



Sandcross Primary School and Nursery SEND Information Report 2024-25

Key Contacts
Inclusion Lead Richard Bates r.bates@sandcross.school
SENDCo Jo Murdoch senco@sandcross.school
SENDCo Emma Anders senco@sandcross.school
SEND Administrator Leyla Doughty l.doughty@sandcross.school
Telephone 01737 245467

Information on . . .	Our School Response. . .
The kinds of special educational needs that are provided for at	Sandcross is a mainstream, inclusive school for children aged between three and eleven years. We are an inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). In our school, every teacher is a teacher of SEND and every effort is made to ensure children with

<p>Sandcross</p>	<p>SEND are identified early and swiftly and are supported to overcome their barriers to learning.</p> <p>Staff have been trained so as to be able to cater for learners who may have difficulties with:</p> <ul style="list-style-type: none"> · Cognition and Learning · Communication and Interaction · Social, Emotional and Mental Health · Sensory and/or Physical <p>Prior to entry, we liaise with pre-schools, previous schools and parents/carers. We share information and identify needs and seek to match provision to need.</p> <p>Our SENDCos lead on this aspect. The Local Committee and the Leadership Team closely monitor the impact of specific interventions on pupil progress. Progress and impact of interventions are regularly shared with the learner and their families.</p> <p>We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).</p>
<p>Policies and procedures at Sandcross for identifying children with SEN and assessing their needs, including the name and contact details of the SENDCOs</p>	<p>Sandcross has a SEND policy which can be found on the school website. https://www.sandcross.surrey.sch.uk/</p> <p>Sandcross identifies children who may have special educational needs or disabilities through a process of : Assess; Plan; Do; Review</p> <p>The SENDCOs are members of the leadership team which meet regularly to discuss the progress, engagement and conduct of learners within the school. Decisions are then made as to the most appropriate steps to take in order to support the learner, these decisions tie in with the school's graduated approach to meeting needs. This is in line with Surrey's Profile of Need. Parents are encouraged to speak to the class teacher and SENDCOs if they do have any concerns.</p> <p>The progress of all children is rigorously tracked and monitored. Below lists how we identify and review children with SEND and seek to understand their barrier for learning:</p>

	<ul style="list-style-type: none"> ● Concerns expressed by parents/carers or others who know the child - we promote an open door policy ● Liaison with pre-school settings – early intervention – information gathered on entry, including home visits. On entry, children are screened for any communication or speech and language needs. Appropriate speech and Language sessions are then planned and delivered. ● Early Years Foundation Stage Profile and scrutiny of data. In the Early Years we use Tapestry to share the learning of children between home and school. ● Assessment from external and specialist agencies ● Teachers and support staff monitoring and observations - concerns are passed on to the SEND team who act to support and provide guidance. Staff are continuously assessing children’s needs based on their knowledge of the children. ● Monitoring and getting to know children through learning walks, observations, open door policy, liaising with parents and professionals ● Assessments carried out to track baseline and progress made ● Through training and professional development of all staff ● Identifying children through our waves of provision and providing Individual Support Plans (ISPs) for children on Wave three ● Children with an EHCP have an Individual Provision Map (IPM) ● Class Provision Maps set out targets and additional support for children who have Wave Two provision <p>Children’s progress is monitored through:</p> <ul style="list-style-type: none"> ● Weekly: SLT meetings, care committee, planning preparation and assessment time for teachers ● Half Termly: Pupil progress meeting with Lead Practitioners ● Termly: SEND provision meetings with SENDCos ● Termly - parent consultations, Inclusion Lead meeting with parents to discuss progress and provision ● Ongoing: meetings with core members of the multi professional team (Educational Psychologist, Speech and Language therapist, Learning and Language Support), parent consultations ● Class Provision Maps set out targets and additional support for children who have Wave Two provision
--	--

<p>Arrangements at Sandcross for consulting parents of children with SEN and involving them in their child's education</p>	<p>Partnership with Parents</p> <p>Sandcross has an open door policy where parents are invited to come in and speak to the class teacher or SENDCO should they have concerns about the overall progress of their child. We whole-heartedly believe children learn best when we all work together and want parents to feel they can always come and talk to us about any concerns they may have.</p> <p>Parents are invited to a consultation evening to discuss the progress of their child in the Autumn and Summer terms. In addition to this the SENDCos hold bookable 'drop in' sessions each half term and parents of EHCP children have additional meetings with their child's class teacher. In the Spring term there is a fuller report sent home. Alongside this, we have a curriculum evenings and celebrations of children's work throughout the year where parents are invited into school to share children's work or experience 'Inspire' lessons.</p> <p>We have a Care Committee team who meets weekly to discuss the additional needs and well being of our pupils. The team is made up of DSLs, SENDCos and ELSAs. Where it is felt that additional emotional support would benefit a child then there is a conversation with the parent at the outset of this.</p> <p>We have a parent teacher association where parents can become involved in school life. We also have parent governors on the Local Committee who can take an active role in the overall running of the school including financial management, curriculum development and whole school improvement. We also have parents involved in our diversity group.</p> <p>To help develop reading we have parent volunteers and local business volunteers who come into school and support learners with their reading. We clearly share what can be done by families at home to support the learning at school. This is reinforced by updates on the curriculum which we share through our newsletter and website, with affirmation of weekly learning given through 'School Rush' or 'Tapestry'.</p>
<p>Arrangements at Sandcross for consulting children with SEN and involving them in their</p>	<p>Pupil voice is important to us and children are encouraged to share what they feel their barriers to learning are and how they feel they learn best.</p> <p>The SENDCos liaise with key staff in the school where there are concerns about progress or engagement of a pupil. Following the sharing of information, decisions are made as to the most appropriate type of support to put</p>

<p>education</p>	<p>in place for that learner. This is recorded on the class provision map. These are produced in consultation with pupils so that teaching staff have a clear overview of the whole child. We feel that it is important to have the views of the pupil so that they feel involved in their own learning.</p> <p>If a child receives an intervention they are asked, at the end of the term, to evaluate their participation and the impact it has had on them and their learning. This then feeds into a discussion with the child about what their next targets could be.</p> <p>In response to data tracking and working with the learner, their families and staff, the SENDCo considers a variety of options for suitable provision before deciding on a course of action. All interventions are monitored for impact and outcomes are defined at the start of any intervention.</p> <p>Individual Provision Maps (IPM's) are completed for children who have an EHCP. An Individual Support Plan is written for children who require Wave three provision. In both cases, the child's voice is sought and recorded in the plans. Outcomes and targets are written using child friendly language.</p>
<p>Arrangements at Sandcross for assessing and reviewing children's progress towards outcomes, including the opportunities available to work with parents and children as part of this assessment and review</p>	<p>Class provision maps document the support that a child receives through intervention within the school. These are reviewed at least termly. During our Assess, Plan, Do and Review cycle we will look at the actions needed in a child's SEND support arrangements to support their learning towards achieving their personal outcomes. Our plans highlight what each stakeholder can do in order to make a positive contribution using SMART actions.</p> <p>Where appropriate, class teachers and the SENDCo support parents and make recommendations on how they can positively engage with their child's learning and all round development.</p> <p>The ISP's and IPM's are designed to be working documents. If a target is met before the termly review then the class teacher and child can create a new target to narrow the gap between their learning and their final outcome.</p>
<p>Arrangements at Sandcross for supporting children in moving between phases of education and in</p>	<p>We encourage parents to make early contact with our SENDCos to raise any concerns they may have about their child starting our school. We want to establish a strong partnership right from the start.</p> <p>We hold meetings with staff at our feeder pre-schools, infant schools and our local secondary schools and Special schools. The SENDCo and the Lead Practitioner/Leader of learning attend these meetings where we share an overview of all learners and those who have SEND. Good practice is shared so that transition to the next phase is</p>

<p>preparing for adulthood.</p>	<p>made easier. In some cases staff from the feeder and receiving schools come in to work with learners to give them a familiar face for when they transfer.</p> <p>Where children are particularly vulnerable they can have an individual tour and/or a pre-visit before having an induction day. Wherever possible we provide a photo booklet of our school or of the school that they are transferring to. This is discussed at school and a copy sent home for the family to look at.</p> <p>Visits to the local secondary school are also organised and we fully encourage all our learners to attend induction days. Where we know there are likely to be high levels of anxiety, individual programmes are developed for vulnerable children and those with special needs and disabilities. Parents are invited in to discuss the next stage of their child's development. If appropriate, guidance for parents and carers is offered to help them prepare for the next stage of education. In year 6, transition talks are given to learners so that they can be informed about their future.</p>
<p>The Sandcross approach to teaching children with SEND</p>	<p>Sandcross takes an inclusive and graduated response to children with Additional Needs. Quality First inclusive practice (Wave 1) is clearly defined in our school and we expect all staff to deliver this. Staff make reasonable adjustments to help include all children, not just those with SEND. We take a holistic school approach to supporting learners through our school values, positive behaviour management and Restorative Approaches.</p> <p>Once having identified a need, we seek to match provision to that need through:</p> <ul style="list-style-type: none"> ● Differentiating the curriculum to meet the needs of all our pupils, by increasing the visual or practical content of a task, using a range of tailored resources, reducing the level of language and consolidating key skills. ● Deploying adults effectively to provide different levels of support such as small group or individual support and interventions, to enable pupils to access the curriculum and maintain progress. <p>Prior to entry, we liaise with pre-schools, previous schools and parents/carers. We share information and identify needs. We seek to match provision to the needs of those with SEND. Our SENDCos lead on this aspect. The Governors and the Leadership Team closely monitor the impact of specific interventions on pupil progress through termly pupil progress meetings between the leadership team and teachers across the school</p>
<p>Adaptations made</p>	<p>Differentiation and appropriate scaffolding is embedded in our curriculum and practice. We make</p>

to the curriculum and the learning environment of children with SEN at Sandcross

reasonable adjustments to teaching approaches in order to include and support the specific needs of learners to access the curriculum.

We have an Accessibility Plan (see website) which shows how adaptations are made to the built environment. We value and respect diversity in our setting and do our very best to meet the needs of all our learners, indeed diversity is one of the school's drivers. The school is built on one level and has alternative ramps where there are steps and has accessible toilets placed throughout the school.

We have children with a Hearing Impairment and this includes use of a sound field in the classroom and assembly hall where needed. Children with a visual impairment have access to a portable reading/ writing desk or other adaptations to text as needed. All children have access to a Chromebook to aid their access to the curriculum.

Our monitoring and tracking informs our next steps planning. All our teachers are clear on the expectations of high quality classroom teaching and this is monitored regularly by SENDCos and the Leadership Team.

Special facilities, resources or accommodation

- We are vigilant about making reasonable adjustments to the school environment
- We have disabled car parking spaces inside school for staff and families to use
- The school has facilities for personal care, toilet facilities for children and adults with disabilities
- We have several Intervention Rooms and Areas used by our Intervention teachers and TAs
- Training of staff to support pupils with SEN, including how specialist expertise will be secured
- Qualifications, experience and special interest of staff in speech and language, play therapy, nurture and emotional needs
- We have a designated ELSA and wellbeing hub
- Gardening areas
- Special diets are catered for.
- We value and respect diversity, children who have English as an Additional language are supported through class interventions

Differentiation is embedded in our curriculum and practice. Termly child progress meetings help us to monitor impact and reflect on next steps for individuals and groups of learners. All children work from

	<p>SMART targets set according to their ability. All children are continuously assessed and this informs their next steps to learning.</p>
<p>The expertise and training of staff at Sandcross to support children with SEN, including how specialist expertise with be secured</p>	<p>We encourage all staff to continually update their skills and knowledge and invest money in training our staff to improve provision delivery and develop skills and knowledge.</p> <p>All teachers have qualified teaching status (QTS) and the SENDCos have qualified teacher status and have completed the SENDCo training at Masters level.</p> <p>ALL our staff receive regular Safeguarding and Child Protection training and updates.</p> <p>All staff receive regular training and know and use the SEND14 legislation in their practice. We encourage staff to continually update their skills and knowledge. We have a number of established relationships with professionals in education and learning, health and social care.</p> <p>We ensure that all staff working with learners who have SEND, possess a working knowledge of the difficulties and barriers faced by the child, to best help them in supporting access to the curriculum.</p> <p>Our Special Educational Needs and Disabilities Coordinators ensure our teaching staff and support staff are updated on all matters pertaining to special educational needs and disability as required.</p> <p>In school we also have two trained ELSA (Emotional Literacy Support Assistant), 1 member of staff qualified to deliver 'Draw and talk' and a number of staff trained in supporting children on the Autistic Spectrum. We also buy in support of play therapists and a counsellor to support mental health.</p> <p>Where it is deemed that external support is necessary, we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral.</p> <p>We have links with multiple support services, outreach teachers and facilities outside the school. Parents will be advised if their child is working with an outside agency. Agencies currently involved in school include:</p> <p>Play Therapist- 1 day per week Specialist Teachers for Inclusive Practice - STIP Learning Language Support Services - LLSS.</p>

	<p>Educational Psychologists (EP's), from Surrey</p> <p>REMA (Race, Equality and Minority Achievement)</p> <p>Outreach specialist teachers – Linden Bridge (ASD), Woodfield (Moderate Learning Difficulties) Child and Mental Health Service - CAMHS</p> <p>Inclusion Officer</p> <p>Physical and Sensory Support Service – PSSS</p> <p>Speech and Language Therapy - SALT</p> <p>Epilepsy Specialist Nurse</p> <p>Occupational and Physiotherapy</p> <p>School Nurse, Local GPs, Health Visitors, Children's Services and Social Care</p> <p>Young Carers</p> <p>Social care and Voluntary Organisations</p>
<p>Evaluating the effectiveness of the provision made for children with SEN at Sandcross</p>	<p>We provide a broad and balanced curriculum for all pupils that meet their specific needs (Wave 1). For those pupils who need additional support, we provide extra group and individual activities (Wave 2 and 3).</p> <p>Sandcross reviews the needs of the learners within the school and endeavours to put in place provisions in order to be able to cater for these needs. Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs. The SENDCos carry out learning walks which include reviewing how provision is delivered and helps in maintaining standards through rigorous quality assurance. The Leadership team, including the SENDCos, meet each term to review the progress and attainment of each pupil. The level of support or intervention is then adjusted accordingly.</p> <p>Our SENDCos review the class provision map with the class teacher to look at the impact each intervention has had on the progress of each learner. The SEND Local Committee Member and the SENDCo use half termly learning walks and discussion to monitor provision for those with an Education, Health and Care Plan and feedback the evaluation to class teachers and the Local Committee. Decisions are made as to whether specific interventions are proving to be effective</p>

	<p>both in terms of the time spent on them and the finance used in providing the intervention.</p> <p>Each year we review the needs of the whole cohort to see if there is a change in the overall makeup of the school. Decisions are then made as to whether any additional interventions need to be put in place. The SEND budget is overseen by the Head Teacher, the Assistant Head and the SENDCos who allocate funding according to need. We seek to ensure value for money, so all support and interventions are regularly evaluated.</p>
<p>How children with SEND are enabled to engage in activities available with children in the school who do not have SEN</p>	<p>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.</p> <p>When teaching pupils in school we ensure that:</p> <ul style="list-style-type: none"> • a range of teaching styles and resources are used to cater for all types of learners e.g. visual, auditory, and kinaesthetic.
<p>Support for improving emotional and social development at Sandcross. (This should include extra pastoral support arrangements for listening to the views of children with SEN and measures to prevent bullying)</p>	<ul style="list-style-type: none"> • All classes have a visual timetable which helps pupils to process the day ahead. • We review the needs of the learners within the school and endeavour to put in place provisions in order to be able to cater for these needs • Learning walks which include reviewing how provision is reviewed to maintain standards through rigorous quality assurance • Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention. • Each year we review the needs of the whole cohort to see if there is a change in the overall make up of the school. Decisions are then made as to whether any additional interventions need to be put in place. • Budgets are monitored closely by the Head Teacher, Governors and Admin Officer • We make reasonable adjustments so that all children can join in with activities regardless of their needs. Prior to all class trips we carry out a thorough risk assessment in line with the school's risk assessment policy. Where there are concerns of safety and access, further thought and consideration is put in place. The risk assessment is shared with all the adults involved with the class trip and parents/carers are consulted and involved in this process. If necessary, extra staff will be provided so that 1:1 support can be given. • Registers are taken for all school activities and after school clubs so that we proactively monitor the engagement of learners across the school. Where there are concerns of safety and access, further thought and

	<p>consideration is put in place to ensure needs are met and parents/carers are consulted and involved in planning. We do our utmost to ensure financial difficulties are not a barrier to children accessing activities associated with their learning.</p> <p>We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. Mrs Anders, Mrs Fletcher and Mrs Jackson are Designated Teachers and meet with social services and the virtual school to ensure the child's wider needs are being met.</p> <p>The wellbeing of every child is the key priority of our inclusive school. Personal development is supported by our school values of: demonstrating kindness, showing resilience, conveying respect and growing responsibility. Supporting social, emotional and mental health needs is a priority for us. We do this through:</p> <ul style="list-style-type: none"> ● All our staff provide a high standard of pastoral support. ● Weekly Care Committee meeting to discuss the additional needs of pupils and families who have been referred by staff, parents or pupils. These are triaged and then actioned by the Wellbeing and SEND team. This may initially involve conversation with children, parents or class teachers and adaptations may be made and monitored. Where short term intervention is appropriate, parents will be contacted so that joint working can take place. A few children may need more specific intervention with our Play therapists. ● Relevant staff, including first aiders in the office, are trained to support medical needs and there is whole staff awareness of individuals. CPOMs is used to share information with regards to emotional and social support. ● Our positive Behaviour Policy is fully understood and used by all staff. Positive behaviour clouds are used in each classroom in the school with a fresh start every day. Staff are trained and use the Restorative Approach in managing behaviour. ● We have Emotional Literacy Assistants across the school who are trained to support areas such as self-esteem and anger management. If a child is concerned about an incident of bullying, they are encouraged to talk to the adult in school that they know best or they can go to any of the DSLs in school. Picture posters of these staff are situated in all corridors of the school and children know who they are. They know that we are here to keep them safe. ● Our PSHE programme also looks to develop emotional and social development and mental well-being. In the first instance every child has a class teacher who they can talk to in order to share any concerns. Each classroom has a worry box where children can, anonymously if wanted, put in a question or concern.
--	--

	<ul style="list-style-type: none"> ● The Inclusion team are present on the playground in the mornings and welcome pupils into school and help where there is separation anxiety. ● Pupil voice is central to our ethos and this is encouraged in a variety of ways. We have a Head and Deputy boys and girls and a Pupil Parliament which meets weekly in order to voice pupil opinion and contribute ideas towards enhancing the ethos of the school and wellbeing of all those within it. Each class has a class forum which meets regularly. Pupils contribute in the class by reflecting on class topics and giving ideas and questions they would like to explore in the next topic. also contribute in their evaluation of their own interventions each term in order to ensure reflection and ownership of their learning. ● Children taught about e-safety ● Attendance is rigorously monitored
<p>How Sandcross involves other bodies, including health and social care, organisations, in meeting children's SEN and supporting their families</p>	<p>As we are committed to the overall development of our children with SEND, we occasionally seek guidance and advice from agencies outside the school setting. When it is felt such support is needed the parents of the child are consulted prior to the referral. Normally the professionals come to our school to meet with the children, teaching staff, parents and SENDCos and have meetings to discuss their findings and recommendations.</p> <p>Once the child has been seen by an outside agency, advice and suggested next steps will be used to inform provision and added to the class provision maps or ISP/IPM's accordingly. Sometimes, follow up visits will be requested to review the strategies and offer further support until the need has been addressed.</p> <p>When a child has more complex needs or more than one outside agency is working with the family then the school may hold 'Team Around the Family' or TAF meetings so all agencies can share information on how to support that child at the same time. At these meetings targets are set to ensure the child is making progress and is happy, safe and healthy at school.</p> <p>We also work closely with Children's Services and attend relevant meetings to ensure the child's wider needs are being met. We have a particular duty in ensuring that Looked After Children (LAC) are given the appropriate support and care to help support their progress and engagement within the learning environment. When required a Personal Education Plan (PEP) is produced termly to help support the child develop.</p>

How children with physical disabilities are able to access the same learning opportunities, education and benefits, facilities or services as all the other pupils at Sandcross

Sandcross Primary School is committed to providing high quality learning opportunities for all pupils and ensuring that uniqueness and success is celebrated. With this in mind, one of the key threads of the PSHE curriculum at Sandcross focuses around celebrating and appreciating diversity. Furthermore, one of the school's main drivers within all areas of the curriculum is diversity. It is imperative that children understand that everyone's needs are different and that diversity is everywhere and part of what makes a community like ours so special.

A number of adaptations are in place at Sandcross (e.g. accessible toilets in key areas and access ramps) to allow disabled access to all areas of the school. In addition, these measures are reviewed regularly to ensure that the environment is suitable to meet the needs of all children and staff. For those children with specific physiotherapy programmes, we have a physio room that they can use on a regular basis.

In order to ensure all children are able to access all curriculum experiences, we nurture a good working relationship with: Physical and Sensory support; NHS physiotherapists; NHS Occupational Therapists; Moving and Handling specialists and Hearing and Visual impairment specialists. When necessary, additional training of staff is provided so that we are fully equipped and prepared to assist children to access all learning opportunities.

At Sandcross, we endeavour to enable all children to access the wide variety of extra-curricular opportunities on offer. We facilitate this with additional adult support if that is required. Where children have a disability which requires special access arrangements, a thorough risk assessment will take place to determine the additional measures that need to be put in place to assist those children. An example of this would be on residential trips, where we choose venues based on the facilities available so that all children can benefit from the same rich experiences. We have school minibuses for travel on trips and one of these is fitted for a wheelchair user.

In the classroom environment, many day to day adaptations are in place to promote inclusion for pupils with a disability. Some children require information to be presented in a different way (e.g. enlarged font where there is a visual impairment or a radio aid for children with a hearing impairment) and some will need a portable sloping desk support, specialist seating or specialised technology. All these measures are available and implemented on an individual basis, as required.

Sandcross has a well-being team that works alongside the SEND team to support the emotional needs of the children. We are conscious that some children with disabilities will need additional emotional support in order to process and cope with their unique challenges; we have two trained ELSA's working at Sandcross who are

	equipped with a range of strategies to provide appropriate support.
Who can I contact for further information? Arrangements for handling complaints about provision.	<p>In the first instance if a parent has a concern they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage, then the SENDCo may become involved and a meeting convened to discuss the nature of the complaint and to look for a resolution to the issue. This may then be escalated to the Head Teacher where appropriate. A copy of the school's complaints procedure can be found on the school website: https://www.sandcross.surrey.sch.uk/</p> <p>The complaints procedure will outline the formal steps the school will take in handling each complaint. Where a resolution between the parent and school cannot be reached, then parents will be advised to seek external support through SEND Information, Advice & Support Service https://sendadvicesurrey.org.uk/</p>