



SANDFIELD PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT SCHOOL OFFER (RESPONSE TO THE 14 QUESTIONS)

2021 - 2022

Name: Sandfield Primary School.

Address: Stoke Road, Guildford, Surrey, GU1 4DT

Headteacher: Mrs Kate Collins

SENDCo: Mrs Laura Kennedy

SEND Governors: Mrs Paula Van der Meulen

Contact details for the school: Telephone: 01483 566586
Email: reception@sandfield.surrey.sch.uk
Website: www.sandfield.surrey.sch.uk

Ofsted link: <https://reports.ofsted.gov.uk/provider/21/141197>

Overview:

Sandfield Primary School is a mainstream primary school that is a member of the Athena-GEP, a collaborative Multi Academy Trust (MAT).

SEND Information Report 2020 - 2021		
Question	School response	Examples of good practice at our school
<p>1. What kinds of special education needs are provided for at Sandfield Primary School?</p>	<p>Sandfield Primary School is a mainstream, inclusive school that complies with the requirements of the Special Educational Needs Code of Practice (2015).</p> <p>Our school currently provides additional and/ or different provision for a range of needs, including:</p> <p>We are able to cater for pupils with a range of difficulties in the following areas:</p> <ul style="list-style-type: none"> ● Cognition and learning; ● Communication and interaction; ● Social, Emotional and Mental Health; ● Sensory and Physical. <p>Sandfield Primary School makes reasonable adjustments to our practices in order to meet the needs of pupils with special educational needs, so as to comply with the Equality Act (2010). We recognise that all teachers are teachers of special education needs and disabilities, and the school embraces inclusive education.</p>	<ul style="list-style-type: none"> ● We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs. ● Daily lessons are differentiated in a range of ways to ensure the inclusion of all pupils. For example, different tasks and adult support.
<p>2. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</p>	<p>We are interested in the well-being and education of every child who comes into our school. We have rigorous monitoring in place that tracks the progress our children make in key areas of the curriculum. Our staff are skilled in identifying any concerns regarding a child's educational or social needs. We also use data and other forms of assessment to identify additional needs. Parents/carers are strongly encouraged to</p>	<ul style="list-style-type: none"> ● The class teacher/ teaching assistant notifies the SENDCo if they and/or a parent/carer have concerns about a child. ● We identify children who need additional support through our everyday observations and assessments; termly progress data

		<p>speak to the class teacher, Phase Leader and/or the Special Educational Needs and Disabilities Coordinator (SENDCo) about any concerns they have. They will be informed about the next steps the school will take and what is involved. The SENDCo can be contacted via the office.</p> <p>When a child joins Sandfield, then the previous educational setting will liaise with SENDCo if there are identified needs or concerns.</p>	<p>meetings; SENDCo observations.</p> <ul style="list-style-type: none"> ● We use the current SEND criteria to decide whether a child needs additional support together with our professional knowledge of the child. ● As professionals we are able to observe certain learning behaviours and put specific strategies in place to help a child with additional needs.
3.	How will Sandfield Primary School staff support my child?	<ul style="list-style-type: none"> ● All our teachers are teachers of Special Educational Needs. ● Once a child has been identified as having a special educational need we will develop a more personalised programme to support the child's learning. Where possible this programme will be taught in class but on occasions the child may work out of class with a member of staff. Most often these intervention programmes are done as part of a group although some are done one to one. 	<ul style="list-style-type: none"> ● Many of our teaching assistants run group intervention programmes that are tailored to meet the needs of specific children. ● We have many areas of expertise amongst our staff. When we notice particular needs arising, we endeavor to train key staff accordingly.
4.	How are parents involved in the school? How can I be involved?	<p>Parents are strongly encouraged to participate in the whole life of the school eg. the Parent Teacher Association, Parent Governors, reading volunteers etc. We wholeheartedly believe in working with parents in order to support a child's learning, aspirations and needs.</p> <p><i>N.B Safeguarding checks may need to be carried out.</i></p>	<ul style="list-style-type: none"> ● By arrangement we are happy for parents to come in and do voluntary work. ● Parents are often invited to help out on school trips. ● Parents are encouraged to share their feedback via Parental Questionnaires, the school newsletter and parent/ carer meetings. ● Parents can support their child with additional activities outside of school, including after school clubs and other activities. ● Parents can use the Parent Information Board on our school website, to find out about events (e.g. Summer Fair) they can

			<p>be involved in.</p> <p>https://www.sandfield.surrey.sch.uk/parents-zone/sandfield-parent-noticeboard</p>
5.	How will the curriculum be matched to my child's needs?	<p>We have set up a curriculum that is designed to excite and motivate all children. Differentiation of the curriculum in each classroom is excellent. This means that tasks are matched to each child's ability so that they can make rapid progress against their targets. The targets set will be within reach for the child and be shared amongst relevant staff. We have mixed ability classes where children are taught by their teacher alongside their peers.</p>	<ul style="list-style-type: none"> • We take on board advice given by outside agencies and we build this into a child's regular day e.g. we incorporate exercises recommended by physiotherapists. • In Reception, we have a balance of adult-led and child initiated activities. • Any changes to the curriculum in line with national and local initiatives are monitored by the Senior Leadership Team.
6.	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<p>We regularly share progress on each child at Parents' Evenings. At such meetings (and through other means) we talk about what can be done by families at home to support a child's learning at school. This is also reinforced by publishing each year groups' <i>Long Term Plan</i> and <i>Our Plans for Week</i> on our school website.</p> <p>We understand that supporting a child's learning at home is not always an easy job. We have a part time Home School Link Worker and SENDCo; we can draw on their skills to help you. We would encourage you to share any concerns with us however minor.</p>	<ul style="list-style-type: none"> • We give formal feedback through Parents' Evenings, School Reports and Surrey Support Arrangement Plans • Annual Reviews for children with an Education Health and Care Plan (EHCP). • We give on-going feedback to children through our excellent marking and through discussion with the child. • We run workshops to help parents support their children at home e.g. How to deal with anxiety and children • We give careful consideration to what is required to overcome a child's barrier to learning eg. sessions with our Home School Link Worker. • We conduct regular updates on targets and put in new ones when required. • We share learning with parents via Tapestry and • When required, we give parents/ carers updates at the end of the school day or over the phone.
7.	How will the school prepare and support my child to join the school,	<p>We have a buddy system in place for welcoming new children to our school. Our Surrey Support Arrangement Plans record what helps the child to learn and this</p>	<ul style="list-style-type: none"> • Our Year 6 teachers have a handover meeting with teachers from local Secondary schools.

	<p>transfer to a new school or the next stage of education and life?</p>	<p>information is passed on in transition. We have good relationships with the schools that our children move on to.</p> <p>If there is important information to share our Home School Link Worker (HSLW) and SENDCo do specialized transition work with children who are starting or leaving the school. They will identify vulnerable pupils in Year 6 who may need extra transition support. They will work closely with HSLWs, SENDCos and Heads of Year at the new school.</p>	<ul style="list-style-type: none"> ● Where a child has an EHCP we invite the SENDCo from the next school to attend the Annual Review meeting if possible. ● During the last term in Year 6 teaching staff and the inclusion team staff focus on transition support. Where required additional induction days will be organised with the new school. ● Home visits by the Reception teacher prior to children joining the school. ● Visits to local pre-schools. ● As required by the SEND Code of Practice (2015), the SENDCo liaises with the new school about children with SEND needs if any child transfers mid-year or at key transition points.
8.	<p>Adaptations to the curriculum and learning environment</p> <p>How accessible is the school environment?</p>	<p>We have an Accessibility Plan in place and as such we consider our environment to be fully accessible. Our policy and practice adheres to the Equality Act 2010. Where possible, we try to ensure that non-English speakers or those who struggle with written English understand the content of letters that go home. When required, translators are asked to attend meetings.</p>	<ul style="list-style-type: none"> ● The school is well equipped with a disabled toilet, ramps and other specialist equipment. ● Where possible we try to find other adults or children who can translate for non-English speakers. We will employ translators to communicate at some SEND meetings. For example, EHC plan Annual Reviews or when a pupil is being put on the SEND register. ● Accessibility plan can be found on the school website: https://www.sandfield.surrey.sch.uk/about-us/send
9.	<p>How is the decision made about what type and how much support my child will receive?</p>	<p>Should additional support be required, this is undertaken after consultation with the relevant staff, the child and their family often in consultation with outside agencies such as the Educational Psychology Service. Our decisions taken are in line with the SEND Code of Practice. Decisions are made on an individual basis according to the needs of the child.</p>	<ul style="list-style-type: none"> ● Teachers communicate with families about their child's learning and provision. ● Teaching staff talk to the child about their specific targets. ● Personal targets are reviewed regularly and adapted by teachers, SENCo, external professionals and/ or pupils.

		If your child has an EHCP, we will provide the level of support listed in the document. The amount and type of provision in the EHCP is decided after the views of key professionals have been taken on board and after a period of consultation with parents.	
10	What training are the staff supporting children with SEND had or are having?	<p>Our Special Educational Needs and Disabilities Co-ordinator (SENDCo) is a qualified teacher and a member of the Senior Leadership Team. She gained the National Award for SEN in Autumn 2019, in accordance with the law for SENDCos taking on the role since 2009.</p> <p>We have a highly skilled Pastoral and Inclusion team. Our HSLW used to be a Local Authority Special Needs Case Worker for example.</p> <p>All staff members who work with SEND children are dedicated to making a difference to each child's education. We regularly invest time and money in training our staff to continuously further improve provision, as well as whole school improvements. For example, all teaching staff had Word Aware (a vocabulary curriculum) in September 2019 to improve our vocabulary curriculum for all pupils, especially children with SEND.</p>	<ul style="list-style-type: none"> • We draw on our own expertise within the school to provide training and professional development for members of staff working with our children. • Continuing professional development is part of the culture of the school and often staff will attend courses by outside providers or the Athena-GEP Multi Academy Trust. • The SENDCo has the National Award for SEND Coordination. • A Teaching Assistant has completed an ELKLAN course for staff who work with children who have social communication and language needs. • Our HSLW has attended Emotional Literacy Support Assistant training and receives supervision. She also attended Advanced Freemantles Autism training. • One of our Learning Support Assistants has attended Emotional Literacy Support Assistant training and receives supervision.
11	How are the school's resources allocated and matched to children's special educational needs?	<p>Resources are allocated according to the needs of the child.</p> <p>When a child needs additional resources eg. a writing wedge or adapted scissors we use our SEND budget to buy the right equipment.</p>	<ul style="list-style-type: none"> • The Head Teacher, SENDCo and School Business Manager, with oversight from the local governing committee, keep a close eye on ensuring that resources are allocated appropriately from the SEND budget.
12	What is your approach to teaching children with SEN?	Sandfield Primary School uses the graduated approach as outlined in the SEN Code of Practice (2015), following the ASSESS, PLAN, DO, REVIEW	<ul style="list-style-type: none"> • Class teachers will carefully consider the seating plans of their classrooms, to ensure all children are able to focus

		<p>CYCLE.</p> <p>We recognise that all teachers are teachers of SEND and the school embraces inclusive education through quality first teaching, making reasonable adjustments to help include all children, not just those with SEND.</p> <p>The class teacher works with all groups of pupils in their class, ensuring children with SEND receive quality first teaching matched to their needs.</p> <p>All class teachers differentiate daily lesson plans to ensure the needs of all pupils are met. If a pupil requires support additional to or different from the rest of the class (such as spelling, handwriting, maths & literacy skills etc.) then the pupil may attend an intervention group.</p>	<p>on their learning.</p> <ul style="list-style-type: none"> ● Special Education Needs and Disability is a key part of our staff training programme.
13	How will my child be included in activities outside the classroom including school trips?	<p>Our school promotes involvement of all our children in all aspects of the curriculum including activities outside the classroom (e.g. school trips).</p> <p>A risk assessment will be carried out and procedures will be put in place, not only to ensure the safety of all but also to enable all pupils to participate. Any barriers to engagement will be reviewed, with discussions on what can be done to overcome these, and reasonable adjustments will be made to ensure all children can join in regardless of their needs.</p>	<ul style="list-style-type: none"> ● Where necessary, individual risk assessments are carried out in consultation with parents/carers. ● Our Accessibility Plan promotes inclusion and involvement of all our children.
14	What support will there be for my child's overall well-being?	<p>We know that all children learn best when they are happy. Our staff team members share this belief and work very hard to establish positive relationships with each child in their care. Our Personal, Health and Social Education (PHSE) curriculum was set up with our children in mind and tailored to meet the needs of the children in this community.</p>	<ul style="list-style-type: none"> ● There is a Playground pals and Friendship bench in the playground. ● Staff members are trained in general first aid. ● The Junior Leadership Council and pupil voice surveys help pupils' voices to be heard.

			<ul style="list-style-type: none"> ● We have a healthy eating approach in school to encourage healthy eating and sports club run throughout lunchtimes. ● Where appropriate, we have an intimate care policy. ● We have procedures in place for when a child needs medication to be given by school staff. ● School Behaviour policy ● Bullying Policy ● Home School Link Worker ● Emotional Literacy Support Assistant ● SENDCo will listen to the concerns of pupils with SEND and will work with them to help support their well-being.
15	What specialist services and expertise are available at or accessed by the school?	<p>Our staff team have a high level of expertise which we draw upon on a daily basis. There are occasions, however, when we need to seek advice from the specialist teachers at the Local Authority such as the Educational Psychologist or colleagues from Learning and Language Support. We also have excellent links with colleagues such as Speech and Language Therapists, Paediatricians and Physiotherapists, CAMHS and our Inclusion Officer. Referrals to these agencies will only be made with the permission of parents/carers.</p> <p>Our Home School Link Worker, SENDCo and Designated Safeguard Lead (Mrs Kate Collins) work closely with colleagues from Children's Services in order to meet any social care needs.</p>	<ul style="list-style-type: none"> ● We meet each year with key professionals to plan out aspects of provision for a child with special educational needs or disability. ● We always inform parents if an outside agency is visiting a child and extend an invitation to a parent/carer if it is required. Reports will be shared by the class teacher with parents. ● We utilise outreach services from specialist schools such as Freemantles School (specialising in teaching children with Autism). ● Forest School is taught in KS1 and there is a Forest school invention group for KS2.
16	How does the school evaluate the effectiveness of the provision made for children with SEN?	<p>Sandfield Primary School uses the approach outlined in the SEN Code of Practice (2015): ASSESS, PLAN, DO, REVIEW.</p>	<ul style="list-style-type: none"> ● We track and monitor the progress of our children. Teachers, outside agencies (if relevant) help develop targets for children, with support from the SENDCo ● Teachers review children's targets. ● The nominated SEND Governor

		<p>meets termly with the Inclusion team to review progress and effectiveness. Termly SENDCo reports to the local governing committee.</p>
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<p>17. Who can I contact for further information or if I have concerns or a complaint?</p>	<p>In the first instance parents/carers are encouraged to talk to their child’s class teacher. You may be referred on to the school’s Special Educational Needs and Disabilities Co-ordinator (SENDCo), our Home School Link Worker (HSLW) or other agencies depending on the nature of the enquiry.</p> <p>An appointment can be made with the SENDCo - Mrs Laura Kennedy, if it is required by the parent. Her contact details laura.kennedy@sandfield.surrey.sch.uk or 01483 566586.</p> <p>If a parent/carers wishes to discuss their child’s special educational needs or they are unhappy about any issues regarding the school’s response to meeting these needs, please contact the following:</p> <ul style="list-style-type: none"> ● The class teacher ● The SENDCo ● The Headteacher <p>Where a resolution between the school and parent or carer cannot be reached, parents or carers can seek external support through the Surrey SEND Information, Advice and Support Service (SSIASS): https://sendadvice.surrey.org.uk/.</p> <p>Information on the local authority’s local offer is published on their website https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page.</p>
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SEND PROVISION DURING COVID-19

During school / bubble closures and COVID-19 restrictions, Sandfield's SEND provision was changed to include:

Our home learning online platforms, Seesaw or Tapestry for Early Years, were open to support blended learning (children learning at home and in school). Class teachers were planning and setting work for children to complete at home or in school, depending on circumstances. Teachers were working with families and the inclusion team to ensure the work is accessible for all.

The SEND provision was a personalised provision, depending on individual and family need. It included:

- Seesaw online tasks include reading, spellings, TT Rockstar times tables and maths. Differentiation for some online activities was happening (e.g. differentiated instructions or tasks in Seesaw)
- Inclusive technology – Tapestry and Seesaw were accessible to all (e.g. recording work verbally rather than writing)
- Home learning resource packs sent home to identified children (e.g. books and whiteboards)
- Laptops for children who meet school set criteria (e.g. children who are struggling to access or children who are SEND and PP)
- Specialist equipment sent home for children who needed it
- Regular contact from DSLs or Inclusion team for identified families and children (e.g. Young Carers)
- Referrals to charities (e.g. Foodwise) and Surrey professionals working. (E.g. helplines shared with parents)
- Identified children have been offered group or individual intervention in school or online (e.g. Social skills, Forest school, reading intervention, self-esteem group or Emotional Literacy Support Assistant sessions)
- SENCo liaised with parents and professionals involved for children who have EHCPs (e.g. virtual Annual Reviews)
- SENCo and HSLW spoke to parents about their home learning concerns and directed them to support
- SENCo and HSLW were working with teachers and the Leadership team about all children involved with the Pastoral and Inclusion Team
- SENCo and HSLW liaised with nurseries and secondary schools about transitions

If COVID-19 restrictions affect families in 2020 to 2021, then we will be providing home learning via Tapestry and Seesaw. The Pastoral and Inclusion Team might be involved with the family, depending on circumstances.

Sandfield newsletter and the Sandfield Padlet (<https://padlet.com/Sandfield/dg58cw4jfndo63ys>) shares new community or SEND support information with families.

ADDITIONAL INFORMATION

Children will not necessarily access all of the provision mentioned in this document but they will receive what is appropriate to their individual needs.

Please refer to our school website for further information about the school. <https://www.sandfield.surrey.sch.uk/about-us/send>.

Other information may be found on the Local Authority website <http://www.surreylocaloffer.org.uk>.

Surrey SEND Information, Advice and Support Service (SSIASS) – www.sendadvicesurrey.org.uk. Provides impartial, confidential and free support to empower parents, children and young people.

GLOSSARY OF TERMS

EHCP	Education Health and Care Plan stands for Education, Health and Care Plan. It outlines any special educational needs a child has, and the provision a local authority must put in place to help them. It is reviewed annually.
SEND Code of Practice	Statutory guidance for schools and local authorities on giving educational help to children with special educational needs.
SEND	Special Educational Needs and Disabilities
SENDCo	The designated member of staff who has responsibility for coordinating Special Educational Needs and Disability provision at the school.
HSLW	Home School Link Worker
CAMHS	Children and Adolescent Mental Health Services
PP	Pupil Premium
DSL	Designated Safeguarding Lead

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Surrey SEND Information, Advice and Support Service (SSIASS) – www.sendadvice.surrey.org.uk. Provides impartial, confidential and free support to empower parents, children and young people.

SEND INFORMATION REPORT DEVELOPMENT AND REVIEW

Legislation and guidance	<p>This SEND information report is based on the statutory Special Educational Needs and Disability Code of Practice: 0-25 years (SEND Code of Practice 2015) and the following legislation:</p> <p>Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities The Special Educational Needs and Disabilities Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs and the SEN information report</p> <p>This policy also complies with our funding agreement and articles of association.</p>
How it was shared with stakeholders	Available on our website and from the school office or SEN(D)CO.
Next review date	Autumn 2022