Sandylands Community Primary School

Special Educational Needs and Disability (SEND) Information Report

September 2026

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If you are an individual who needs to access information in a different format e.g., Braille, large print, audio or any other medium please contact us.

Sandylands Special Education Needs and Disability (SEND) Information

Key information

Head Teacher	Penny Lupton
SEND Co-ordinator and Pastoral Lead	Liz Wildon
Phase Leaders	EYFS – Jen Conroy Phase 1 – Gavin Goulds Phase 2 – Angela Cokell
Inclusion Mentors	Rachel Whitehead Nicola Miller Lee Roberts Tom Woods
Health and Safety Lead	Geraldine Dixon

Please contact the SENDCO with any enquiries.

SENDCO	Liz Wildon
Phone	01524 410286
e-mail	inclusionteam@sandylands.lancs.sch.uk

More information including linked policies can be found on the school website:

www.sandylands.lancs.sch.uk

Policies include (but are not limited to):

- SEND Policy
- Sandylands SEND offer
- Accessibility Plan
- Equality Policy
- Inclusion Team Policy
- Safeguarding and Child Protection Policy
- Positive Behaviour Policy
- Anti-Bullying Policy

The Lancashire local offer can be found at:
https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/

Introduction

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 Seahorses Nursery and School 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 Eduspot 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 (but not limited to):

- 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 SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. The class teacher and SENDCO assess and monitor the children's progress against their previous achievements and national expectations. The SENDCO works closely with parents and teachers to plan an appropriate programme of intervention and support, which may be provided in small groups or individually. Individual plans, such as Teaching and Learning Plans (TLPs) 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 SENDCO or appropriate agencies or professionals, e.g. 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, Phase Leader or the SENDCO at any time.

SENDCO	Liz Wildon
Phone	01524 410286
e-mail	inclusionteam@sandylands.lancs.sch.uk

How will I know that the school will support my child?
Each class has access to 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 SEND 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 SENDCO.

Individual 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 SENDCO 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 and Care Plan (EHCP) 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 wellbeing?
Alongside the teaching assistants that work across classes, the school also employs an Inclusion Team with Inclusion Mentors, 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 pupil is in need of additional support in this area, 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.

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

All children in Nursery are met at the nursery door and greeted by a member of staff. All children in Nursery must be collected by their parent/ carer and each child will be handed over by a member of staff to the person designated to collect them.

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 Inclusion Team.

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

All medicine is recorded in a medicine book or individual child's log along with details of dosage and frequency. Parents must 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, labelled for each child. 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 SENDCO or Health and Safety lead. 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 and also on the child's individual record. 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 each building's office and/ or staff room and training is kept up to date. In addition, diabetes and epi-pen 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. This training is regularly reviewed and updated.

Parents can request a referral to the school nurse at any time, either through the class teacher or by speaking to the Inclusion Team, pastoral lead or SENDCO.

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 wrap-around care including a daily breakfast club which is open from 7:30am and an after-school club from 3.00-6:00pm. These are available to all pupils from three years old up to Year 6. 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 Multi-Skills Club from sports coaches, 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.

What specialist services or expertise are available at or accessed by the school?
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 can be 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 SEND had?
All staff have received in school training in supporting children with SEND. All support staff have completed level 2 training and with some having 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 take 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 Lead 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 SEND 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.

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 SEN Support Plan or Education, Health and Care plan (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 SEND provision map outlines the range of interventions available in school to meet children's additional learning needs.

For more information about the SEND Provision Map, please see the Sandylands Local Offer.

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 parents' evenings, annual reviews of EHC Plans, and can request a meeting with the class teacher or SENDCO at any point.

Who can parents contact for further information?
The Special Educational Needs Co-ordinator is: Liz Wildon

SENDCO	Liz Wildon
Phone	01524 410286
e-mail	inclusionteam@sandylands.lancs.sch.uk

The Pastoral Team are currently led by Liz Wildon with inclusion mentors are: Rachel Whitehead, Nicola Miller, Lee Roberts and Tom Woods. To contact any of these, please use the above email and state the Inclusion Mentor you are wishing to contact.

The Inclusion Team can offer help for families if this is required. This could be:

- being an advocate
- gathering the parent/ families/ child's view
- supporting with paperwork e.g., forms

The SENDCO and Inclusion 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.

https://www.sandylands.lancs.sch.uk/family-support/

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.

The weekly newsletter provides information about events in school. Each family receives an electronic copy through parent communication app, Eduspot. Parents can request a paper copy if preferred. Messages are also sent through Eduspot to keep parents informed of any events in school, trips etc.