Sandylands Community Primary School

Special Educational Needs and Disability (SEND) Policy

September 2026

Contents

Compliance	page 3
Introduction and Ethos	page 3
Aims	Page 3
Objectives	Page 3
Roles and Responsibilities	Page 4
Accessibility	Page 5
Identification of Needs	Page 5
Graduated Response to SEND	Page 6
Assess – Plan – Do – Review	Page 7
Early Years	Page 8
Additional Inclusion Support	Page 8
Statutory Assessment	Page 8
Annual Reviews of EHCPs	Page 8
Admissions	Page 8
Links with Other Schools	Page 9
Resources	Page 9
Curriculum	Page 10
Teaching	Page 11
Supporting Children with Medical Conditions	Page 11
Health and Safety	Page 13
Access to the full school life	Page 13
Parents	Page 14
Bullying	Page 14
Training	Page 14
Additional Agencies	Page 15
Evaluation of SEND Policy	Page 16
Complaints	Page 17
Appendix 1 – Teaching and Learning Plan (TLP)	Page 18

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.

Special Educational Needs and Disability (SEND) Policy

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010 (Advice for schools Feb 2013)
- SEND Code of Practice 0–25 (2014)
- Schools SEN information report regulations (2014)

Introduction

At Sandylands Primary School we are committed to academic and social success for all pupils including those with special educational needs. As a result, we operate a variety of approaches that are designed to bring out the best in every child.

We strive to ensure access to a broad and balanced curriculum for all our children within a safe and caring environment. We aim to promote the enjoyment of learning by developing and enhancing the self-esteem, independence and skills that enable each child to realise their potential. We believe that communication and cooperation between home and school is an essential part of this process.

Aims and Philosophy

While our overall aims and goals are the same for every child, we acknowledge that:

- There are children whose needs require resources and strategies that are different from or additional to those provided for the majority of their peers, in order for them to learn effectively.
- Children may need support for different lengths of time and in varying degrees.
- Some children may require specialist equipment to aid inclusion.
- We should view 'where the child is' as our starting point and respond accordingly in planning and implementing a curriculum that sets high but achievable expectations using a range of teaching approaches and multi-sensory experiences.

Thus, we seek to create an inclusive environment where each individual participates in all areas of learning, manages their behaviour and develops emotionally with increasing success and independence.

Objectives

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. 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, outside agencies and specialist provision 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.

Roles and Responsibilities

The Governing Body has identified a governor to have oversight of SEND provision in our school and to ensure that the full governing body is kept informed about how we are meeting statutory requirements.

The SENDCO is the school's 'responsible person'. The role includes managing the school's SEN work and keeping the Governing body informed about SEN provision made by the school.

The SENDCO works closely with the SEND governor and staff to ensure effective day-to-day operation of the school's SEND policy. The SENDCO identifies areas for development in special educational needs and contributes to the school's Development Plan. She co-ordinates provision for pupils at all stages of SEN provision.

All teaching and support staff were involved in the formulation of SEND policy and it is reviewed annually by the SENDCO and SEND Governor who then share this with the staff and governing body.

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

Parents can contact the SENDCO with any enquiries.

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

Accessibility

Sandylands school is situated on two sites. Foundation stage is accommodated within two buildings situated on Balmoral Road. Years 1-6 are situated in the school building on Hampton Road. All buildings are single level and have level access or are equipped with ramps at each entrance. There is a disabled toilet on both sites.

Both the acoustic and visual environments have been enhanced to meet the needs of children with hearing and visual impairments e.g., windows in main school have been replaced with anti-glare glass and blinds have been fitted where required. Acoustic assessments have been carried out across school. Ceilings have been lowered in some classes and a hearing induction loop is fitted in the hall. Both the inside and outside environments have been assessed and adaptations made to ensure it is safe for children with visual impairments.

Sandylands strives to ensure that pupils and parents can access the school fully and is committed to ensuring the requirements of the disability equality act is implemented across school. The school accessibility plan has identified and prioritized areas of need. Every effort is made to work with the local authority on these areas.

Resources and specialist equipment are used where needed and due consideration made for pupils whose disability may demand adjustments such as the time they need to complete tasks. Advice from outside agencies and specialists will be sought as necessary and implemented.

Members of staff are made aware of special or modified provision put in place for a pupil.

Other policies are reviewed in light of the school's Accessibility Plan and staff work together to develop an inclusive learning environment. Every effort is made to ensure all pupils are able to access extra-curricular activities.

Please see the Accessibility Policy, for more information.

Identification of Special Needs.

In the SEND code of practice (2014) there are four broad categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/ or Physical needs

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. As much information as possible will be collected from parents, teachers and other staff working with the child in order to identify and access the SEND of

a pupil. At Sandylands we consider the needs of the whole child not just their special educational needs.

It is important to note that there are issues that are not classed as SEND which may impact on progress and attainment:

- Attendance and punctuality,
- Health and welfare,
- English as an additional language (EAL),
- Being in receipt of Pupil Premium Grant,
- Being a Looked After Child (LAC) or Post Looked After Child (PLAC)
- Being a child of a Serviceman/ woman

A Graduated response to SEN support

Identification of Special Needs involves a graduated response. The Code of Practice states that,

"All teachers are teachers of children with special educational needs."

This policy seeks to reinforce the paramount importance of a whole school approach and the responsibilities all members of staff share in making provision for those children with special educational needs.

Class teachers are responsible for differentiating the curriculum for pupils with special educational needs, ensuring support is implemented and monitoring their progress.

All teachers with responsibility for curriculum areas monitor pupil progress within their curriculum area and this includes progress made by pupils with special educational needs, along with the effectiveness of resources and other curriculum materials such as those used for assessment, monitoring and planning.

At Sandylands we regularly review the quality of teaching and learning for all pupils, including those at risk from underachievement. The following strategies will be considered to determine appropriate intervention strategies:

- Use of information from previous educational settings and home experience to provide starting points for the development of an appropriate curriculum for the child;
- Use of the curricular and baseline assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties;
- Ongoing observation and assessment to provide regular feedback to teachers and parents about the child's achievements and experiences and that the outcomes of these assessments form the basis for planning the next steps in the child's learning;
- the involvement of parents in developing and implementing a joint learning approach at home and at school.

Concerns about a child's progress can also be made by a parent. Discussion between parent and class teacher takes place and targets and strategies that may remove barriers to learning are implemented in the classroom as part of the class teacher's daily management and the results of these monitored. The child may be placed in a target tracker group or undertake an intervention as appropriate.

Many children who are identified in this way do not move onto special needs provision as their needs will have been met.

Assess – Plan – Do – Review

If a child's difficulties persist despite these interventions where they may fail to make adequate progress, the class teacher will inform the SENDCO and further action will be considered. Definition of adequate progress is based on the following information and triggers.

a) Ongoing assessment and observation
   Baseline Assessments
   Attainment within the EYFS curriculum / Early Learning Goals
   National Curriculum age related expectations
   Standardised screening and assessment tools – SATs, GL assessment tests, PIVATS, standardized reading and spelling tests etc.

b) There is little or no progress in targeted areas.
   A child has difficulties acquiring literacy or numeracy skills leading to low attainment.
   There are persistent emotional or behavioural difficulties despite recourse to the usual strategies used at school.
   A child with sensory or physical difficulties makes little progress despite specialist equipment being provided.
   A child who has communication and speech difficulties makes little progress despite differentiated activities being planned for them and the language/ vocabulary used, being moderated.

A short period of support beyond the normal classroom differentiation when differences in achievement first become a concern, may ensure that children make progress at a critical time and forestall later problems.

The outcomes of additional provision are evaluated each term. If adequate progress has not been made, further diagnostic standardized assessment may be used to identify strengths and areas for development and help to identify individual learning styles.

The exact time period for this depends on individual cases. The Code of Practice identifies triggers that indicate the need for further support. The time scale remains discretionary however and judgements are based on individual circumstances. The SENDCO arranges discussions with parents and staff along with a review of strategies and evidence collected.

Early years/ School SEND support

If a child continues to require additional support, a Targeted Learning Plan (TLP) (appendix 1) will be drawn up in consultation with the child, class teacher and parent. This will identify the child's strengths, areas of difficulty and targets. At this point children will be added to the school SEND register with parental permission. Targets will be reviewed each term and new targets set. The pupil is fully involved in the review and target setting process.

Further specialist advice may be obtained to ensure interventions are as effective as possible. When a child shows that they are beginning to make adequate progress this is monitored for a term before the child is removed from the Special Needs Register.

Additional Inclusion Support

Children in the Nursery with specific learning, speech and language or behavioural difficulties who do not make adequate progress may be referred for additional support from the Early Years SEN Team, with parental consent.

Statutory Assessment

Some children with long-term ongoing additional needs may need further assessment/ strategies to support their progress. Advice will be requested from the Educational Psychologist employed by the school to implement within the child's Targeted Learning Plan (TLP) (appendix 1). If, after at least two terms at SEN Support, a child is still not making adequate progress, a meeting with parents and relevant outside agencies may then be held to discuss Statutory Assessment. If it is agreed that the child's needs are long term and cannot be met from the school's resources, a request for statutory assessment determine if an Education, Health and Care Plan (EHCP) is needed to identify and meet their specific needs. This only applies in a very small number of cases.

Education, Health Care Plan (EHCP) Reviews

If a child has an EHC plan, the school holds an Annual Review inviting all parties concerned to contribute their views, in line with LEA requirements.

Admissions

Pupils with SEND are admitted to Sandylands Primary School in line with the school's Admissions Policy. The school is aware of the statutory requirements of the Children and Families Act (2014) and the Equality Act 2010, and will meet those requirements.

The school uses its induction process to work closely with parents and to identify children with special educational needs requiring additional provision.

When the school is alerted to learning difficulties or barriers to learning a child is experiencing, the best endeavours are made to collect all the relevant information and plan a suitably differentiated curriculum.

Following the admission of a child from another school during the year, any information that can be ascertained regarding their special educational needs is followed up and an induction procedure put in place for monitoring their progress and ensuring inclusion.

The SENDCO shares information with Class Teachers and Support Staff to ensure that children with special needs who join our school from elsewhere are integrated successfully.

Links with Other Schools

Transfer to secondary school

Information concerning children in Year 6 with special needs is collected together towards the end of the summer term and passed onto receiving Secondary Schools. The SENDCO and Year 6 teachers also meet with secondary SENDCOs/ head of Year 7 to transfer information and further meetings take place with the children. Vulnerable pupils including those with EHC plans often accept opportunities for extra visits to their future high school as part of the induction process. SENDCOs from High Schools are also invited to attend the Year 6 Annual review for pupils with EHCP plans.

Transfer to and from other Primary Schools

When pupils leave Sandylands to go to another primary school, SEND information is collected and forwarded as part of our transfer procedures. Telephone contact may also take place to clarify or add to information. The records of pupils who transfer to us are shared with staff and there is an induction period to assess the provision required to address any special educational needs. Parents are also invited to share information and check with us that their child is settling happily into school life.

Links with special schools

We are keen to develop our links with local special schools. Working with Special Schools creates opportunities for us to share resources, knowledge and expertise and enhance our own training and teaching programmes. We continue to look for ways that we can develop reciprocal relationships and regard this as a vital part of our inclusive framework.

Resources

The Governors, Head Teacher and SENDCO work together to ensure the efficient use of the SEN budget and allocation of resources.

The Governors' considerations for allocating resources are as follows:

a) Personnel

The Governors ensure that the special educational needs of pupils are met by employing a SENDCO.

The school recognizes its statutory responsibilities to meet the needs of pupils with an Education, Health, Care plan and aims to meet these in ways that ensure inclusion and progression. The governors ensure teaching assistants are employed in order to support the

learning needs of pupils and are allocated to classes and year groups with due regard to the distribution of pupils with Special Educational Needs.

Special Educational Needs and Disability Service (SEND) and other external support services
School works with Educational Psychologists and specialist teachers from the Lancashire SEND service to support children with Special Needs. The school also has close links with the NHS Paediatric therapy service which includes the Speech Therapy service and Occupational and Physiotherapy services. Children with the greatest need receive speech therapy in school and other therapy services also visit school to support children with specific identified needs. School buys into a private Educational Psychology (EP) service. The EP regularly visits school and works alongside the SENDCO to provide early identification and support for children with SEND. When specific needs are identified, additional specialists are employed by school to provide an enhanced level of support, e.g., specialist teaching for children with visual or hearing impairments.

b) Materials and Equipment

The governors ensure that money is set aside to develop resources in curriculum areas. Effective and efficient use of money is made by targeting resources for identified areas of need and then monitoring their use and effect on pupil progress.

There is a central base for resources and equipment which is used to provide adaptations as necessary to meet individual needs. ICT equipment such as computer programs and apps are regularly used to support children with special needs. There are also many leaflets, information booklets and online resources available, providing information and strategies to support a wide range of special needs and these are shared with parents and staff.

Curriculum

The school provides a broad and balanced curriculum for all children based on the statutory requirements of the National Curriculum. Specific needs of individuals and groups of children are planned for, in line with the National Curriculum, through increased differentiation and an individualized curriculum as appropriate. Every child should have access to the full national curriculum, however, some children require the content and delivery to be adapted to meet their needs so that they acquire and develop the skills appropriate for them to make progress. (e.g., the length of time sitting and attending in a whole class situation may be inappropriate for some children and it may be more conducive for their learning if the time is split to allow for other related activities to take place.)

We seek to overcome barriers to learning, thus allowing all pupils full access to the curriculum through appropriate differentiation. This is done in a way that builds on pupils' strengths whilst addressing their difficulties and finding ways to overcome them. The targets identified within the child's learning plan are reflected in work across a broad range of subjects and areas of activity.

A variety of teaching approaches should be used to maximize the achievement of all pupils. Teachers and support staff are encouraged to consider the varieties of teaching approaches and activities available to enable children to access the National Curriculum e.g., through a multi-sensory approach that provides different kinds of learning opportunities and takes into account different learning styles. Teacher's planning should be flexible in order to recognize the needs of all children.

Teaching arrangements

Groupings

While children may be grouped, for example, during phonics or literacy activities, in order that they can work at a suitable level and share common targets, teachers also ensure that there are times when children with special needs work alongside other children in the class. Flexibility is vital in order that their abilities are developed and they are able to show their strengths in order for self-esteem to be maintained.

Withdrawal

Most children are given support in the classroom as an integral part of the lesson. However, it is sometimes necessary to withdraw children individually or in a small group in order to deliver a specific program or to focus on particular targets. Such work will be carried out with the clear aim of developing access to the class curriculum.

Most 1 to 1 work with children is for short, focused periods. Children who receive speech therapy or support from other specialist teachers may need longer periods out of class at certain pre-arranged times.

Any withdrawal is always handled positively, in a way that does not denote any loss of self-esteem.

Testing and Assessments

While teachers are aware of any children with special educational needs who require special arrangements for testing and assessments, there are some cases where, following discussion, alternative assessments may be more suitable and in certain instances dis-application may be sought from statutory tests. Parents will always be informed if the school feels that a child should be dis-applied from statutory assessments.

For more information, please see Assessment Policy.

Supporting children with medical conditions

Sandylands recognizes that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

For more information, please see Accessibility Policy.

Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP). In this case the school will follow the SEND Code of Practice, 2014.

Definition:

Pupils' medical needs may be broadly summarized as being of two types:

- Short term, affecting their participation in school activities whilst they are on a course of medication.
- Long-term, potentially limiting their access to education and requiring extra support and care.

Aims

- To support pupils with medical conditions, so that they have full access to education, including physical education and educational visits.
- To ensure that school staff involved in the care of children with medical needs are fully informed and adequately trained by a professional in order to administer support or prescribed medication.
- To comply fully with the Equality Act 2010 for pupils who may have disabilities or special educational needs.
- To write, in association with healthcare professionals, Individual Healthcare Plans where necessary.
- To respond sensitively, discretely and quickly to situations where a child with a medical condition requires support.
- To keep, monitor and review appropriate records.

Administration of medicines

Parents will be asked to fill in a medication form for prescribed drugs giving permission for school to administer them. This will include dosage, times the medication is to be given and how often. These will be kept in a named wallet in a locked cupboard in the office. (Non-prescription drugs such as Calpol cannot be administered by school staff unless a doctor's letter has been received stating the need for the particular medicine and how it should be administered.)

It will be the responsibility of the teacher or the teaching assistant of the pupil to take them to the office when the medicine is needed. The teacher, teaching assistant, SLT member or office staff may administer the medication using the accompanying record sheet, which will specify the dosage, and sign the sheet.

Staff may only administer prescription drugs once the appropriate forms have been filled in and signed by the parent/ carer.

Health and Safety

The school has a Health and Safety Policy which is regularly reviewed and health and safety issues are the responsibility of all who work in the school. Problems should be reported to the Head Teacher or Health and Safety Officer.

Sandylands recognizes that some disabled pupils and pupils with SEN may require specialist handling, treatment or facilities. It also recognizes that teachers and teaching assistants may face new situations, particularly with pupils with severe or complex SEN who are taught in a mainstream setting. Some pupils may need their own individual risk assessment. The Lancashire SEND Team or specialist teachers conduct risk assessments for pupils who may require individual arrangements.

The Deputy Headteacher, Health and Safety Lead and SENDCO are also responsible for conducting risk assessments and analysing any risk factors which may be significant for all children including those with particular needs such as visual, hearing and physical impairments.

At Sandylands staff are taught how to use specialist equipment such as hearing aid chargers and FM transmitters for children with Hearing Impairment.

Access to the full life of the school

We recognize the need to ensure the full range of activities on offer at school are fully inclusive.

School trips

The special needs of children are taken into account when planning and arranging school trips so that no child is denied the opportunity to participate in the experiences offered. Every reasonable step is taken to ensure this. This may require extra support to be in place, special equipment to be made available or other resources found.

Swimming

All children have a right to participate in class swimming lessons and steps will be taken to ensure all children are included. This may require extra support and/ or special equipment.

School parliament, after-school clubs and music, plays and productions

Participation in these activities is encouraged. We recognize that some children with special educational needs in, for example literacy or numeracy, may be able to shine in certain extra-curricular/ physical activities and this needs to be celebrated.

Homework

Teachers ensure that the homework given is suitable and differentiated either by outcome or presentation. Issues are treated sensitively and appropriate support offered. If there are difficulties providing equipment and facilities at home or there are other family circumstances that need to be taken into account, pupils will be offered help, including time to complete homework within school.

Assemblies and whole school gatherings

Flexibility is shown in order to ensure success when considering children's participation in these occasions.

Parents

Sandylands Primary School works in close partnership with parents. Parents are always welcome and an 'open door' policy operates throughout the school. Parents are involved at all stages of the school's SEND procedures. Parents/ carers with a concern are encouraged to share this with the school. The class teacher maintains informal contact and shares any concerns and information that arise with relevant members of staff. Any decisions about provision for individual special needs will always be taken in consultation with parents. The SENDCO is available to discuss any concerns or share information with parents/carers.

Parents can contact the SENDCO with any enquiries.

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

Parents are encouraged to be involved in their child's learning in the following ways:

- Visiting school prior to their child starting at Sandylands and discussing their needs with the Head teacher, SENDCO and class teacher.
- Contributing to Individual target reviews, through TLPs (appendix 1) and annual reviews for children with EHCPs.
- Attending parents' evenings twice each year
- Supporting their child to complete homework tasks
- Completing questionnaires asking their views
- Joining the parent's Curriculum Forum or Friends of Sandylands School (FOSS).

Bullying

At Sandylands, we believe that all pupils, particularly those who are vulnerable learners, have a right to learn in a supportive, caring and safe environment without the fear of being bullied. We promote good behaviour through positive behaviour management strategies. It is made clear that bullying is a form of anti-social behaviour, it is wrong and bullying behaviour will not be tolerated.

Please see Positive Behaviour Policy, and/ or Anti-Bullying Policy for more information.

Training

The governors ensure that they are kept fully aware of their statutory responsibilities by attending training sessions and receiving information and updates from the Head Teacher and SENDCO through the named Governor.

The SENDCO keeps up to date about SEND issues through attendance at training and cluster meetings and through reading and subscription to professional bodies. In addition, the SENDCO develops knowledge by attending training with outside specialist and by arranging discussions with outside specialists.

Support staff and class teachers need to develop a wide range of SEND knowledge and skills to meet the challenges of inclusion. Class teachers are kept up to date by the SENDCO through informal meetings, staff meetings and INSET.

Teaching assistants are regularly updated in the following ways:

- TA meetings,
- In school training,
- TA professional development provided by outside agencies e.g., training providers, Speech therapist, Physiotherapist/Occupational therapist etc.,
- Visiting other specialist providers.

Members of the support staff are encouraged to share their expertise and knowledge with colleagues and to develop their skills by gaining relevant qualifications and attending courses. They are encouraged to develop individual areas of expertise that can be disseminated to other staff and called upon to support particular individuals or groups.

Outside specialists such as Educational Psychologists, Specialist HI/VI teachers, Occupational or Physiotherapist and Speech Therapist provide invaluable advice and information that contributes to staff training. The school is also committed to developing links with Special Schools which provide opportunities to tap into expert skills and knowledge.

Areas for staff training are identified by assessing the areas of need of individual pupils, the School Development Plan and individual aspirations.

Outside agencies including health services

The school liaises with a number of outside agencies to ensure positive outcomes for children with special educational needs.

Consent is sought from parents before a referral is made. Information is discussed with parents and shared with the relevant staff.

Education services

Specialist teachers (Both from Lancashire LEA and from private providers)
Educational Psychology services (Both from Lancashire LEA and from private providers)
SEND officer
School adviser
SEND Information, Advice and Support Service (SENDiASS -previously Parent Partnership)
Specialist provision especially Stepping Stones Short Stay School, Morecambe Road school and The Loyne Specialist school.

Health
School Nurse/ Health visitor
Paediatric Child Health Service
Speech and Language service
Occupational Therapist
Physiotherapist
CAMHS
ADHD/ Autism pathways

Case conferences, reviews and core meetings convened by Social Services are attended by the Head Teacher, LAC Designation Teacher, SENDCO, or Inclusion Mentor. Social workers may also visit school to work with school to produce Personal Education Plans for 'Looked After Children'. Telephone contact is maintained as necessary.

Information is made available to parents through the school website, the Lancashire Local offer and the Information, Advice and Support team. Booklets and other information regarding contacts and support service numbers are displayed in school and parents can receive copies.

Evaluation of the SEND Policy
A review of the SEND element of the school development plan takes place each year. New targets are discussed with the Senior Leadership Team (SLT). An annual report to the Governors is compiled by the SENDCO and presented to the Governing Body by the named Governor for Special Needs.

The school further evaluates the success of the policy by:

- Tracking progress of individual SEN children, both formatively through regular teacher assessment and
- Looking summatively through end of term assessment. This ensures appropriate interventions are put in place
- Identifying when a child is identified as not making sufficient progress.
- Evaluating whole school data, including SATs results and Teacher assessments.
- Taking into account the views of pupils provided during SEN review meetings.
- Evaluating the success of specific strategies and interventions.
- Taking into account the views of staff regarding intervention programmes, strategies and resources used.
- Taking into account parent views during SEN review meetings and through parental questionnaires.
- Evaluating the success of pupils with EHCPs in working towards their objectives during Annual review
- meetings.
- Taking into account the views of personnel from outside agencies.

Complaints

The complaints procedure for SEND follows the school's other complaints procedures. These can be found on the school website.

Should any parent/ carer, have a concern or cause for complaint about the additional provision made for their child then they should first talk to the class teacher. If the concern continues, then the class teacher discusses the matter with the Phase Leader and/or the SENDCO and efforts are made to reach an acceptable outcome. If the concern cannot be resolved at this stage, the matter is brought to the attention of the Head Teacher.

Informal discussions between those involved then take place but if a satisfactory outcome is not forthcoming a more formal meeting between Head teacher, SENDCO, class teacher and parent/ carer is arranged to discuss what can be done. A plan of action is made with an appropriate time scale for its implementation and review. If there is still no acceptable outcome, either at the first meeting, or the review, the parent/ carer may wish to make representations to the Governing Body.

The SEND Governor is involved first and then the Chair of Governors.

During the procedure the parents/ carers are informed about the Lancashire SEND Information Advice and Support service and also the support offered by the school's appointed SEND Officer, should this be appropriate.

Appendix 1

Teaching and Learning Plan (TLP)

Sandylands Individual Learning Plan

Name		**DOB**		**Date**	Year? 2026/2027

Overview

My Strengths	**Key Areas to develop**
My views •	**Parent's views** Signed _____

Key Target sheet

Date	**Assessment** (Where I am now)	**SMART Target** (Key areas broken down into smaller steps)	**Provision** (What/When/How/Who)	**Review** (Achieved or not, next steps)
				☐ Achieved and new target needed ☐ Ongoing and continue working on this target ☐ Not achieved and new target needed Next Step
				☐ Achieved and new target needed ☐ Ongoing and continue working on this target ☐ Not achieved and new target needed Next Step