



SEND Information Report For Parents

At Sharlston Community School we support all our children to enable them to achieve at school. Excellent teaching is vital and high quality learning experiences provide children with the opportunity to learn new skills; acquire knowledge, develop their independence and a love of learning. We recognise that there are occasions where further additional support may be needed to enable our children to reach their goals. We pride ourselves on our inclusive ethos where the needs of individual learners are at the centre of their provision. This information is part of, and supports, Wakefield Local Authority's Local Offer. For further information visit wakefield.mylocaloffer.org

How does Sharlston School know if children need extra help?

- When children appear to struggle or seek additional support -When concerns are shared by parents/carers -When concerns are raised by teachers If the child is making limited progress If there are sudden changes in the child's behaviour? All children are monitored carefully by teachers and the senior leadership team in pupil progress meetings and informal discussions about progress and attainment

What should I do if I think my child may have special educational needs?

Discuss it with your child's key worker in school. Speak to your child's class teacher and then further meetings may then be arranged or any further information can be gained from the Special Needs Co-ordinator (SENDCo) Mrs Stacey Graham swilliams@watertonacademytrust.org

What does Special Educational Needs mean?

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they: have a significantly greater difficulty in learning than the majority of children of the same age have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority are under compulsory school age and fall within the definition of the above statements or would so do if special educational provision was not made for them

What is the statutory definition of Special Educational Needs?

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What are the different types of SEND?

SEND is divided into 4 types: Communication and Interaction – this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia, hearing impairment, and those who demonstrate features within the autistic spectrum

Cognition and Learning – this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia

Social, Mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration

Sensory and/or Physical Needs – this includes children with sensory, multisensory and physical needs

Caveat: Behavioural difficulties do not necessarily mean that a child or young person has SEND and should not automatically lead to a pupil being registered as having SEND. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.

Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a

long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and longterm health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

How will school staff support my child?

Staff will monitor your child closely to understand their difficulties. Teaching will be differentiated to suit your child's individual needs. Your child may receive additional support in class from the teacher or a learning support assistant. Targeted support may be provided through specific interventions in small groups or if necessary 1:1. A My Plan may be provided to set targets for the child and to state what strategies will be used at school to support the child to reach their targets. School will meet with parents/carers to discuss their child's My Plan. School will, with parents/carers permission, contact outside agencies for further guidance on how best to support your child. This information will be included on the child's My Plan.

The school's SEN Governor monitors SEN across the school: 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 SEN and Inclusion policies.

How will school staff support a child with special educational needs or a disability? The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies. A register is kept of pupils with SEND.

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. Reviews of pupils on the SEND register, and who have a Learner Profile, takes place three times a year. For pupils with Education, Health & Care plans (formerly Statements) an annual review meeting has to be held in addition to this. Learner Profiles are used to record additional information for pupils on the SEND register.

A Graduated Approach to SEND Support:

At SharlstonSchool, we adopt a “high quality teaching” approach. The key characteristics of high quality teaching are: highly focused lessons designed with sharp objectives high expectations of all pupils to have high levels of involvement and engagement with their learning high levels of interaction for all pupils appropriate use of teacher questioning, modelling and explaining □ an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups an expectation that pupils will accept responsibility for their own learning and work independently regular use of encouragement and authentic praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including all children with SEND. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutiny and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

We assess each pupil’s current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

Adequate progress is defined as progress that: closes the attainment gap between the child and their peers prevents the attainment gap growing wider is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers matches or betters the child’s previous rate of progress ensures access to the full curriculum demonstrates an improvement in self-help, social or personal skills demonstrates improvements in the child’s behaviour.

A child experiencing difficulty in learning will be identified as: despite receiving differentiated learning opportunities, makes little or no progress even when teaching approaches are targeted particularly in a child’s identified area of weakness showing signs of difficulty in developing literacy or mathematics skills which results in poor attainment in some curriculum areas presenting persistent emotional or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school having sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment having

communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The first response to such progress should be high quality teaching targeted at the child's areas of weakness. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transitions.

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place.

This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

Assess In identifying a child as needing SEND support the class teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to our school's own assessment and information on how the pupil is developing.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCO should contact them (with parental consent).

Plan Where it is decided to provide a pupil with SEND support, the parents will be formally notified. The teacher and the SENDCO should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Learner Profiles will also include how parents can reinforce or contribute to progress at home. All teachers and support staff who work with the pupil should be made

aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs.

The class or subject teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:
monitoring of classroom practice by the Headteacher, Deputy Head and SENDCO
analysis of pupil tracking data
monitoring of procedures and practice by the SEND Governor
School Self-Evaluation document
Local Authority moderation process and
OFSTED inspection arrangements
meetings of parents and staff, both formal and informal

All children on the SEND Register will have a My Plan, which details important information about the child. Class teachers, parents, pupils and other professional will all contribute to the My Plan. It is designed to be a working document which is updated to reflect the current needs of the child. This profile is usually updated termly.

The SENDCO reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes. There are three levels of support for pupils with SEND: Universal level - funding is provided on a per-learner basis for all those attending the educating institution. This is also known as Wave 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.

Targeted level - mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEND from their notional SEND budget. This is also known as Wave 2 funding.

Specialist or personalised level top-up funding above £10,000 (elements 1 and 2) is provided on a per-learner basis by SENART who place the pupil. It is important to note that the level and combinations of provision may change over time.

Specialist Support Schools may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Education, Health and Care Needs Assessments Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. The EHCP is a statutory legal document (SEND Code of Practice 2014). Key Principles of an EHCP are: - Children and their families are involved from the start and the child is at the heart of the process - The identification of children's needs is supported - There is collaboration between education, health and social care to provide appropriate and planned support - High quality provision is provided to meet the needs of children with SEN - There is successful preparation for adulthood, including independent living and employment - There is greater choice and control for young people and parents over the support offered The EHCP is a working document, which is statutorily reviewed at least once a year and is underpinned by SMTLP. All children with an Education Health Care Plan will also

have short-term targets (outcomes) set for them that have been established after consultation with the Educational Psychologist, School, Parents/carers, child as identified in the Education Health care Plan. These targets will then be set out in the My Plan. The delivery of the interventions recorded in the plan will continue to be the responsibility of the class teacher.

Criteria for exiting the SEND register If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENDCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

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

All children receive 'Quality First Teaching', and a range of teaching and learning styles are used. All lessons offer the appropriate challenge and support to enable your child to progress. Assessment of your child's abilities will be used to identify the next steps in their learning. Your child's class teacher will plan differentiated work for your child to do as part of the whole class teaching and learning, in small groups or for them to do individually. Your child may participate in an intervention groups such as 'Time to Talk' or 'Fit to Learn' for a period of time. All interventions have a rigorous assessment procedure and progress and impact is monitored throughout as part of the assess, plan, do and review procedures. Learning support assistants may be allocated to work with your child either 1:1 or in a small group. Your child may receive pre-teach sessions to ensure progress is maximised. If your child has a SMTLP, this will state specific targets that your child will work towards according to their area of need. The progress towards these will be monitored closely by the class teacher and the school SENDCO. If appropriate, specialist equipment may be provided for your child. Training and Resources In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND. The school's SENDCO keeps up to date with local and national updates in SEND.

How will I know how my child is doing, and how will you help me to support my child's learning? You will be able to discuss your child's progress at termly meetings and at parents' evenings. You will receive a written annual report detailing your child's progress and achievements. If you have any concerns you may make an additional appointment to speak to your child's class teacher. Your child's targets will be shared with you. The class teacher may suggest ways of how you can support your child at home and share with you strategies that work well in school.

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

Sharlston staff are caring and supportive. All children are supported socially and pastorally by a staff who know them well. School offers a wide range of activities within school, within the community and further afield, to support children's social and emotional development including educational visits, sporting and cultural events, visitors to school and events with other local schools. School has a Behaviour and Anti-bullying Policy which is adhered to by all staff. Sharlston School has high expectations of children's learning and behaviour, this is supported by parents/carers. Attendance and punctuality are closely monitored and good attendance is celebrated. The school has a Medicine Policy which supports parents/carers with the management of their child's medication within school. Where a child has a specific medical need, the school nurse can provide staff with the relevant training. Sharlston School has trained paediatric first aiders and has rigorous safeguarding procedures (see the school's Safeguarding Policy).

What specialist services and expertise are available at or accessed by the school? Sharlston School employs trained staff to educate and care for all children. Staff access a range of training opportunities throughout the year in key areas of the curriculum and also in identifying and supporting children with specific difficulties. All staff receive regular SEN training. Staff who lead intervention groups receive appropriate training to do so. Staff who deliver SALT, OT or Physiotherapy programmes also receive training from appropriate outside agencies. Staff have access to 'Team Teach' training when necessary. Most staff are epipen and asthma trained. Specific medical issues are addressed as they arise. Specialist training may be bought in by school to address specific issues.

Sharlston School has access to a wide range of outside agencies that are available to offer consultancy and support, these are: - Special Educational Needs Assessment and Review Service (SENART) - Child and Adult Mental Health Services (CAMHS) - Communication, Interaction and Access Team (CIAT) - Educational Psychology Service (EPS) - Learning Support Service (LSS) - Education Welfare Officers (EWO) - Occupational Therapists (OT) - Speech and Language Therapists (SALT) - School Nursing Team - Sensory Impairment Team (Hearing and Visual)

What services are available for parents/carers?

All the services above are available to support parents/carers. Parents/carers can also access support from: - SENDIASS/WESAIL (Wakefield Early Support Advice Information and Liaison Service). Bernardo's Room 249 Castleford Civic Centre WF10 4JH Telephone Number: 01924 304152 Email Address: WESAIL@barnardos.org.uk

Parent Partnership: At Sharlston School we believe that the relationship between parents / carers and the school, built on trust and mutual understanding, is crucial to the educational progress of the child. In order to develop and maintain such relationships, the school will: invite parents / carers to review meetings and include them in the development of Learner Profiles / ensure Teachers and the SENDCO are available for parents to speak to as and when the need arises. invite parents / carers to attend consultation meetings each term with the class teacher to discuss their child's progress send parents / carers an annual written report from the class teacher which describes the child's progress in all areas of school life

How are the School's resources allocated and matched to children's SEN?

The SEN budget is allocated each financial year. The money is used to provide additional support or resources for all children who have been identified as having SEN. Through 'Provision Mapping', the SENDCO can plan how and where to apply the additional support e.g. with groups of children participating in specific interventions, staff training, the deployment of staff to work with individual children as required or on specialist equipment. The school may receive additional funding called 'Top Up' for children who have an Education Health Care Plan (EHCP), agreed through the EHC Panel for high cost pupils, commensurate with their level of need. This will be used to support the child named in the EHCP and reviewed annually.

How is the decision made about what type and how much support my child will receive? The decision about how best to support your child is based on the needs of your child. Decisions are made in consultation with the class teacher, SENDCO and Headteacher. The curriculum is differentiated to meet the needs of all children and is planned and delivered by your child's class teacher. After discussing your child's specific needs with you, the class teacher may take the decision to provide additional support if your child is not making the expected progress in any particular area. Decisions are made based on rigorous assessment and monitoring activities which highlight the areas in which your child may need additional support. If your child's teacher decides that your child needs specialised help or targeted support this will be discussed with the SENDCO who will determine if specialist advice is needed. Guidance may be sought from outside agencies regarding the type of support provided for your child. The outcomes of all targeted support are closely monitored and reviewed.

How accessible is the school environment? We are happy to discuss individual access requirements. A ramp into school makes the building accessible to all. There is a toilet adapted for disabled users.

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

Sharlston is a fully inclusive school. All children attend all events and trips are encouraged to take part in all activities both within and outside the school. Buses with wheelchair facilities can be booked where needed. Parents are fully informed as to trips and activities open to every child. Risk assessments are carried out and procedures and additional measures, including extra support, may be provided to ensure full participation by all children. If it is deemed that an intensive level of 1:1 support is required, a parent/carer may be invited to accompany their child.

How will school prepare and support my child to join the school and to transfer to a new school? Before starting nursery your child will receive a home visit from the nursery teacher and nursery nurse. If your child attends another setting our staff will also visit them there too. Discussions with any agencies that may be supporting your child will enable school to glean a deeper understanding of your child's needs. There is a clear 'Transition Policy' in place which supports all transition points throughout the school. Additional visits for children entering the Foundation Stage can be arranged for your child. □ All children take part in transition day where they meet their new teacher and Year 6 children visit their high school. All children are discussed with their receiving teacher/school before the end of the summer term.

Who can I contact for further information? If you would like to discuss your child's Special Educational Needs, please contact the school office to arrange a meeting with Mrs Graham or contact via email: swilliams@watertonacademytrust.org

If you are considering sending your child to Sharlston School, please make an appointment to arrange a visit to our school. You will have the opportunity to discuss your child's specific needs and to ask any questions relating to your child's education. Alternatively read the following policies for more information: - Special Educational Needs Policy - Inclusion Policy - Anti-bullying Policy - Transition Policy

What are the school's complaints procedures? It is the school's intention to resolve all problems swiftly and amicably, but in the event of any difficulties, the school will ensure that: Parents are able to bring any concerns to the attention of the Class Teacher and or the SENDCO / Headteacher. If a parent feels that their concern has not been resolved satisfactorily then they can also contact the CEO of the Waterton Academy Trust. If the concern is not resolved and the parent wishes to pursue the matter further, the school will ensure that parents are aware of the LA's SEND disagreement resolution service (www.collismediationltd.com) Further information about this process is available from the LA and the Parent Partnership Service which can be accessed through wakefield.mylcaloffer.org