



Sandy Lane Primary School

SEN Information Report

Approved by:	GB3	Date: 29/01/24
Last reviewed on:	January 2024	
Next review due by:	January 2025	

Vision & Aims of Sandy Lane (Why we do what we do)

Sandy Lane is a nurturing and inclusive community with a safe, happy and inspirational environment. Our children become caring and responsible local, national and global individuals. We develop ambitious and aspirational learners, who fulfil their academic and personal potential and take pride in their achievements. Our vision is embodied within our 5 core values: Positive, Resilient, Inclusive Determined, Enquiring. We are completely committed to providing our children with a curriculum that inspires and motivates them. We aim to ensure that learning experiences are challenging for all in order to develop resilience as well as knowledge. In addition, we put a strong emphasis on an unerring positive ethos and an expectation of staff and all children living out the values of the school through their everyday behaviours and actions.

Our aim for children through their Sandy Lane journey is:

- To be happy
- To be personally successful
- To make life-long memories

Sandy Lane Primary School is part of the Greenshaw Learning Trust. The Greenshaw Learning Trust is a charitable company limited by guarantee, registered in England & Wales, company number 7633634, registered at Greenshaw Learning Trust, Grennell Road, Sutton, SM1 3DY.

Sandy Lane Primary

SEN Information Report

This report describes Sandy Lane Primary's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: SENCO

This report was reviewed and updated on: January 2024

This report was approved by the School Governing Body on: 29/01/24

**This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the: Senco*

SENCO:

Katie Wade senco@sandylanebracknell.com

Headteacher:

Neil Davies head@sandylanebracknell.com

SEN link governor:

Trudy Cleary tcleary@greenshawlearningtrust.co.uk

SEN Information Report

1. The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate multiple learning difficulties

In addition, we have a Special Resource Provision (Foxes Class) for children with autism and/or speech and language difficulties, who have an EHCP.

2. Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, language and communication and social or emotional needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.
- Termly review of the targets on their provision maps

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We work closely with the LA for robust transition for pupils with SEND as part of the phased transfer process. We also work closely with Secondary provisions to provide extra transition sessions for those identified as needing this support. This could include children and adults from Sandy Lane visiting secondary provision.

6. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Group support (within the class)
- Nurture Group support
- Social and emotional support (ELSA – group and 1:1)
- Daily reading
- Pre-teaching
- Speech and Language support
- Handwriting interventions

- Fine motor skills
- Special Resource Provision
- Colourful semantics
- Sensory trail

7. Adaptations to the curriculum and learning environment

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by dynamic grouping, 1:1 work, teaching style, content of the lesson etc
- Adapting our resources and staffing
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc
- Special Resource Provision
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc

8. Additional support for learning

We have teaching assistants in each year group some of whom are trained to deliver interventions such as communication groups, speech and language groups and those listed in section 6.

Teaching assistants will support pupils on a 1:1 basis when they have an Education, Health and Care Plan (EHCP) which states this is a requirement to meet outcomes on their plan or their needs require 1:1 support. Others with EHC plans needs can be met through targeted provision carefully planned by the class teacher and SENCO.

Teaching assistants will support pupils in small groups when directed by the class teacher, to support in class or outside of the classroom on specific interventions.

We work with the following agencies to provide support for pupils with SEN:

- Autism Support
- Educational Psychology
- NHS eg CAMHS, SALT, OT, Physiotherapy, school nursing service
- Support for Learning (SFL)
- Youth Offending Scheme
- Pediatricians
- Child Development Centre
- Inclusion Team (Behaviour Support)
- Children's social care
- Early Help
- GEMs4Health
- MHST (Mental Health Schools Team)

9. Expertise and training of staff

Our SENCo, Mrs Wade, is an experienced teacher and a new SENCo. She receives support from GLT SEND team. She works in school 4 days per week on SEND provision.

We have a team of teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision. We also have 5 trained ELSA teaching assistants (1 who is and another teaching assistant who has completed the Nurture Group Training.

In the last academic year, staff have been trained in:

- Edukey – computer based ILP writer
- Setting SMART targets
- Sensory Processing support
- Colourful semantics
- Attachment difficulties

We use specialist staff for ELSA and Nurture support.

10. Securing equipment and facilities

Additional equipment can be purchased to support pupils in class (this remains the property of the school) or within the school setting. These are purchased based on recommendation from other professionals or if the SENCO has agreed it as a strategy to support an individual needs.

11. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Monitoring by the class teachers and the SENCO
- Formative assessment (standardized scores)
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Reviewing strategies with professionals eg Ed Psych, SALT and ASSC
- Boxall profile

12. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

All pupils are encouraged to go on our residential trip(s) in Year 6.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

Pupils are not excluded from taking part in these activities because of their SEN or disability. School staff will liaise with parents and risk assessments of individuals will be completed to identify safety measures

for particularly high need pupils. Where risks are too high the Head Teacher will make this decision and parents will be informed.

13. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- We promote emotional and social development through Zones of Regulation and Pyramid Powers.
- We have ELSA interventions to improve emotional and social development.
- We have Nurture style support
- Staff also support inside at lunch time and reduce unstructured time where possible
- We have a zero tolerance approach to bullying.

14. Working with other agencies

Pupils who do not respond to interventions in school will have a referral to outside agencies, following meetings with SENCO, class teachers and parents. Outside agencies will come into school to observe pupils if needed, work with them and consult parents and staff.

15. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16. The local authority local offer

Our contribution to the local offer is: on the Sandy Lane School website

For further information about the local offer, see Part One section 4.

17. Contact details of support services for parents of pupils with SEN

Advice can be found for the parents and carers of children with special educational needs and disabilities at [Home - Gems4health](#) and [Home - Bracknell Forest IASS](#)

<https://www.bracknell-forest.gov.uk/children-and-family-services/special-educational-needs-and-disability>

18. Contact details for raising concerns

If there are concerns in regards to a pupil's SEND needs, then please do contact your class teacher (secretary@sandylanebracknell.com) in the first instance and then SENCO.