



Sandylands SEN information 2019 – 20

Key information

SEN Co-ordinator – Helen Stephenson

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The school's SEN policy, accessibility plan and equality targets can be accessed through the school website – www.sandylands.lancs.sch.uk

The Lancashire local offer can be found at :-

www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/

The information outlined in this document applies to all children who attend Sandylands Community primary School including those with Special Educational Needs and Disabilities (SEND).

We are an inclusive school situated on two sites. The main school building houses Years 1-6. The Foundation Stage occupies a separate site with separate buildings for the nursery and reception classes. All buildings are single-story and adaptations have been made to ensure the school and fire exits are fully wheel-chair accessible. The nursery and main school buildings have accessible toilets that can accommodate a wheelchair. The main school building was built in 1901 but significant alterations have been made to ensure it is accessible. Ceilings have been lowered in the classrooms and hall to improve the auditory environment. The Phase One classrooms were built in 2008 and were built to meet the current requirements for the auditory and visual learning environment. Furniture is modern and of a suitable height appropriate to the age group of the children being taught in that classroom.

Information about the school is available on the school website. A weekly newsletter is sent to parents through parent mail or on paper. A Polish speaking member of staff is available to interpret for parents as necessary.

The website contains details of all staff currently employed at the school and the School Prospectus also contains this information. The school operates an open door policy and has two parent evenings a year to provide opportunities for parents to discuss the progress of their child. The SENCo is available to discuss support in more detail or provide further information both during parent's evenings or at any other time as requested by parents.

Visits to the school are welcomed and can be organised by phoning the school office.

How does the school know if pupils need extra help?

Sandylands is committed to early identification of any children who may need additional support in school. Children are identified through a variety of ways: including concerns raised by a parent or the class teacher, the child achieving below the level expected for their age, liaison with outside agencies, or health diagnosis through a paediatrician.

Assessment of progress is part of our day-to-day teaching, with more formal assessments of reading, writing and maths, taking place termly. 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 class teacher and SENCo assess and monitor the children's progress against their previous achievements and national expectations.

The SENCo works closely with parents and teachers to plan an appropriate programme of intervention and support, which may be provided in small groups or individually. Targeted Learning Plans are written for children who require specific targeted support.

Fuller assessments of children's learning needs can be undertaken by the SENCo to identify specific learning needs.

What should I do if I think my child has SEN?

We operate an open door policy and pride ourselves on building positive relationships with parents. If parents have any concerns they can contact their child's teacher or the SENCo at any time.

How will I know that the school will support my child?

Each class has support from at least one teaching assistant during the day. In the case of children with sensory difficulties such as vision or hearing needs or medical needs, specialist support, equipment and training is provided by the LEA SEND service and the NHS (school nurse, Diabetes nurse etc)

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

The class teacher will oversee, plan and work with each child with SEN in their class to ensure progress is made in every area. Classroom tasks are pitched at an appropriate level so that all children are able to access the work according to their specific needs.

How will I know how my child is doing?

Pupil's progress will be discussed at the Autumn and Spring term parents evenings. Parents are invited to discuss their child's annual report in the summer term. Additional meetings can be requested at any point by contacting your child's class teacher or the SENCo.

Individual Learning plans are reviewed at least 3 times a year and comments are made against each target to show what progress the child has made. New targets will then be set. Children not making sufficient progress on a target are discussed with the SENCo and the target may be adapted into smaller steps or a different approach may be tried. Pupil's progress is monitored throughout the school and progress is tracked termly. A range of support is provided for children not making good progress to ensure they stay on track. Children needing a higher level of support may have an SEN support plan outlining all their needs and the strategies in place to support their learning.

Parents contribute and take part in Annual Reviews for children with an Education, Health Care Plan or SEN support plan and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review.

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

The class teacher will inform parents of any concerns identified at school at the earliest opportunity and enlist their active help and participation. We can offer advice and practical ways that parents can help their child at home.

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

Alongside the teaching assistants that work in each class, the school also employs three family workers, who support children and their families across school.

As a school we have a very positive approach to all types of behaviour with a clear reward and sanction system that is followed by all staff and pupils. If a child has behavioural difficulties, an Individual Behaviour Plan is written in collaboration with the child to identify the specific issues, put relevant support in place and set targets.

Children in Nursery must be signed in and out at each session by a named carer. Children in Reception are met by a member of staff on the door from 8:50am. Children in Years 1-6 can come into school from 8:30am when a toast club is provided in the hall. Children can go to class from 8:45am. Staff are available in the hall each morning to accompany children to class if necessary.

Attendance of every child is monitored on a daily basis by the admin team and family worker. Lateness and absence are recorded. Support is given through a class incentive scheme. Individual support can be provided to individual children and their families by the learning mentor.

Playtimes are supervised by teachers and teaching assistants with at least two adults on duty on each yard. Lunchtimes are supervised by lunchtime support assistants and teaching assistants. Supervised inside areas are also provided for those children who require a quieter environment. A buddy system runs on the yard at lunchtime.

The class teacher accompanies their class out to the playground at the end of the day and can arrange to hand the child directly to their parent/carer. Occasionally a child will need alternative arrangements and this can be organised with the learning mentor.

Parents can access the Anti-Bullying Policy on the school website.

All medicine is recorded in a medicine book along with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their child. Medicine will always be administered by staff unless the parent / carer has authorised self-administration. All medicine that is brought into school is kept in a safe in the school office. Controlled drugs will only be administered by named staff.

If a child needs a health care plan, this will be drawn up through discussion with the parents, school nurse and SENCo. A copy of a child's Health Care Plan is kept in the school office and a copy is passed to the relevant class teacher. Any specific issues will also be shared with all staff members to ensure all staff are aware of a child's specific health needs as necessary.

A list of trained first-aiders is kept in the office and staff room and training is kept up to date. In addition, Diabetes and Epipen training has been provided by the school nurse or other NHS professional to ensure the relevant staff are aware of the appropriate action or medical procedure required.

Meetings with the school nurse can be requested by parents at any time, either through the class teacher or by speaking to the SENCo.

Children who require speech therapy, physiotherapy or occupational therapy will initially be seen at the appropriate clinic but therapy can be provided in school if agreed by the parents and appropriate therapist.

Sandylands operates a daily breakfast club which is open from 7:30am and is available to all pupils. A variety of after school clubs are available at no additional charge. These are run by teaching staff and over the school year include ipads, cooking, art and craft, outdoor games, football, hockey, netball, dance, choir and science. A Ju-Jitsu club and sports coaching sessions are available at a fee. The clubs are available to all the pupils in the designated age range assigned to that activity.

From Year 3 onwards there are opportunities for pupils to take part in weekly music lessons (woodwind, brass and string instruments) at a fee. Instrument lessons are taught by visiting specialist teachers.

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

The SENCo has a specialist SEN diploma in dyslexia and literacy difficulties and also has achieved the National qualification for SENCos.

Further advice and assessment is also provided through liaison with outside agencies such as the Lancashire SEND service, Speech and Language therapy, Physiotherapy or Occupational Therapy. The school also employs an Educational Psychologist, a Speech and Language Therapist, a Specialist teacher for children with Hearing Impairments and a family worker who is provided through the Children's and Adolescent Mental Health Service (CAMHS).

What training have staff supporting pupils with SEN had?

All support staff have completed level 2 training and most have completed level 3 TA training in supporting teaching and learning. All staff have received in school training in supporting children with SEN. TAs have been trained to run a wide variety of interventions. On-going training and support takes place regularly to ensure staff have the necessary skills to ensure children receive the support they need.

Will my child be included in activities outside the classroom?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure this is successful. A full risk assessment is carried out for any trip out of school and any additional requirements that a child may need will be included on the risk assessment. Trips are staffed by teachers and teaching assistants and staff- pupil ratios always meet the county guidelines

The Health and Safety co-ordinator carries out any other risk assessments within school where necessary.

How will the school support my child in starting school and moving on?

Starting school

Parents are invited to meetings before their child starts school to share information about home and school. Home visits are offered by both nursery and reception for children starting at Sandylands. Reception staff also visit other nursery providers to meet children before they start at Sandylands to ensure information is shared and transition runs smoothly. Children start at Sandylands part time for the first two weeks to allow them time to feel settled in their new environment. Parents can discuss with staff if they feel that their child would benefit from a longer transition period .

Moving between year groups

Transition meetings are held each year to ensure information is passed from one teacher to another. Parents with children with SEN are invited to meet the new teacher at the end of the summer term to ensure transition from one class to the next is smooth.

Year 6

Access arrangements are used for children who need additional support when sitting examinations such as SATs. This includes one to one support when necessary, a reader for the problem solving papers in maths, timed breaks, additional time or working in a quiet setting in a small group to aid concentration.

Each year pupils visit their forthcoming Secondary school for taster sessions and also Secondary teachers from the local schools visit to help ease transition from Year 6 to Year 7. Pupils are identified who need additional transition visits and a programme of visits is organised during the summer term.

Transition meetings between parents and staff from both schools can also be arranged as necessary and will usually always be held for children with an SEN support plan or an EHCP.

How are the school's resources allocated and matched to pupils' SEN?

The whole school SEN provision map outlines the range of interventions available in school to meet children's additional learning needs. Each class has a termly provision map that records the type of intervention a pupil is receiving, the duration and the progress made following intervention. Resources are allocated depending on the level of need within a class.

How are decisions made about how much support my child will receive?

The school operates a graduated response to children's additional learning needs. Initially support will be provided through differentiated tasks within the classroom alongside additional teacher or teaching assistant support to ensure your child is able to achieve their targets. Further support can then be provided through small group activities that are additional to the resources provided for all children. If children require a higher level of support, they will then receive individual support to address their specific learning difficulties.

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

Parents discuss their child's education at parent evenings, Annual reviews, and can request a meeting with the class teacher or SENCo at any point.

Who can parents contact for further information?

The Special Educational Needs Co-ordinator is currently:

Helen Stephenson

Parents can contact the SENCo either by phoning the school 01524 410286, through the school office or by e-mailing h.stephenson@sandylands.lancs.sch.uk

The family workers are :

Dawn Brooke / Nicola Miller / Lee Roberts

The SENCO and family workers work closely to support children with SEN and their families and can ensure parents have access to information and support from outside agencies. The SENCo can offer help with forms if this is required.

A newsletter is sent out each week and is available on the school website containing information about upcoming events. There is also a notice board in the school entrance which contains additional information of upcoming events or general useful information.