



SEN and Disability

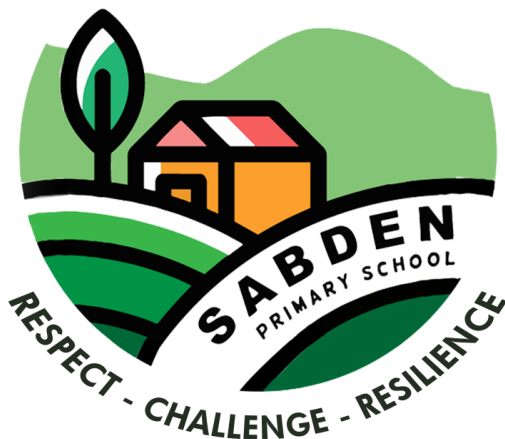
Local Offer: Primary Settings

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	Mrs. J. Green Executive HT (on behalf of Liz Maskell, substantive HT)	Date	24th March 2025

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

As stated in the SEN Code of Practice 2014, Sabden Primary adheres to regular reviews and evaluations of the breadth and impact of the support we offer or can access. Sabden Primary co-operates with the local authority in reviewing the provision that is available locally (as stated in Chapter 3 of the SEN Code of Practice 2014 (SEN CofP2014)) and in developing the Local Offer (Chapter 4 (SEN CofP2014)).

The school is single story with ramp access to the main building which houses KS1 & 2. Steep steps lead to the Foundation Unit & playground (not suitable for ramp/wheelchair access or mobility issues)

The furniture is modern and of suitable height appropriate to the age group of children being taught in that classroom. We are constantly evaluating the layout of classroom furniture and the suitability for the current cohorts. Changes are made where necessary to suit the needs and abilities of the children within each specific class. However, the interactive whiteboards are fixed to the wall and this dictates where the front of the class is and main input area.

There is a disabled toilet with facilities for changing nappies where needed.

The school has a range of ICT facilities contained within the media suite, plus IPADS, laptops, headphones and interactive whiteboards within the classrooms.

Information about the school is readily available on the school website and a notice board outside the entrance hall, in addition to regular newsletters. The school has a Facebook and Twitter account. If requested, information could be translated into other languages.

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

In accordance with the SEN CofP2014, Sabden Primary School strives to ensure all pupils access a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. At Sabden, the teachers use appropriate assessment to set targets which are deliberately ambitious for all children including those with SEN.

Early identification of children with special needs is vital. Class teachers liaise with the SENCO, parents and outside agencies to provide advice on the provision and implementation of intervention strategies.

The class teacher informs the parents at the earliest opportunity to alert them to additional needs their child may have. Parents of children identified as having a special educational need have a minimum of one annual and interim review meeting to discuss progress, interventions and next steps with the SENCO and their current class teacher. In addition, parents receive an annual report and two parent's evenings. If required, the SENCO will arrange further meetings to discuss issues and enlist parents for active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. Where necessary, the SENCO provides further in-depth assessment to monitor and track the progress of children with special educational needs. The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support within the classroom. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and

provide detailed and accurate indicators. The SENCO records the type of intervention a pupil is receiving, the duration, pupils' progress throughout the school and records how much progress each individual makes following interventions. Systematic tracking of children with special educational needs takes place, monitoring pupils receiving the Pupil Premium as well as pupils with SEN and medical needs.

Children can be screened and assessed for a range of needs by use of external specialists. Sabden Primary School ensures that the most accurate and up to date provisions available to them are used. There is a HLTA (Higher Level Teaching Assistant) and a Level 3 teaching assistant, who support on a needs-led basis around the school in a morning. During an afternoon, where time allows, the TA's implement additional intervention and support within classes where needed. EYFS/nursery has a full time learning support assistant. Learning support assistants and staff are actively encouraged to improve their pedagogy by undertaking further training when applicable.

In the case of children with additional and medical needs, specialist support, equipment, and training are provided by external inclusion services and through close liaison with the school nursing service and other involved professionals.

Staff receive regular first aid, asthma, and anaphylaxis training. The school also provides diabetic training, working with medical professionals to provide the most up to date information. In addition, all practitioners within the school team receive Paediatric First Aid training.

The school has a trained 'Mental Health & Well-being Lead', who supports staff and pupils with their ongoing well-being and there are active KS1 & KS2 nurture groups one afternoon a week accessed at the point of need.

The SENCO has yet to achieve the National Award for Special Educational Needs Coordinators (NASENCO) qualification.

SEN Support Plans are written for all pupils on the SEND register. These are written by the Class teacher 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.

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, but 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.

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?
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What the school provides

As stated in section 6.39 of the SEN CofP2014, Sabden Primary School operates an open-door policy with regards to any needs a parent may have. Parents contribute and take part in annual and interim reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to contribute towards their review. Targets are communicated with pupils where appropriate, so they are aware of what they are working towards. Progress is celebrated through certificates and during worships.

Likewise, pupils with additional educational needs have termly targets which are monitored to ensure timely progress is made. Pupils' progress is systematically monitored throughout the school and pupils with SEN are tracked closely using additional assessment documents. The outcomes of which are recorded and reported to parents, the senior leadership team and the school governors. Parents are then invited for annual review meeting to further discuss and review the progress of their child (in accordance with the statutory guidance outlined in 6.64 SEN CofP2014)

At Sabden, in line with the LA guidance, we will always try to work with parents and carers to resolve any disagreements about the EHC assessment process, content of a plan or provision. If it has not been possible to reach an agreement, parents have the right to appeal to Lancashire's Special Educational Needs and Disability (SEND) Tribunal (also known as SENDIST). Further information can be found on their website (<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/dispute-resolution-mediation-and-appeals/>)

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

The Headteacher and 2 other staff members have been trained in Designated Senior Person for Child Protection training and this is updated on a two yearly basis. Staff are trained annually on Child Protection and regularly throughout the year in all aspects of KCSiE.

The Headteacher, as the SENCO, carries out individual risk assessments where necessary depend on the needs of the children. Safeguarding training is updated annually. Risk assessments are carried out before any field trips or enrichment activities, paying special attention to the additional needs of SEN children. Personal Emergency Evaluation Plans (PEEPs) are devised for any staff or children who have additional physical needs. Where needed, additional members of staff will accompany children to allow all children equal opportunity to access enrichment. Regular checks of premises and equipment are carried out. For example: play equipment; fire equipment and means of escape.

When required, a handover is conducted by the class teacher or learning support assistant at the beginning or end of the day to the appropriate parent/carer. Special arrangements for parking can be made by the school for pick up and drop off points outside the main entrance.

A teacher supervises each lunch break in addition to welfare and support staff who also supervise children in the play areas at lunch times. During play times, two staff members supervise the children on the playing areas and any incidents requiring first aid are recorded.

Learning support is available according to need, but some classes have additional adult support if required. Reception and nursery children have access to two key workers: a teacher and one learning support assistant.

Parents can access policies, including the anti-bullying policy on the school website.

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.

In addition whole school safety 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

All medicines are stored in the school office. Administration of medicine is recorded with details of dosage and frequency. Parents sign to grant authorisation for the school to administer medicines to their child. 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.

EpiPen's, inhalers and diabetic medication are located in specific classrooms where needed by the child in a clearly labelled box. When needed, the medical box can be transported to different locations within school to ensure medication can be given as and when needed.

Care plans are drawn up in conjunction with the school nurse and annual meetings are conducted with the parents to ensure that children's medical needs are catered for appropriately. Care plans are stored in relevant class registers, available in the staff room and the master copy is stored securely on the school server. Any changes needed can be recorded upon appointment with the school SENCO.

Medication is kept securely in the medicine fridge in the resource 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 of any paperwork 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.

All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency. In addition, EpiPen and Asthma training has been provided by the School Nurse or other NHS professionals to ensure the relevant staff are conversant with the appropriate action or medical procedure required.

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. The PSHE curriculum is adapted according to the needs of the children in order to meet their needs effectively.

Staff counselling is also available through the 'Employee Assistance Programme' to ensure their needs are also met in order for them to be most effective in dealing with the children's needs.

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. The school uses '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 (twice per year) and a formal report written annually (with an option to speak to the teacher in person if required). 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 where appropriate.

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

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 also able to offer their ideas for fundraising and suggest ideas to help improve our school and its environment.

School reports include opportunities for parents to respond and inform teachers of additional achievements.

The Governing Body meet regularly and the SENCo (who is also the head teacher) 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.

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) are given out as and when needed. 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.

When needed we would liaise with parents, SEN team, outreach and social services to prepare a travel plan.

We work closely with parents to ensure pupils attend school regularly. 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.

Transition to Secondary School

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

What the school provides

With regard to section 6.57 of the SEN CofP2014, where parents need advice or help, the school office is always willing to offer support or signpost them to the most suitable person for their particular query. Additionally, Family Support is available through the Parent Partnership Service available from Lancashire.

Each year pupils visit their forthcoming Secondary School for taster sessions and secondary teachers from the Local High Schools visit Sabden to help ease the transition from Year 6 to Year 7.

Additional transition arrangements are made for children with special educational needs. This process is organised through multiagency meetings in the lead up to transition and is tailored to meet the needs of the specific child. The SEN link from the High schools visit school to discuss individual needs and meet with the pupils, including extra visit days and support at the start of the new year.

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 and 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.

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. PSHCE 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.

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.

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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.
- 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, Targeted or Specialist depending on the child's needs.

Universal Support

This is more general support and should include:

- Quality First Teaching which develops children's 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.

Targeted 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, although they may be placed on the monitoring 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, although they can support and make referrals. 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 may refer to a 'specialist teacher' and 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.