

Sandylands Community Primary School

Local Offer



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Local Offer
Special Educational Needs and Disabilities (SEND)

Lancashire

As Sandylands Primary school is a part of Lancashire Local Authority, for more information on Lancashire's Local Offer for SEND as a whole, please see:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Roles

Head Teacher	Allison Hickson
SEND Co-ordinator and Pastoral Lead	Liz Wildon
SEND Governor	Rona Forsyth
Phase Leaders	EYFS - Jen McLaren KS1 - Penny Lupton LKS2 - Gavin Goulds UKS2 - Angela Cokell
Inclusion Mentors	Nicola Miller Rachel Whitehead Lee Roberts Tom Woods
Health and Safety Lead	Geraldine Dixon

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

Parents can contact the SENDCO with any enquiries.

SENDCO	Liz Wildon
Phone	01524 410286
e-mail	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.

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, guardians 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 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 Seahorse Nursery, Starfish Nursery and Reception classes. All buildings are single-story and adaptations have been made to ensure the school and fire exits are fully wheelchair 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 an app (Xpressions) 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.

For more information, please see Accessibility Policy.

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 the SENDCO, their child's teacher or their child's Phase Leader 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 SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

For more information, please see Assessment Policy.

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. Pupils requiring specific targeted support have individual plans to monitor these.

Fuller assessments of children's learning needs can be undertaken by the SENDCO to identify specific learning needs. Further advice and assessment are also provided through liaison with outside agencies such as the Lancashire Early Years SEND team, Lancashire Specialist teachers, Speech and Language therapy, Physiotherapy or Occupational Therapy. The school also employs an Educational Psychologist, an assistant Educational Psychologist, a specialist visual Impaired teacher and a habilitation specialist.

Each class has access to additional support including teaching assistants. 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.)

For more information on medical needs, please see Supporting Children with Medical Needs policy.

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.

Please see Positive Behaviour Policy for more details.

Attendance of every child is monitored on a daily basis by staff including admin and, in some cases, members of the Inclusion Team. 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 Inclusion Team.

Please see Attendance Policy for more details.

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.

For more information, please see Assessment Policy.

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 needs will be made to the Local Authority.

- An Education, Health and Care Plan (EHCP) will be focused on the outcomes the child seeks to achieve across:
 - education,
 - health and
 - care.
- An EHCP will set out how services will work together to meet the child's needs and support the stated outcomes.
- An EHCP 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 EHCP 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 intervention/s a pupil is receiving, the duration and the progress made following intervention. This may be in the form of a Targeted Learning Plan (TLP) (appendix 2). An overview of the Provision provided at Sandylands is included at the end of this document (Appendix 1).

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.

Reviewing and Evaluating outcomes

Pupil's progress is monitored throughout the school and progress is tracked termly. This may be in the form of a Targeted Learning Plan (TLP) (appendix 2). 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 SENDCO 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 Lead carries out any other risk assessments within school where necessary.

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

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.

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 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.

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, phase leader or SENDCO at any point.

The SENDCO 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 SEND; 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 and through Xpressions (school communication).

The SENDCO and Inclusion Team work closely to support children with SEND 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 parent communication app, Xpressions. Parents can request a paper copy if preferred. Messages are also sent through Xpressions to keep parents informed of any events in school, trips etc.

The website and school prospectus contains details of all staff currently employed at the school.

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

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

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 SENDCO 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 or if your child needs more specialist support.
- talk to you if we think we need to consider asking the local authority to make a Statutory Assessment of your children's needs for an Education, Health and Care plan 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. The complaints procedure can be obtained from the school office or from the school website.

Family Support

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.

If a pupil required a Travel Plan to get to and from school this would be dealt with by the class teacher, SENDCO and Inclusion 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 SEN Support Plan or Education, Health and Care plan (EHCP).

Extra-Curricular activities

Sandylands operates wrap-around care including 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 from Reception 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.

Appendix 1

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 (Years 1 -3) Read Write Inc Fast track phonics (Years 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	In class support with focus on supporting speech and language WELLCOMM S & L programme	1: 1 Speech Therapy sessions and individual support using SLT resources

	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	Speechlink resources Speak Clearly resources Social skills group	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 Reward system - Superstar of the week, Lunchtime prize, Sandylands Termly Superstar, Respect Hero etc Circle time / PSHE work Access to reef / Eden 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	Flexible teaching arrangements Differentiated planning and expectations in PE according to need Staff aware of implications of physical / sensory impairment	Teodorescu handwriting programme Brain Gym exercises Fine and Gross motor skills development group Visual / auditory perception activities	Individual support in class to facilitate access to the curriculum Individual support in PE Physiotherapy programme OT programme

	Adjustments to classroom environment e.g., acoustics through accessibility and access plan. Availability of resources e.g., different size pencils, Writing slopes, Pencil grips	Busy Fingers / speed up programme	Provision of specialist equipment 1:1 TA support Access to specialist teacher
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Appendix 2

Teaching and Learning Plan (TLP)

Sandylands Individual Learning Plan

Name		DOB		Date	Year? 2024/2025
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Overview

My Strengths	Key Areas to develop
My views <ul style="list-style-type: none">	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)
				<input type="checkbox"/> Achieved and new target needed <input type="checkbox"/> Ongoing and continue working on this target <input type="checkbox"/> Not achieved and new target needed <u>Next Step</u>
				<input type="checkbox"/> Achieved and new target needed <input type="checkbox"/> Ongoing and continue working on this target <input type="checkbox"/> Not achieved and new target needed <u>Next Step</u>