips, and if students</p>

working alongside their peers who do not have SEND?	with SEND partake, they will have the necessary support to allow them to participate fully.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	Social and Communication groups Assertive Mentoring Referrals to CAMHS if needed. Nurture Room placements/provisions Safe places before school, lunch and break Mini bus availability for transport to and from school The ARC – Academic Resilience Centre
What strategies can be put in place to support behaviour management?	Mentoring – Sandymoor Learning Passports/Sandymoor Behaviour Passports Anger Management, N-Gage, Amy Winehouse Resilience Programme Behaviour mentoring Alternative Provision – Positive Futures, SGI Counselling – Kooth, Positive Futures The ARC
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	Two-day induction programme. Additional transition visits for pupils with Higher needs. Liaison with Primary Schools/Colleges CEIAG via Halton Careers Education Service Careers Fair Careers lessons Future Friday sessions in Academic tutorial time Sapling days at local colleges and universities
Access to strategies, resources, programmes, therapists to support occupational therapy/physiotherapy needs and medical needs.	Referrals made for assessments for pupils with co-ordination/ motor skills difficulties. Higher Needs Support staff with first aid training to support pupils with medical needs.
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	Review Meetings for Transition in September Annual Review Meeting with Parents/Pupils. Named HNS keyworker for pupils with Higher Needs.
How additional funding for SEND is used within the school with individual pupils.	Local Authority Enhanced Funding is used to purchase resources /equipment; specialist intervention depending upon individual circumstances; and additional adult teaching assistant support.

<p>Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.</p>	<p>School Trips. Purchase of resources/equipment e.g. Devices Intervention Programmes/Provision PP Statement: http://www.sandymoorschool.org.uk/?page_id=700</p>
<p>SENDCO name/contact</p>	<p>Mrs Rebecca Ruddock ruddockr@sandymoorschool.org.uk</p>
<p>Headteacher name/contact</p>	<p>Mrs Sally Jones ioness@sandymoorschool.org.uk</p>
<p>Completed by: R Ruddock</p>	<p>Date: 8th September 2018</p>

Appendix A

Broad areas of SEND taken from *SEND Code of Practice 0-25 effective September 2014*

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours 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 disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.