



Sandal Castle (VA) Community Primary School
Headteacher: Mrs N T Russell BA Hons PGCE NPQH
www.sandalcastleprimary.co.uk

Sandal Castle Primary School – SEND Information Report

Headteacher: Mrs Nichola Russell

SENCo EYFS: Mrs Kelly Wiles

SENCo KS1: Miss Brooke Russell

SENCo KS2: Miss Katie Harkin

Governors with responsibility for SEND: Mrs Sally Martin and Mrs Mel Boffey

Age Range: 4 – 11 years

Funding: Wakefield Metropolitan District Council

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) to detail what local services are available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower level SEN as well as the options to support families who need additional help to care for their child.

What will it do?

The Wakefield framework will allow the Local Offer to provide parents/carers with information about how to access services in their area and what they can expect from those services. It will let parents/carers and young people know how school and colleges will support them and what they can expect across local schools and colleges.

November 2020

FAQs

1. How does Sandal Castle Primary School know if children need extra help?
2. What should I do if I think my child may have special educational needs?
3. How will Sandal Castle Primary School staff support my child?
4. How will the curriculum be matched to my child's needs?
5. How will I know how my child is doing and how will Sandal Castle Primary School help me to support my child's learning?
6. How will you help me to support my child's learning?
7. What support will there be for my child's overall wellbeing?
8. What specialist services and expertise are available at or accessed by the school?
9. What training have staff supporting children with SEN had (or are having) ?
10. How will my child be included in activities outside the classroom including school trips?
11. How accessible is the school environment?
12. How will the school prepare and support my child when joining or carrying out transition visits to Sandal Castle Primary School/
13. How are the schools resources allocated and matched to children's special educational needs?
14. How is the decision made about how much support my child will receive?
15. How will I be involved in discussions about and planning for my child's education?
16. Who can I contact for further information?

Our Local Offer

At Sandal Castle Primary School we deliver quality first teaching to every child, adapting the curriculum to cater for and meet the specific needs of each child. The statements below can be applied to all children in our school.

1. How does Sandal Castle Primary School know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers of the child

- Limited progress is being made
 - There is a change in the child's behaviour or rate of progress
 - The child asks for help
2. What should I do if I think my child may have special educational needs?
- The class teacher is the initial point of contact for responding to parental concerns. You can also contact the school SENCo.
3. How will I know how Sandal Castle Primary School supports my child?
- We have a policy for Inclusion for SEND which identifies the support provided for children with SEND, how we assess the progress of children with SEND and how we work with professionals to ascertain and assess the needs of children with SEND to enable us to effectively provision map.
 - Each child's One Page Profile or My Support Plan (MSP) will be planned by the staff involved in your child's education. It will be tailored to suit the child's individual needs. This may include additional support from the teacher or teaching assistant.
 - Pupil Progress Meetings are held half termly. This is a meeting where the class teacher and SLT meet to discuss the progress of the children in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
 - If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills, etc. then the pupil may be placed in a small focus group. The length of time of the intervention will vary according to need. The interventions, which are steps taken to provide additional support, will be regularly reviewed by all involved to ascertain their effectiveness and to inform future planning. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo. A request for involvement may be made to the Local Authority with your consent, in order to discuss the most appropriate way forward with either the Educational Psychology service or the Learning Support Service. After an assessment of need, appropriate support or advice will be provided.
 - A pupil may need more expert support from an outside service such as Speech and Language Therapy, Visual or Hearing Impairment, Communication Interaction or Occupational Therapy. As a school, we can support referrals to these services.
 - The Governors of Sandal Castle Primary School are responsible for entrusting a named Governor who will monitor the SEND provision and use of funding in our school. In a support and challenge role, the Governors ensure that the school is

as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the Department for Education.

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

- All work within the classroom is tailored to the individual child's needs by the class teacher to best enable children to access the curriculum.
- Teachers and Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-to-1 or small group to target more specific needs.
- If a child has been identified as having a special need, they may be given a One Page Profile.
- Targets will be set according to their area of need. These will be monitored by staff and the appropriate SENCo three times per year. One Page Profiles/ My Support Plans will be discussed with parents/carers and a copy given to them.
- If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencil grips or easy-to-use scissors.
- SPARKS is our KS2 Nurture provision
- SPRINKLES is our Cognition, Speech Language and Communication group for Key Stage 2 children
- SPRINKLIES is our Speech Language and Communication group for Key Stage 1 and EYFS Children.

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

- Through the school's assessment and reporting systems, you will be kept regularly informed about your child's progress.
- We use Bsquared to track the progress of each with SEND.
- We have introduced SEND forums for parents to visit informally to discuss specific areas of SEND
- Pupil voice is a strength of the school and we encourage the child to be involved in feeding back their views to parents and wider professionals.
- You will be able to discuss your child's progress at parent consultation evenings.
- Appointments can be made to speak, in more detail, with members of staff if you require. Contact school at any point to arrange a convenient time
- Written school reports are sent home every year in the summer term.

6. How will you help me to support my child's learning?

- Staff may suggest ways of how you can support your child.
- The Headteacher, SENCo's or a member of the Inclusion Team may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/social and emotional needs.
- If outside agencies or the educational psychologist have been involved, suggestions and programmes of study are normally provided and should be used at home.
- This home-school partnership is essential.

7. What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties:

- We have a high ratio of staff trained as MHFA.
- We work closely with Future in Minds and CAMHS.
- Members of staff, usually from the Inclusion team are readily available for pupils who wish to discuss issues or concerns. Additional support may be provided for pupils who find social times challenging.
- We have safe spaces for children who need emotional support including SPARKS Nurture Group for Key Stage 2 children and SPARKLETS Nurture Group for Key Stage 1 children & EYFS

SPARKS Nurture Group

What a nurture group aims to do.

Nurture groups aim to provide a preventative resource for children who are finding accessing the mainstream classroom difficult. Nurture groups provide a secure, reliable and predictable environment for children.

They are link between home and school and allow children to revisit some early experiences and opportunities, that for a range of reasons, they may not have accessed fully during their early life. As such they give a high level of importance to simple everyday routines such as eating around a "family" table, washing up and sharing conversations.

Nurture groups recognise the difficulties some pupils experience around transition.

They aim to meet need based on developmental rather than chronological age.

Nurture groups enable on going assessment of children.

What a nurture group doesn't do

Not all children will benefit from the nurture group approach. For example it isn't an autism resource or a behaviour unit. Some children exhibiting behavioural difficulties or with a diagnosis of autism may benefit from the provision, but not all.

A nurture group doesn't replace the mainstream class room or the class teacher but works alongside to support them.

Theory

The structure of nurture groups and the way they work is based on well -established psychological theory, mainly that of John Bowlby and his work on attachment. Attachment theory links the impact of early life experiences with the presentation of children in school.

These theories are supported by recent advances in brain scanning which identify changes in brain development in children whose early experiences may have been less than ideal.

Increasingly there is evidence to support children who experience high levels of arousal as a result of chaotic lifestyles find learning difficult. Continued exposure to stress hormones results in the child using only the "animal" part of the brain and so limiting their ability to think creatively and reflect on their situation often resulting in them becoming "stuck" in some areas of their development.

This idea has been extended to include pre natal exposure to stress.

It is evidenced that for most children these deficits can over time be made good .

What will children be doing in a nurture group?

The emphasis is on social emotional aspects of learning – sharing , cooperating self -esteem and where necessary development off basic skills.

Before starting in the nurture group all children will have been assessed using a range of assessment tools: The Boxall Profile, GL Emotional Literacy Assessment Tool, Goodmans SDQ , Risk and Resilience framework. This information will inform the focus for each child.

A typical session may include:

- Register with class
- Check in at nurture room and circle time

- Timetable of session discussed and any special roles decided
- Session1 group work and 1:1 work
- Designated child to organise break time snack
- Break time with family snack
- Session 2 group work and 1:1 work
- Whole group reading/listening/ plenary
- Tidy and check out.

How long do children spend in the Nurture Group?

The literature suggests that a child may spend up to four terms in the group. If after four terms no positive changes have been observed then the child may need a more specialist approach.

Attendance would never be full time as it is important every child maintains links with their class and class teacher.

Some children may need to spend much less time in the group than others. The focus will always be on finding ways for the child to return full time to their own class.

Children with SEND and medical needs:

- If a child has a medical need then a detailed Care Plan will be provided by a medical professional. These are shared with all staff who are involved with the child.
- Staff receive, EpiPen training, diabetes and epilepsy training annually.
- Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed consent form is in place to ensure the safety of both child and staff member.
- Identified staff have basic first aid training with a high ratio of staff having paediatric first aid qualifications.

8. What specialist services and expertise are available at or accessed by the school?

- At times it may be necessary to consult with outside services to receive their more specialised expertise.
- An educational psychologist is allocated to schools. He/she would normally only work directly with pupils whose needs are considerable and have not responded well to the interventions previously put in place for them.

- In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent/carer and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carer on how to best support the child in order to take their learning forward.
- Bi-Annual meetings are held to discuss and prioritise the needs of pupils and good practice is shared

Sandal Castle Primary School has access to advice and training from a wide range of experts from outside school. These include

- Educational Psychologists
- Learning Support teachers
- Communication, Interaction and Access support teachers
- Pre- 5 Service
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- SEMH Service
- Future in Minds
- CAMHS (Child and Adolescent Mental Health Service)
- CFit (Child and Family Inclusion Team)
- HI team
- VI team
- School nurses
- Social Services
- Educational Welfare Officers

9. What training do staff supporting children and young people with SEN had (or are having)?

Different members of staff have received training related to Special Education Needs and Disabilities. This may include sessions on:

- Cognition and learning (e.g. autistic spectrum)
- Communication and interaction (e.g. speech and language difficulties)
- Physical and sensory needs (e.g. co-ordination needs)
- Social, mental and emotional health

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

- Activities and school trips are available to all. We are fully inclusive and risk assess all visits to ensure that all children can attend.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If it is deemed that an intensive level of 1-to-1 support is required, you may be asked to accompany your child during the activity.

11. How accessible is the school environment?

The School site is on different levels due to the lay of the land. School has a ramp and stairs to access the EYFS aspect of the building. KS1 is accessed via a balcony. The main reception areas is accessed via either steps or ramp. The building has 2 internal lifts to access the split levels. Toilets and hand washing facilities are height appropriate for the age of the children accessing them with disabled access and toilets and wet room facility.

For more detailed information see the 'Accessibility Plan'.

12. How will the school prepare and support my child when joining or carrying out transition visits to Sandal Castle Primary School?

- EYFS staff visit all pre- schools to meet children and staff. In addition, transition visits are arranged for both children and parents to visit school to meet staff. A number of transition visits are arranged to ensure a seamless transition.
- Year 6 class teachers, Deputy Headteacher for Inclusion and the KS2 SENCo will meet to agree a list of children who will need extra transition visits. They will arrange this with the secondary school and inform parents/ carers of additional visits
- All children attend a transition day or a series of visits.
- Discussions between the previous or receiving schools/settings take place prior to the children joining/leaving.
- All children attend a transition session where they spend some time with their new class teacher (tutor) and other members of staff.
- Additional visits are also arranged for pupils who need extra time in their new school.
- School staff are always willing to meet parents/carers prior to their child joining the school.

- The children visit their chosen secondary schools in Year 6 to prepare them for joining their new school.
- Where a pupil may have more specialised needs, a separate meeting/s will be arranged with relevant staff from both schools, the parents/carers and where appropriate, the child.

Moving from Sandal Castle Primary School to a different primary school

- Any information about your child's special educational needs will be passed to the new school.
- The SENCo and class teacher will speak to the new school about your child's needs.

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

- The SEND budget is allocated each financial year. The funding is used to provide additional support or resources dependent on each individual child's needs.
- Provision mapping ensures that children receive both physical resources and staff expertise to meet need.

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

- These decisions are made in consultation with the LA SEND team if required, school staff, SENCo's and Senior Leadership Team. Decisions are based upon feedback received, termly tracking of pupil progress and/or as a result of assessments by outside services.
- During the child's school life, if further concerns are identified due to the child's wellbeing or lack of progress, then further interventions will be arranged.

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

- As a school we embrace effective partnership working with parents and see this as a vital component to supporting children to flourish.
- All parents/carers have a responsibility to support their child's education and we look forward to working in partnership
- Parents/carers support home learning and targets/objectives as set on One Page Profiles and My Support Plans.

- Regular formal and informal discussions with teachers/SENCO/other professionals.
- Attendance at School SEND Forums.
- Attendance at Parents Consultation Evenings.

16. Who can I contact for further information?

- If you wish to discuss your child's educational needs, or other issues regarding your child's schooling, please contact school on the following number:

Sandal Castle VA Community Primary School - 01924 303525

If you would like to speak directly to one of our SENCO's, please contact them via email or via the main school telephone number:

EYFS SENCO – Kelly Wiles

Contact - kwiles@sandal.wakefield.sch.uk

KS1 SENCO – Brooke Russell

Contact – brussell@sandal.wakefield.sch.uk

KS2 SENCO – Katie Harkin

Contact – kharkin@sandal.wakefield.sch.uk

External Support and links:

Additional information on how the Wakefield Local Offer can support you and your family, please follow the link to the **Wakefield Local Authority Local Offer**:

<http://wakefield.mylocaloffer.org/Home>

01924 304152

Wakefield Early Support Advice Information and Liaison Service (WESAIL) will also have information that may be able to provide further support:

<http://wakefield.mylocaloffer.org/wakefield-early-support-advice-information-and-liaison-service-wesail>

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Special Educational Needs Disability Information Advice Support Service (SENDIASS) will also be able to provide further support and information:

<http://wakefield.mylocaloffer.org/Resources/Councils/WakefieldOffers/NEW-SENDIASS-Leaflet.pdf>

01924 379015

We hope that our SEND Information report has answered any queries you may have, but do not hesitate to contact us if you have further questions.