

Sandylands Community Primary School



Local Offer

Special Educational Needs and Disabilities (SEND)

Head Teacher – Allison Hickson

SEND Co-ordinator – Helen Stephenson

Pastoral lead – Liz Wildon

SEND Governor – Rona Forsyth

Family Workers – Dawn Brooke

Nicola Miller

Lee Roberts

Pippa Day

A full list of staff can be found on the school website.

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

The SEND Co-ordinator is responsible for co-ordinating and monitoring the provision of any children with Special Educational Needs or disabilities. This includes ensuring appropriate support is in place to enable them to access the full curriculum of the school, tracking their progress and working with staff, parents and outside agencies to ensure positive outcomes for SEND pupils.

The SEND Governor acts on behalf of the school's governing body to monitor the progress of SEN pupils, support the SEN Co-ordinator and to monitor the SEN budget.

SEND Policy Aims

In order to achieve our objectives we will:

1. Ensure that pupils actively participate in their learning, increasing their responsibility for this and their behaviour as they move through school.
2. To work within the guidance provided in the SEND code of practice, 2014.
3. Ensure good working relationships with parents, carers and the community.
4. Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of individual achievement.
5. Ensure that the special educational needs of children are identified and assessed as early as possible and that their progress is closely monitored.
6. Ensure that all teaching and support staff are involved in planning and meeting learning objectives for children with special educational needs.
7. Ensure there is effective liaison between the school, special schools and outside agencies in order to meet the needs of staff and pupils.
8. To provide support and advice for all staff in order that they can work effectively with pupils with additional needs.

Definition of SEND

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them, namely provision which is different from or additional to that normally available to pupils of the same age. (SEND Code of Practice January 2015 6.15)

Children have a learning difficulty if they:

- ~ Have a significantly greater difficulty in learning than the majority of children of the same age;
- ~ Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority;
- ~ Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

Accessibility and Inclusion

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 Early years 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 the building 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.

There are no dedicated parking spaces at the school. Parking is limited around the school and visitors need to park on the surrounding streets.

Information 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 school has a class set of laptops that each class can use. Each class also has access to a class set of laptops. Interactive whiteboards are installed in every classroom and pupils also have access to Ipads, headphones, laptops and a range of ICT programmes which includes specific programmes for pupils with SEN.

Teaching and Learning

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, child achieving below the level expected for their age, liaison with outside agencies, health diagnosis through a paediatrician.

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.

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.

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.

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. Pupils' requiring specific targeted support have Pupil Passports and Individual targets.

Fuller assessments of children's learning needs can be undertaken by the senior teaching assistant or SENCo to identify specific learning needs. Further advice and assessment is also provided through liaison with outside agencies such as the Lancashire SEND team, Speech and Language therapy, Physiotherapy or Occupational Therapy. The school also employs an Educational Psychologist, a speech therapist, a specialist Hearing Impaired teacher and a family worker who is provided through the Children's and Adolescent Mental Health Service (CAMHS).

Each class has the access to at least one teaching assistant. Additional staff are employed to provide specific targeted support to meet children's needs.

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 Lancashire SEND team and the NHS (school nurse, Diabetes nurse etc)

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 alongside the child to identify the specific issues, put relevant support in place and set targets.

Attendance of every child is monitored on a daily basis by the admin team and learning mentor. 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.

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

The majority of children in our school achieve well through high quality teaching. Our teachers are knowledgeable and sensitive and understand the process of learning and the impact that specific difficulties can have. We make creative adaptations to our classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers.

If the additional support and strategies employed by the school result in a continued lack of progress or there is a significant cause for concern, a request for assessment of education, health and care will be made to the Local Authority.

~ An Education, Health and Care Plan (EHC) will be focused on the outcomes the child seeks to achieve across education, health and care.

~ An EHC will set out how services will work together to meet the child's needs and support the stated outcomes.

~ An EHC will be based on a co-ordinated assessment and planning process which puts the child and their parents at the centre of all decision making.

Statutory assessment will not always lead to an EHC plan. The information gathered during an assessment may indicate ways in which Sandylands is able to meet the needs of the child from within our available resources.

Provision

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. An overview of the Provision provided at Sandylands is included at the end of this document.

All staff have received in school training in supporting children with SEN. All support staff have completed level 2 training and most have completed level 3 Teaching Assistant (TA) training in supporting teaching and learning. 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.

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

Reviewing and Evaluating outcomes

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.

Individual targets 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 their individual targets are discussed with the SENCo and the target may be adapted into smaller steps or a different approach may be tried.

Annual reviews for children with an Education, Health and Care Plan will be held at least every twelve months. Parents contribute and take part in these Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review.

Keeping children safe

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.

All children in Nursery must be signed in and out by their parent / carer.

There is no designated parking or drop-off places at either school site.

Children are met by a member of staff at their entrance door from 8:45am and go straight into class. Staff are available at each entrance to accompany children to class if necessary.

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.

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.

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

Health (Including Emotional Health and Well Being)

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.

Working together

There is a school parliament for pupils to contribute their views. Members of the school parliament liaise with other members of their class and feedback their views to the school parliament.

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.

The SENCo meets with the SEN Governor each half term who then reports to the Governors every term to inform them about the progress of children with SEN; this report does not refer to individual children and confidentiality is maintained at all times. Elections to the Governing Body are held when a vacancy arises and are advertised on the school newsletter.

The SENCo and Learning Mentor work closely to support children with SEN and their families and can ensure parents have access to information and support from outside agencies.

Communication with parents

The weekly newsletter provides information about events in school. Each family receives an electronic copy through the parent app. Parents can request a paper copy if preferred. 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 parents are encouraged to talk to their child's teacher about any concerns they may have. We have two parent evenings a year to provide opportunities for parents to discuss the progress of their child. A written annual report will be provided at the end of the summer term and opportunities will be provided for parents to discuss this with the class teacher if required.

The SENCo is available to discuss support in more detail or provide further information at any other time as requested by parents.

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

If your child has a special need or disability, we will

~ talk to you about your child's difficulties so we can understand their needs.

~ make an assessment of your child's learning so we know what skills they need to learn next.

~ ask the SENCo and class teacher to liaise so that your child can learn in the way that is best for him/her.

~ use a range of strategies and interventions to support your child's progress.

~ check on progress at least once each term and discuss this progress with you.

~ ask for advice from an educational psychologist, speech and language therapist or health colleague if we are unsure how to help your child make progress.

~ talk to you if we think we need to consider asking the local authority to make a Statutory Assessment of your child's needs because more advice / resources are needed to help your child make progress.

If you are not happy with what we are doing to support your child we will inform you how to make a complaint.

Family Support

The family team can offer help with forms if this is required. The SENCo and family team can provide information about activities that families can access in the local area, including support groups, holiday events and play schemes. All information is also posted in the BE Safe, Feel well section of the school website.

There is a notice board in the school entrance which contains additional information of upcoming events or general useful information.

We will talk to you if we think we need to consider asking the local authority to make a Statutory Assessment of your child's needs because more advice / resources are needed to help your child make progress.

If a pupil required a Travel Plan to get to and from school this would be dealt with by the class teacher, SENCo and family team.

Transition to High School

Children in Year 5 and 6 have opportunities to visit local high schools. Teacher from local high schools also visit year 5 and 6 pupils. Each year pupils visit their forthcoming Secondary school for taster sessions. Secondary teachers from the local schools visit to help ease transition from Year 6 to Year 7. 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 as necessary and will usually always be held for children with an Education, Health and Care plan. (EHC)

Extra Curricular activities

Sandylands operates a daily breakfast club which is open from 7:30am and an after-school club from 3-5:30pm. These are available to all pupils and information on charges is available from the school office. A variety of extra-curricular school clubs are available at no additional charge. These are run by teaching staff and over the school year include Coding, Books and puppets, 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, guitar and string instruments) at a fee. Instrument lessons are taught by visiting specialist teachers.

Sandylands Primary School Provision Planning

Area of Need	Wave 1 All Pupils	Wave 2 Small group intervention	Wave 3 1:1 individual support
Cognition and Learning	Differentiated curriculum planning and work Differentiated delivery e.g. simplified language , slower lesson pace Differentiated outcome e.g. annotated diagram rather than a written text Increased visual aids / modelling etc Practical apparatus Visual timetables Illustrated dictionaries / spellcheckers Use of writing frames Use of Dictaphone to record & rehearse written work Access to laptop / IPAD Access to TA support Daily phonics groups Awareness of additional needs Daily guided reading sessions	In class support from TA Target groups – reading, writing and maths Catch-up intervention groups Phonics / spelling catch –up Year 6 Booster classes	Individual target teaching Multi-sensory precision teaching 1:1 phonics (Year 1 -3) Read Write Inc Fast track phonics (Y 4-6) Individual Numeracy support Individual Access arrangements for SATs Additional planning and arrangements for transition Access to specialist teacher
Communication and interaction	Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language / instructions Pre teaching of vocabulary Class vocabulary display Differentiated outputs Increased visual aids / modelling etc Practical apparatus Visual timetables Structured school and class routines Use of ICT	In class support with focus on supporting speech and language WELLCOMM S & L programme Speechlink resources Speak Clearly resources Social skills group	1 : 1 Speech Therapy sessions and individual support using SLT resources Speak clearly resources Speech link resources Individual Visual timetable / visual task organizer Additional planning and arrangements for transition Pre and post-teaching of specific vocabulary Vocabulary development book
Emotional, Social and Mental Health.	Whole school policy for behaviour management with graduated response. Flexible teaching arrangements Whole school / class rules - Traffic light system Reward system – Star of week, Lunchtime prize, Sandylands Superstar, Respect Hero etc Circle time / PSHE work Access to reef / Quiet room –lunchtimes Wobble cushions Use of tactile materials e.g. blu-tac Access to Learning mentor/ family worker	Social Skills group – Turn taking / Social stories Monitoring at break times Mentoring sessions Pastoral support programme	Individual Behaviour Plan /with associated individual reward system Pastoral Care Plan Home / school book Individual lunchtime / break time support Additional planning and arrangements for transition Individual arrangements for SATs Individual Learning Mentor sessions Family support 1:1 support in class Boxall profile

Sensory and Physical	<p>Flexible teaching arrangements Differentiated planning and expectations in PE according to need Staff aware of implications of physical / sensory impairment Adjustments to classroom environment e.g. acoustics through accessibility and access plan. Availability of resources e.g. different size pencils, Writing slopes, Pencil grips</p>	<p>BEAM programme Teodorescu handwriting programme Brain Gym exercises Fine and Gross motor skills development group Visual / auditory perception activities Busy Fingers programme</p>	<p>Individual support in class to facilitate access to the curriculum Individual support in PE Physiotherapy programme OT programme Provision of specialist equipment 1:1 TA support Access to specialist teacher</p>
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