



# Sandymoor School

## Higher Needs

At Sandymoor School we aim to identify and break down any potential barriers to learning for students with or without SEND (Special Educational Needs and Disabilities). This is achieved through early identification, appropriate support and intervention throughout their school careers.

Children and young people with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others.

If your child's first language is not English, does that mean they have a learning difficulty? The law says that children and young people do not have learning difficulties *just* because their first language is not English, although, of course, some of these children and young people may have learning difficulties as well. Many children and young people will have SEND of some kind at some time during their education.

At Sandymoor School we are an inclusive school. We have a nurture room, known as The Orchard. Within the Orchard, small group interventions take place; some examples of these are: idl dyslexia intervention, Numbershark to improve understanding and use of numbers; Dance Mat Touch Typing; Anger Management and Bespoke Literacy and Numeracy programmes. There is also additional support such as, Emotional Wellbeing, Sensory Programmes, Lego Therapy and Art Therapy. We are currently working towards becoming a National Nurturing School Award.

For more information about Higher Needs at Sandymoor School:

[http://www.sandymoorschool.org.uk/?page\\_id=824](http://www.sandymoorschool.org.uk/?page_id=824)



Sandymoor School's Higher Needs



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SEND Local Offer for Halton



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## Broad areas of need

Children and young people with SEND may need extra help because of a range of needs and these fit into four broad areas of SEND:

**Communicating and interacting** – for example, where young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

**Cognition and learning** – for example, where young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy

**Social, emotional and mental health difficulties** – for example, where young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing

**Sensory and/or physical needs** – for example, young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment

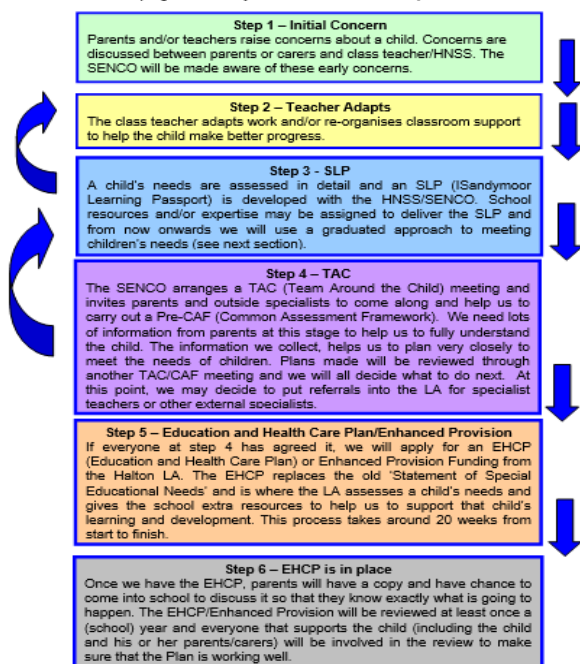
## Where to go for help if you think your child has SEND?

School is often where SEND are first identified; if we do identify that your child has SEND, we will contact you and discuss with you what support we can offer your child. If you think your child has SEND, we ask you to talk to us so that we can discuss any concerns you have, and tell you what will happen next. There are other sources of information, advice and support you can access such as:

- Halton local authority's information, advice and support service
- Your doctor, or other local child health services
- Charities and other organisations that offer information, advice and support. You should be able to find information about these from Halton's local authority's Local Offer

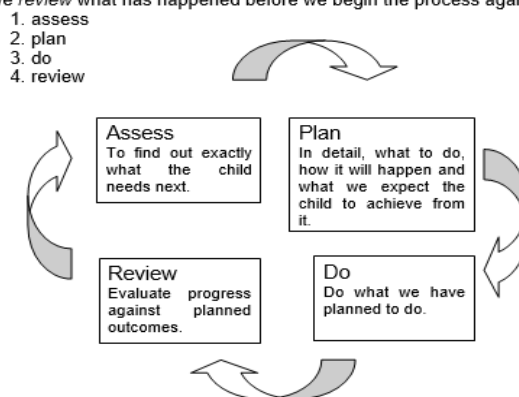
SEND Flow Chart

Here is a flow chart showing the steps we take to support children with SEND. We only move from one-step to another if a child still needs more support and is not making sufficient progress. If a child makes excellent progress, we may decide to move back a step.



The flow chart mentions that we have a graduated approach to managing provision for pupils with SEND.

At Sandymoor, we use a graduated approach to support pupils with SEND. This involves a cycle of actions, which may become more intensive in its content as it is repeated. Our graduated response cycle follows a four-step system. First, we *assess* a pupil's needs, and then we *plan* to meet those needs. Next, we *do* what we have planned and then we *review* what has happened before we begin the process again.



If a child is not making sufficient progress, then we may involve other agencies or specialists in the process to ensure that we have the best possible advice.