



Sandylands SEN information 2023 – 24

Key information

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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/](http://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 the parent app. If parents would like paper copies of any school information, this can be provided on request, including information in different formats such as large print. School employs a native Polish speaker and Spanish speaker, who can interpret for parents as necessary. 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 child 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. Child Success Plans are written for children who require specific intervention which include specific small steps targets.

Fuller assessments of children's learning needs can be undertaken by the SENCo or Educational Psychologist 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, equipment and training is provided by the LEA SEND service and through additional specialist teachers employed by the school.

Children with medical needs are supported through NHS services such as the 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 parent's 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. Child Success 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. Parents contribute and take part in Annual Reviews for children with an Education, Health Care 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 four 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. A behaviour plan will be written in collaboration with the child and parents to identify specific issues, put relevant strategies and support in place and set targets. This plan is reviewed regularly to ensure that the provision is appropriate and effective.

Children from Nursery – Year 6 are met by a member of staff at their entrance door from 8:45am.

Staff are available at the entrances each morning to accompany children to class if necessary and to take messages from parents.

Attendance of every child is monitored on a daily basis by the admin team and family workers. Lateness and absence are recorded. Individual support can be provided to children and their families by one of the family workers.

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. 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 family team.

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

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. The school also offers an after-school club from 3:00 – 5:30pm. This provision has a small daily charge, details can be provided by the school office.

A variety of extra-curricular clubs are available at no additional charge. These are run by teaching staff and over the school year include computing, 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 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. Sandylands employs an Educational Psychologist who works with the school one day each week and an assistant Educational Psychologist who provides therapeutic support to pupils weekly.

The school also employs Specialist teachers for children with Hearing and Visual Impairments, and an Habilitation specialist for children with Visual Impairments. Further advice and assessment is provided through liaison with outside agencies such as the Lancashire Inclusion service, Speech and Language therapy, Physiotherapy or Occupational Therapy.

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 Educational Visits Co-ordinator oversees risks assessments for trips and ensure that suitable provision is made for all children. 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?

When children start in Nursery, they will be offered visits to help them begin to separate from parents successfully and may attend for fewer hours at first to ease their transition. Parents are invited to meetings before their child starts school to share information about home and school.

Regular 'Stay and Play' sessions are held across the year for children who are due to start in Reception the following September to provide opportunities to develop play skills in a new environment and to meet other children and parents who will attend Sandylands.

Children who will start Reception in September are also invited to 'Stay and Play' sessions in the summer term prior to this, to help them meet the staff and become familiar with the Reception environment. 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 in Reception start at Sandylands part time for up to 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 and individual transition plans can be put in place for those children who find transitions particularly difficult.

Year 6

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

Each year secondary teachers from the local high schools visit Sandylands to discuss transition from Year 6 to Year 7 with both pupils and staff. All pupils also visit their forthcoming Secondary school for a transition day. Pupils who need additional transition visits are identified and a programme of visits is organised during the summer term. Transition meetings between parents

and staff from both schools can also be arranged 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?

Children's progress is reviewed regularly by class teachers and discussed with senior leaders. Children's needs in each class are reviewed with the SLT regularly and resources are allocated depending on the level of need within a class. The whole school SEN provision map outlines the range of interventions available in school to meet children's additional learning needs.

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 Pastoral team are currently led by Liz Wildon and the family workers are : Nicola Miller / Lee Roberts / Pippa Day / Rachel Whitehead.

The SENCO, pastoral lead and family workers work closely to support children with SEN and their families and support parents to access information and support from outside agencies.

The SENCo or pastoral team can offer help with forms if this is required.

An electronic newsletter is sent out each week and is available on the school website containing information about upcoming events. Information is also regularly posted on the school Facebook page and on ParentApp. There is also a noticeboard in the school entrance which contains additional information of upcoming events or general useful information.

