



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Sabden Primary School**

School Number: **11065**

Sabden Primary School



Local Offer

School/Academy Name and Address	Sabden Primary School, Whalley Rd, Sabden, BB7 9DZ		Telephone Number	01282 771000
			Website Address	www.sabden.lancs.sch.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	X			
What age range of pupils does the school cater for?	3 - 11			
Name and contact details of your school's SENCO	Mrs Elizabeth Maskell person/role responsible for maintaining details of the Local Offer for Sabden Primary School school head@sabden.lancs.sch.uk 01282 771000			

Promoting Good Practice and Successes

The Local Offer will give your school the opportunity to showcase any good practice you have around supporting children with Special Educational Needs to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please do not include a child's full name in any case studies you promote.

I confirm that our Local Offer has now been published on the school/academy website.

Please give the URL for the direct link to your school's Local Offer	www.sabden.lancs.sch.uk		
Name	E. Maskell	Date	1 September 2023

Accessibility and Inclusion

- How accessible is the school environment?
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information? - including displays, policies and procedures etc.
Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the provision?
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
- Do you have specialised equipment (eg; ancillary aids or assistive technology?)

What the school provides

- The school is single story on two levels.
- Ramp access to main building KS1 & 2
- Steep steps lead to the Foundation Unit & playground (not suitable for ramp/ wheelchair access or mobility issues)
- Wheelchair access throughout main school building

- Doorways are accessible to wheelchairs
- Disabled toilet in the main building, with changing facilities
- Outdoor notice boards
- Web page include school information regarding curriculum, policies & procedures & governance
- Disabled parking place at the entrance to school
- Individual provision as and when needed
- Aim for a fully inclusive environment
- Pupil provision is adapted according to need, including furniture, in class resources
- •Each classroom has an Interactive Whiteboard and all children have access to computers.
- All staff and children have access to I Pads and laptops.
- All information is placed on the school website and a copy of the school newsletter is sent home via parentpay monthly.
- School can provide paper copies and enlarged print of most documents.
- The school has a disabled toilet suitable for wheelchair users.
- Policies for the school are available on request and key policies are available on the school website.
- Documents can be provided in different languages if required. This includes parental questionnaires.
- Information is available on the school website.
- All classrooms are fitted with blinds and equipped with modern furniture and the height of furniture is suitable to the age group of children being taught in that class.
- The school also has coloured overlays and whiteboards for SEN pupils.
- There are a range of ICT programmes for SEN learners in school such as IDL, Nessy, Touch typing
- Laptops, iPads, headphones, speech to type and interactive whiteboards are some of the aids used to assist SEN learners in school.

Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?
- How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

What the school provides

- Sabden Primary School adopts the graduated approach to SEND provision with four stages of action: assess, plan, do and review.
- Teachers plan to meet the needs of all children on a daily basis. Early identification of needs and support is put in place if necessary and outside agencies consulted for specialist support.
- Children are assessed by teaching staff as well as outside agencies to determine any SEN. As we also have nursery aged pupils, we are able to identify from very early on any concerns we have.

- Any concerns from the Class Teacher are taken to the SENCo. Information about the child will be gathered over a period of time and their progress carefully monitored through the school's tracking system.
 - If appropriate, interventions will be put into place and at a later date, the SENCo will liaise with the relevant professionals, if any, in order to assess the child's individual needs.
 - Any necessary support will then be put in place as advised.
 - School believes that all pupils at some point in their school life will need some sort of support/ intervention but that this does not make a child SEN
 - Support is given on a needs led basis.
 - We currently have no pupils with an Education, Health, Care Plan (EHCP).
 - We employ three TA Level 3's who carry out specific interventions with groups of children throughout school. Intervention groups can include: Phonics (Bounce Back Phonics and Toe by Toe), Reading (Better Reading Programme), Speech (Time to Talk), Lego Therapy, Social Skills and Word Wasp to name a few.
 - SEN Support Plans are written for all pupils on the SEND register. These are written by the Classteacher in collaboration with the SENCo, parents and in some instances, the pupil themselves. They are reviewed termly and any professionals working with the child may be involved in this process. The SENCo monitors and supports this process and is responsible for organising the termly meetings. Teachers review & adjust provision accordingly – all staff meet to evaluate the effectiveness of provision & the progress and achievement of the children
 - Independent learning is encouraged through differentiated work/activities and a variety of different teaching techniques.
- Through Quality First Teaching and Provision many issues facing our pupils can be addressed within the school as daily practise. Most of these children will not be included on the SEN register, rather on a 'monitoring register'.
- We work with many outside agencies. These include: Educational Psychology services, Inclusion and Disability Support Service (IDSS), School Nurse/Doctor, Speech and Language, CAMHS, Children and Families Service, Community Paediatrics and specialist teachers.
 - Training is on-going for staff. The Headteacher ensures that staff are well equipped in their SEN knowledge by sending them on appropriate training courses. The SENCo also delivers training as needs arise.
 - For tests and SATs, the individual child's needs are assessed and where it is necessary additional time, readers or other provision is put in place for them. Pupils may also be withdrawn from testing if they meet the criteria stated on the NCA tools website.
 - Parents contribute to any SEN Reviews.
 - Individual education plans are drawn up for any child who needs more targeted support than ordinary in class differentiation. These contain small steps to achieve targets. These are shared with parents on a regular basis.
 - The Headteacher /SENCO provides support if necessary.
 - All staff are first aid trained.
 - Staff undertake Epipen training.
 - Each class has a full time teacher and part time teaching assistant.
 - Visual timetables are used for some individual children. In addition individualised behaviour charts are used.
 - Some children have a behaviour support plan in place.
 - Children with medical needs have a care plan.
 - Transition meetings are held at the end of each academic year to ensure smooth transition from one class to the next.
 - Identified staff have Paediatric First Aid Training. Remaining staff have basic first aid training.
 - The SENDCo attends clusters and other courses regularly to update her professional

knowledge as well as train the staff in SEN, CLA or CP when required.

Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

What the school provides

- EHCP's and Statements are formally reviewed annually and every 6 months for a child in Reception. All paperwork is submitted to Lancashire County Council via the school's portal.
- Sabden does not currently have any pupils with an EHCP.
- Progress of SEN children is monitored thoroughly by the Headteacher/ SENCo ensuring staff understand the systems in place to assess steps of progress.
- Children with SEND have their SEN Support Plans reviewed termly and discussions are held with the child and parents to help move their learning forward.
- Formally recorded progress is used by the school to inform provision mapping which is then subsequently reviewed.

Keeping Children Safe

- How and when will risk assessments be done? Who will carry out risk assessments?
- What handover arrangements will be made at the start and end of the school day?
- Do you have parking areas for pick up and drop offs?
- What arrangements will be made to supervise a child during breaks and lunchtimes?
- How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)
- Where can parents find details of policies on anti-bullying?

What the school provides

- Risk assessments are carried out for any activity where a risk to safety has been identified
- General risk assessments for in and around school are undertaken/ reviewed termly
- A daily risk assessment is undertaken by the site supervisor for grounds
- Issues, damages, broken and/ or faulty items are reported to key staff in school
- Teachers escort children from the school at the end of the day and handover to parents/carers/child minders
- Each class has its own exit and pick up point and vehicles park around the school on the street
- Provided extra TA support for pupils at lunch times and break times as required
- All lessons planned are for inclusive education and all possible risks are recognised and dealt with
- All relevant policies available on our web page
- Environmental Risk Assessments are carried out on a regular basis for any areas of concern within school. Headteacher, Governors, Site Supervisors and District Surveyor can be involved with this process.
- Regular checks of premises and equipment are carried out. For example: play equipment; fire equipment

and means of escape.

- Personal Emergency Evaluation Plans (PEEPs) are devised for any staff or children who have additional physical needs.
- Risk assessments are carried out on an on-going basis for both school based activities or school trips. These assessments are carried out by class teachers. They are then submitted for approval by the Educational Visits Coordinator (EVC). If visits are of higher risk, then they will be formally approved at a Full Governing Body Meeting and approval from Lancashire County Council will also be sought.
- Pupils in FS, KS1 and children in Years 3 to 5 are handed over to their parents/ carers at the end of the day by a teacher or TA. Parents of pupils in Year 6 can consent for their child to walk home alone. However, those who do not give consent, are handed over to the parent on a 1-1 basis.
- Parents dropping children off at school by car usually park on Clitheroe and Whalley Road. Markings outside school clearly indicate where people should not park and the Headteacher often does checks to ensure safe parking.
- Safeguarding at Sabden Primary School is paramount and we have a number of things in place to ensure the safety of the pupils in our care. For example, the school has a barrier gate at the main entrance which is closed at all times, only being opened by a staff member. This is to prevent any visitors being able to enter school without permission.
- The children are supervised by staff throughout the day. Teaching Assistants and Lunch Time Supervisors provide supervision at playtimes and at lunchtime and in addition to this, we ensure there are always 2 people on duty at any one time.
- The Headteacher greets pupils between 8:45am and 8:55am as they arrive at school and is available to supervise children on the playground until they enter the school building.
- Provision is made to keep all children safe in PE or during outside school activities. Children are closely supervised and adequate numbers of additional adults is provided as necessary.
- School policies are available through the school website. Paper copies can be available on request.
 - Any accidents are recorded in the accident book with a record of any treatment given.
 - The Anti- bullying policy is updated regularly and is on the school website.
 - Additional support is accessed if necessary.
 - Provision for EHCP pupils is put in place as and when necessary.
 - The Headteacher and another staff member have been trained in Designated Senior Person for child protection training and this is updated regularly. Staff are trained annually on Child Protection and regularly throughout the year in all aspects of KCSiE.
- A secure entry system ensures the safety of all staff and children in the school. All visitors are asked to sign in.
 - A structured behaviour management system also aids the safety of all children in school.
 - In addition whole schoolsafety training is delivered such as road safety. Cyberbullying, Stranger Danger, Anti-bullying, Transport Danger and Online safety information is given to all children to keep them safe.

Health (including Emotional Health and Wellbeing)

- How do you manage safe keeping and administration of medication?
- How do you work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency?

- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

What the school provides

- School policy in place and adhered to & available to all staff and parents
- When needed care plans are drawn up together with parents, teachers, outside agencies, medical practitioner and pupil
- School first aiders would attend the case and emergency services called if needed & parents informed
- Training takes place as and when needed
- There are no official health or therapy services on the school access but pupils have access to pastoral care staff and first aiders when required
- The school's medicines policy requires parents to administer medication to children wherever possible. Only in exceptional circumstances, or as part of a care plan, would senior staff with a first aid qualification administer medicine. A record of any medicine given is kept in the school office.
- Medication is kept securely in the medicine fridge in the staff room and only administered to children with explicit instruction, prescription and signed permission from parents and carers.
- If a care plan is required, school staff will meet with parents and relevant medical professionals to produce the document collaboratively. Any staff member who has contact with the child identified within the care plan are made aware of the content.
The master copies are kept in the child's file and the plans are shared with the class teacher. The medicine dosage and frequency is also included on the plan.
- Training on medical needs is provided through first aid training. Any extra requirements for specific medical needs would also receive training.
- School staff will undertake 1st Aid Training as required.
- School have a defibrillator machine and the majority of staff members have received training.
- Many healthcare professionals provide support to the school as and when required.
- The School Nurse is available to attend school for extra support.
 - Regular medication is stored for specific needs eg: inhalers.
 - The school nurse supports school regularly eg: new parents meeting, heights ,weights and with the Headteacher for regular updates.
 - All members of staff are First Aid trained and all staff are kept up to date.
 - The school works very closely with the school nurse team to ensure children's health needs are met.
 - Counselling services can be accessed if required for more complex emotional needs.
- CSC support workers and HARV can also work with pupils to help meet their emotional and social needs for short periods of time.
 - In addition regular TAF and other meetings are held to help support children and their families in all aspects of their health and wellbeing.
 - Staff counselling is also available to ensure their needs are also met in order for them to be most effective in dealing with the children's needs.
 - The PSHE curriculum is adapted according to the needs of the children in order to meet their needs effectively.

Communication with Parents

- How do you ensure that parents know "who's who" and who they can contact if they have

concerns about their child/young person?

- How do parents communicate with key staff (eg do they have to make an appointment to meet with staff or do you have an Open Door policy?)
- How do you keep parents updated with their child/young person's progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

What the school provides

Being a small school, everyone knows each other! We have an Open Door policy and would hope that parents feel comfortable in approaching staff.

- The class teacher is usually the first point of contact along with access to the SENCo/ Headteacher.
- Staff details are displayed in the school entrance.
- Prospective parents and families are welcome to visit the school on request and induction meetings for nursery and Reception held every year

Feedback can be given verbally, by letter, comments attached to formal school report, phone or email to the Headteacher or bursar/clerk

- The school uses an excellent communication system called Teachers2parents which is a messaging service for teachers and parents. Parents are able to download the APP and this will then allow them to receive messages.
- Parents/carers can make an appointment to see a member of staff and we endeavour to arrange a meeting quickly and efficiently; on the same day if possible.
- Parents and carers are informed of progress through Parent's Evening appointments (3 per year) and a formal report written annually. All staff are more than happy to meet with parents at any time if there is a need to discuss anything.
- Parents can give feedback to the school via parental questionnaires sent out each year.
- Pupils also complete Pupil Attitude Questionnaires each year.

Working Together

- What opportunities do you offer for children to have their say? E.g. school council
- What opportunities are there for parents to have their say about their child's education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)
How do home/school contracts/agreements support children with SEN and their families?

What the school provides

- We have a school council/eco council plus children are given a voice within their lessons and have input with their IEP(Individual Education Plan)/SEN Support Plan
- Parents are always involved in their child's IEP/SEN Support Plan and are encouraged to liaise with school on a regular basis
- The school has a PTFA, parents welcomed as volunteers in school, invited to apply for vacant governor positions, invite parents to take up training opportunities in school, invited to concerts and assemblies and to support educational visits
- We have a home/school contract for all children and parents are directed to a variety of agencies/services to support them in their particular need

Children offer their viewpoints through School Council and the Eco Group These viewpoints are used to help improve the children's school experience.

- Children are able to offer their ideas for fundraising and suggest ideas to help improve our school and its environment.
- Parents of Nursery and Foundation Stage children are invited in each half term for a 'Family Friday' session where they can work and play alongside their child on a specific task
- There is the opportunity for parents to stand as Parent Governor of the school.
- The school has a very active and successful PFA who arrange many social activities for both children and parents.
- School reports include opportunities for parents to respond and inform teachers of additional achievements.
 - Parents can express their views about their child in parent evenings, annual reviews and IEP reviews.
 - The Governing Body meet regularly and the SENCo provides a written report which is shared with them. There is a designated SEN governor and the Chair of Governors along with the Headteacher/ SENCo ensures the needs of our SEN pupils are met.
 - The SENCo meets with the SEND governor throughout the year and the SEND governor is keen to offer support and guidance.
 - The SENDCo provides a detailed SEND report for Governors on an annual basis. The SEND Governor and SENDCo liaise on a regular basis.

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What help and support is available for the family?

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?
- How does the school help parents with travel plans to get their child to and from school?

What the school provides

- Written advice in the form of letters, leaflets, booklets web addresses & verbal advice from staff especially the Senco given out as and when needed
 - When needed we would liaise with parents, SEN team, outreach and social services to prepare a travel plan
- The school provides support if a parent has concerns about completing a form and informs them who to contact about any issues regarding their child. The school can act as a first point of contact for parents if required. This can be accessed through contacting the class teacher, SENCo/ Headteacher.
- The school works in partnership with several agencies as and when required.
 - All staff can provide help with the completion of forms.
 - The school newsletter/website provide general information about events.
 - We work closely with parents to ensure pupils attend school regularly.
 - Text Messaging & online payment system.
 - Website including information on the Curriculum & Support
 - Travel updates on website
 - A regular newsletter keeps parents informed of the upcoming events in school.
 - Throughout the year parents are invited to performances, some of which are held at the church. Parents and Grandparents are welcome to come into school to volunteer.

- We have a number of parents who support the school in various events.

Transition to Secondary School

- What support does the school offer around transition? (e.g. visits to the secondary school, buddying)

What the school provides

- Children attend transition day/s at the provider schools, children from those schools visit our school, transition documents completed, transition workshops provided, friendship groups discussed between schools
- SEN link from the High schools visit school to discuss individual needs and meet with the pupils
- Extra visit days and support at the start of the new year given to pupils who show a need
- SEN link also made aware of the needs of year 5 children who will be transferring the following year

The school liaises with the local high schools to provide a smooth transition to secondary.

Our main feeder high schools visits Sabden Primary School and talks to the pupils, classteacher and headteacher. The SENCO liaises with the SENCO at High school.

- Children visit the school in question as a group as well as individually as often as required.
 - The Assistant Head/Pastoral Manager from our local secondary school meets with the Year 6 teacher and the children for an information sharing session.
 - There is also the opportunity for Year 5 visit days where the children visit the nearest high school and participate in fun activities.
 - SEN pupils visit high school earlier/more visits are arranged
 - All Year 6 pupils have taster day visits to their chosen secondary school.
 - SEN children who are going to be attending specialist provision also have taster days to help ease the transition.
 - All the relevant records for SEN pupils are sent to the new school and teachers from the secondary provision visit the school.
 - The SENDCo invites the secondary school SENDCo to the Transition Annual Review of children with a statement
- Year 6 take part in Sabden school led transition sessions – body image, pressures of social media, making/leaving friends, etc.

Extra Curricular Activities

- Do you offer school holiday and/or before and after school childcare? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?

- How do you make sure clubs and activities are inclusive?
- How do you help children to make friends?

What the school provides

- We offer a morning club 7.30am until 8.45am for pupils Reception to Year 6.
- A substantial package of after school enrichment activities ranging from skateboarding to yoga, book club to lego club. The majority of these clubs are free and run voluntarily by staff with others requiring a nominal fee when run by outside specialists. All clubs are inclusive.
- During lunch we have trained sports ambassadors who will organise games and activities for other children. All welfare staff have received training for organising and promoting games and physical activity.
- We have a buddy bench where children can sit if they feel sad or lonely. When we see someone sat there, we always try to help them.
 - At certain times throughout the year we offer a range of after school sessions and these are accessible to all children.
 - All clubs are fully inclusive regardless of the child's needs. Clubs are available to all pupils in the designated age range.
 - PSHE curriculum including circle time once a week aids the behavioural, emotional and social development of all pupils in school.
 - At lunchtimes staff on duty encourage children to play games and equipment is available for children to play with.
 - All sporting clubs are tracked by the PE lead.
 - There is a selection of teacher led and children led clubs – run throughout the year

SABDEN PRIMARY SCHOOL

Criteria for placement on SEN Register

The SEN Code of Practice emphasises the importance of early identification and assessment of children with special educational needs. Developing a wide range of flexible and responsive strategies will help prevent difficulties hindering the pupil's progress. Decisions on the most appropriate type of action should always be applied individually, by considering attainment, nature of difficulty, strengths and achievements and whether current strategies should be changed or amended.

The SEN Code of Practice suggests four broad areas of need:

Communication and Interaction

Cognition and Learning

Social, Emotional & Mental Health difficulties

Sensory and/or physical needs

The broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, young people often have needs that cut across all these areas and their needs may change over time.

A pupil has SEN where their learning difficulty or disability calls for special education provision, namely provision different from or additional to that normally available to pupils of the same age.

Sabden Primary School staff deliver Quality First Teaching (QFT) and Provision and practise adjusted learning across the curriculum. This means that if a child requires some support that other children might not need, e.g. pre-teaching, extra phonics, specialised equipment or longer time to complete tasks, then it is simply included into the normal, everyday practise of the teacher. Making higher quality adjusted teaching available to the whole class is likely to mean that fewer pupils will be placed on the SEN register. Put simply, a child who needs glasses is not considered SEN just because they need slightly different provision to the majority of the class. Consequently, many children at school who need a few adjustments and provisions are not necessarily SEN either, they just need some help to get where they need to be.

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with young people should be alert to emerging difficulties and respond early.

The broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, young people often have needs that cut across all these areas and their needs may change over time.

It may also be beneficial to understand what is not SEN:

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Difficulties related solely to limitations in English as an additional language are not SEN.

There is a view that any child with a diagnosis should be on the SEN register but this misses the point of 'different from or additional to'. Quality-first teaching (QFT) includes a high level of differentiation. The needs of many children with a diagnosis of ASD, dyslexia or ADHD can and should be met through QFT.

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The definition of SEN should be needs-led and based on providing provision to meet children's needs and if this can be done without additional SEN provision, there's no need for a child to be on the SEN register.

(Summary of Code of Practice: pages 83 – 86)

Types of support

A good quality graduated approach and QFT is classed as Universal, Targetted or Specialist depending on the child's needs.

Universal Support

This is more general support and should include:

- Quality First Teaching which develops childrens skills and learning;
- Knowledgeable and sensitive school staff who understand the child's needs and the cause of their need;
- Staff who are able to adapt their teaching and support accordingly;
- The whole school ethos should respect individuals' differences and promote good communication between teachers, parents and pupils;
- Access to additional learning programmes and resources to support development of key skills and strategies for independent learning.

Targetted Support

- Interventions, support, resources are organised to aid the learning of the child:
- Staff use special interventions in small groupings and/ or 1:1:
- Pupil names are included on a monitoring register.

Specialist Support

- Staff seek expert advice from specialist agencies for those children not making progress because the child's need(s) is/ are such that they require skills of a specialist teacher;
- Specialist support is for those children who require the personalised approach of a programme that is tailored to their specific, often severe, difficulties. It is usually taught as a one-to-one programme by a teacher or a member of the support staff who has undertaken some additional training for teaching children with reading difficulties;

Areas of Need

1. Communication and Interaction

Speech and Language Difficulties

The profile of 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 and different times of their lives (Code of Practice: 6.28)

Sabden Protocol – Pupils with Speech and Language difficulties are rarely placed on the school's SEN register. Speech difficulties may be noticed by school staff and discussed with parents who are then able to refer to Speech & Language Therapy (SALT) through their own GP. If the referral is accepted, SALT will assess and work with the child. School is able to undertake some of the SALT activities on a needs led and staff availability basis.

Autistic Spectrum Disorders

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 (Code of Practice: 6.29)

Sabden Protocol - ASD cannot be diagnosed by school. Parents will need to speak with their GP as it is considered a medical issue. If parent are concerned the first point of contact should be to speak with school staff.

2. Cognition and Learning

General Learning Difficulties

Support for learning difficulties may be required when young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover 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 associate 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. (Code of Practice: 6.30).

Sabden Protocol – Sabden supports all children in school regardless of their ability. At times, some children may require more support with some of their learning to help them make better progress and/ or attainment. Such interventions would not result in the pupil being placed on the school's SEN register.

Sabden Primary School uses the benchmark as pupils working at a standardised score of <85 to start investigations of MLD. If school assesses the pupil at working below this level they may request support from a specialist teacher and the pupil would, most likely, be placed on the SEN register.

Specific Learning Difficulties

Specific learning (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as: (Code of Practice: 6.31) Dyslexia, Dyspraxia, Dyscalculia.

Sabden Protocol – School does not diagnose any specific learning difficulty. If school is concerned we would arrange to speak with parents who may then refer their child to their GP for further assessment or make private arrangements for an assessment. If a child is assessed as having a SpLD school will support the child as necessary through adjusted teaching but will seek external support if the child is not making progress.

3. Social, Emotional and Mental Health Difficulties (SEMH)

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 disorder or physical symptoms that are medically unexplained. Other young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder (Code of Practice: 6.32)

Behavioural difficulties do not necessarily mean that a child or young person has a possible mental health problem or a special educational need (SEN). Consistent disruptive or withdrawn behaviours can, however, be an indication of an underlying problem, and where there are concerns about behaviour there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with speech and language or mental health issues.

The main types of mental health issues in children and young people are:

Conduct disorders (e.g. defiance, aggression, anti-social behaviour, stealing and fire-setting) - Overt behaviour problems often pose the greatest concern for practitioners and parents, because of the level of disruption that can be created in the home, school and community. These problems may manifest themselves as verbal or physical aggression, defiance or antisocial behaviour.

Anxiety - Anxiety problems can significantly affect a child's ability to develop, to learn or to maintain and sustain friendships, but they tend not to impact on their environment.

Depression - Feeling low or sad is a common feeling for children and adults, and a normal reaction to experiences that are stressful or upsetting. When these feelings dominate and interfere with a person's life, it can become an illness. According to the Royal College of Psychiatrists, depression affects 2% of children under 12 years old, and 5% of teenagers.

Hyperkinetic disorders (e.g. disturbance of activity and attention) - Although many children are inattentive, easily distracted or impulsive, in some children these behaviours are exaggerated and persistent, compared with other children of a similar age and stage of development. When these behaviours interfere with a child's family and social functioning and with progress at school, they become a matter for professional concern.

Eating disorders - The most common eating disorders are anorexia nervosa and bulimia nervosa. Eating disorders can emerge when worries about weight begin to dominate a person's life.

Substance misuse - Substance misuse can result in physical or emotional harm. It can lead to problems in relationships, at home and at work.

Deliberate self-harm - Common examples of deliberate self-harm include 'overdosing' (self-poisoning), hitting, cutting or burning oneself, pulling hair or picking skin, or self-strangulation.

Post-traumatic stress - If a child experiences or witnesses something deeply shocking or disturbing they may have a traumatic stress reaction. This is a normal way of dealing with shocking events and it may affect the way the child thinks, feels and behaves. If these symptoms and behaviours persist, and the child is unable to come to terms with what has happened, then clinicians may make a diagnosis of posttraumatic stress disorder (PTSD).

Sabden Protocol - Only medical professionals can make a formal diagnosis of a mental health condition. However, staff at school are well-placed to observe young people day-to-day and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one. This may include withdrawn pupils whose needs may otherwise go unrecognised.

If a child has a SEMH issue they will be offered a 'care plan' which sets out the care and support school will offer which will be discussed and written with parents. School will sign-post and/ or refer the family to support agencies who work specifically with mental health concerns if that is necessary.

Placement on the SEN register would only be for the most complex of cases.

4. Sensory and/or Physical Disabilities

Some 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 young people with vision impairment (VI), hearing impairment (VI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Some young people with physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Hearing Impairment

Hearing impairment can range from mild through to severe and profound. They may be temporary or permanent and become apparent in many different ways. There are different types of hearing loss:

- Monaural – Hearing loss in one ear only. This condition is relatively easy to cope with in the classroom if the child is positioned appropriately.
- Conductive Loss – This impairment affects the mechanism by which sound waves reach the nerve endings in the cochlea. One of the most common forms is 'Glue Ear' where an excess amount of fluid collects in the middle ear.
- Sensory Loss – This is caused by damage to the nerves and there are no surgical procedures available to restore hearing. Hearing aids are prescribed to maximise residual hearing.

Visual Impairment

Visual impairment is the consequence of functional loss of vision which cannot be corrected by glasses. There can also be temporary or permanent loss of vision.

- visual acuity – central vision used to look at objects in detail, such as reading a book or watching television
- visual field – ability to see around the edge of your vision while looking straight ahead

Sabden Protocol – Any child with a diagnosed, long term moderate or profound hearing and/or visual impairment will be included on the SEN register. Glue ear conditions are not criteria for the register.

Physical Needs

Physical needs can include fine and/or gross motor skills, mobility and spatial awareness.

School Protocol – not all physical needs will result in inclusion on the SEN register but pupils with a specified moderate or severe mobility need will be included.