

# **SEND Information Report**

## **2025-26**

### **1. How does the setting/school/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**

All children are continually assessed throughout the school to inform teachers' planning and classroom practice, beginning with a baseline assessment. If, through a combination of assessments and everyday classroom activities, a teacher believes that a child is experiencing difficulties, this will be recorded within the graduated response. Work is then differentiated to meet the child's individual needs.

If a child continues to experience difficulties, the class teacher will inform the Inclusion Leader or the Special Educational Needs Co-ordinator (SENCO). Together, they will decide on any additional support or interventions that may be required. Parents will always be invited to speak with the class teacher before any formal intervention is put in place.

As a parent, if you are at all concerned about your child's progress, the first step is to contact the school and speak to the class teacher. You may also request a meeting with the SENCO or the Inclusion Leader at any time.

If you would like to get in touch, please contact Mrs Allen or Mrs Drakeford on 235781 or contact the office at [office@sandfordhill.org.uk](mailto:office@sandfordhill.org.uk) for the attention of the SENCO/Inclusion Lead.

### **2. How will early year's setting/school/college staff support my child/young person?**

At Sandford Hill Primary School, we believe that the early years are among the most important in a child's education. Our aim is to develop the whole child—socially, emotionally, and academically—with a strong emphasis on fostering independence.

When children enter our Foundation Stage, each one is individually assessed so that learning activities can be tailored to their specific needs. Staff in the Foundation Stage frequently work alongside outside agencies, such as Speech and Language Therapists, and implement recommended programmes within the classroom.

Children may then be placed in small groups to work on age-appropriate or ability-appropriate tasks, where work is adapted to meet each child's needs.

### **3. How will the curriculum be matched to my child's young person's needs?**

Work within the classroom is adapted to meet the child's individual needs. Class teachers and teaching assistants may group children to provide support and help them become independent learners. In addition, there may be an individual plan of work for your child or a provision map to ensure that all our children's needs are met, whether they are academic or physical.

### **4. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?**

Parents and carers of children with SEND have the opportunity to attend additional parents' evenings to review their child's progress. Regular feedback is provided at open evenings, where school support plans may be discussed with the class teacher or the SENCO. For children with greater needs, the SENCO will meet with those parents more frequently as required. However, we always endeavour to be available for parents, whether it be the teacher, Inclusion Manager, or SENCO, to discuss progress at any point in the school year if you, as a parent or carer, are worried or concerned.

### **5. What support will there be for my child's/young person's overall wellbeing?**

Pupils are continually assessed for their emotional and social well-being throughout the school, as part of a plan, do, review process. As in other areas of SEND, teachers are always available to discuss this with parents who are concerned about their child's well-being. In addition to this, we have an Inclusion Support Assistant who may also work with your child to support their confidence or overall well-being. This may be facilitated through games, conversations, or role play – fun ways to support and engage your child.

### **6. What specialist services and expertise are available at or accessed by the setting/school/college?**

We can access support from SEND services, Educational Psychology, School Nurses, Speech Therapy, Occupational Therapy, NYAS\*, Dove team, School Counselling Service, CAMHS, and family support workers. Additionally, we can guide parents to the SENDIASS (SEND Information, Advice and Support Service), which helps parents have an independent voice

regarding their child's provision. The school SENDCO is a specialist teacher and assessor of dyslexia.

**7. What training are the staff supporting children and young people with SEND have had or are having?**

The training that staff participate in varies each year depending on the needs of the children or any changes among staff. Last year, all staff received training on ASD and strategies for supporting SEND children within the classroom. Additionally, SEND staff have been trained in techniques for assisting children with mathematical difficulties, specifically using Numicon, White Rose and Maths Plus 1 Maths. T

**8. How will my child/young person be included in activities outside this classroom including school trips?**

All children are included in school trips, including a residential visit to Stanley Head for year 6 pupils. Every child is given equal opportunities to participate; where special requirements are necessary, we endeavour to take the appropriate steps. Here at Sandford Hill, we pride ourselves on being a fully inclusive school.

**9. How accessible is the setting/school/college environment?**

The school faces some accessibility challenges as it is spread over two levels. The KS2 top playground can only be reached by stairs, although the lower yard is accessible via a ramp. The school has yellow handrails to help children access the steps onto the playground and has highlighted steps to assist visually impaired children. Outside areas are covered to protect from adverse weather and improve stability underfoot. Since the school's extension, two new classroom blocks have been added, both with wheelchair access and disabled toilets.

**10. How will the setting/school/college prepare and support my child/young person to join the setting/school/college or the next stage of education and life?**

The next step for any young person in education is always an important one; we strive to ensure this is as successful as possible through our transition procedures. If a child has SEN and is admitted to the school, the school's SEN team will support the child by spending time with them, giving a tour of the school, introducing them to staff and children, and supporting them during breaks and lunchtimes. The child will meet with the SEN team for assessments. Transition plans each year are carefully organised, and any key workers will attend these sessions with the child if needed. During the transition from KS2 to KS3, the SENCO will plan according to the child's needs. SENCOs from both schools will meet to discuss the child's

requirements. As a result, a programme will be put in place, which might involve the child and family attending sessions at the secondary school supported by the SENCO. Every situation is unique and is therefore tailored to the child's needs, so it may be suitable for the child to attend weekly sessions at the secondary school. Each step is developed in partnership with the parents, working together as a team.

**11. How are the setting's/school's/college's resources allocated and matched to children's/young people's special educational need?**

The Inclusion team comprises an Inclusion Leader, SENCO, SEN Welfare Assistant, another SEN Welfare Assistant, an EAL (English as an Additional Language) assistant, and five Inclusion Support Assistants. All children will have either a School Support Plan or School Passport, which details the required time and strategies to support each child. The teaching assistants in each class also support children to help them access the curriculum. Specialised equipment is purchased if recommended by a specialist professional, such as sloping writing boards and specialised chairs. The school maintains high-quality teaching resources, bought after assessing the children's needs, including language programmes, phonics games, and practical maths activities.

**12. How is the decision made about what type and how much support my child/young person will receive?**

Decisions about the amount of support a child needs are made collectively using a combination of both summative and formative assessments. These discussions should include the class teacher, teaching assistant, the SENCO or the Inclusion Leader, and, where appropriate, the child. When outside agencies are involved, such as speech therapy, they should be included too. Such discussions should not be held in isolation. An Educational Health and Care Plan (EHCP) may be put into place at the discretion of the local authority when resources within the school's budget are unable to meet the needs of your child.

**13. How are parents involved in the setting/school/college? How can I be involved?**

Parents' views are greatly valued within school for example, parents are invited to open nights, discussion groups, World Book Day activities, class transition and assemblies, contributing towards "our open-door policy." As a parent of a child with SEND we would want you to contact the school if at any time you wanted to talk about your child's progress-we want to help.

#### **14. What kinds of SEND does the school provide for?**

We aim to be an inclusive school that supports a wide range of SEND children. We have worked with children who are visually or hearing impaired, as well as those with various learning difficulties, including language challenges or specific learning needs.

The Special Educational Needs 'Code of Practice' (2014) states that there are four main areas of need. These areas are as follows:

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

The school provides for a range of needs within these areas. Some pupils may have needs in more than one area and needs can change over time.

#### **15. How will our child and young person be involved in the decisions about their learning?**

Children have many opportunities to be involved in their learning in a variety of ways. In a SEND setting, children work together with an adult to produce a pupil passport; they share what they enjoy, their strengths and weaknesses, and suggestions on how to make learning both fun and productive. Additionally, in our SEND department, we set SMART targets (realistic, bite-sized learning goals), which are shared with pupils and parents through our School Support Plans. We aim for children across the school to be active decision-makers in their learning process.

#### **16. How will we be involved in the decisions about the learning of our children and young people?**

We believe in a holistic approach to learning, and good home and school communication is essential for a child's development. Throughout the school year, parents of SEND children have several opportunities to be involved in their child's learning journey. Open Evenings are held twice a year, along with SEND Open Evenings, where the class teacher reports on the progress your child has made. These can be adapted to meet your needs at any point during the school year if necessary.

Throughout a child's learning journey, parents and carers have ongoing opportunities to visit the school, participate in learning activities with their child, observe the classrooms, speak with staff delivering interventions, discuss their thoughts on work completed in school, and express any concerns. Structured conversations are organised, and parents' views are gathered through the Annual Review Process for pupils with Statements of SEN or Education, Health and Care plans. Parents are also invited to meet with professionals from outside agencies.

### **What do I do if I want to make a complaint?**

If you would like to make a formal comment or complaint about a service at our school, then a copy of the complaint procedure is available from the office.

### **What is a comment?**

A comment is when you wish to inform us about something and suggest how we can improve our service for you. All comments are logged, the suggestions are reviewed, and these are discussed with the relevant departments. Feedback from these discussions is then provided to the person who made the comment.

### **What is a complaint?**

A complaint is when you are unhappy with a specific service or services provided by the school. Each complaint we receive enters Stage One of the Complaint Procedure.

### **Stage 1**

When we receive your complaint, we will send you an acknowledgement letter within three working days. A nominated member of the Senior Leadership team will investigate your complaint. This person will then respond to your complaint within fifteen working days. (Excluding non-term time and public holidays).

## **Stage 2**

If you are dissatisfied with the response or outcome from Stage 1, please contact the Headteacher with your reasons and the outcome you seek. The Headteacher will investigate your complaint and reply within seven working days. (Excluding non-term time and public holidays).

## **Appeal Stage**

If you remain unhappy with the outcome at Stage 2, you have a right to appeal. Appeal Stage complaints are submitted to the Chair of Governors. Please put your appeal request in writing for the attention of the Chair of Governors at the school address:

Mr. Christopher Austin  
Chair of Governors  
Sandford Hill Primary School  
Clayfield Grove  
Longton  
Stoke on Trent  
ST3 5AQ

An acknowledgement of the appeal request will be sent within three working days, and the Chair of Governors will reply to your appeal within fifteen working days. (Not including non-term time and public holidays).

If you must be made in writing and should be made only to the DFE once the above procedures have been completed following the appeal, you are unhappy with the outcome, then the matter must be referred to the Department for Education. Guidance on school issues can be

obtained from the DFE public enquiries (0870 000 2288). Complaints must be made in writing and should only be made to the DFE once the above procedures have taken place.

## **17 What other support is available to parents and how can I contact them?**

Support is available from:

**Sandford Hill Primary:** Mrs Allen - Inclusion Manager-, Mrs Drakeford SENDCO.

Contact number 01782 235781.

Address: Clayfield Grove West, Sandford Hill, Stoke on Trent ST3 5AQ.

### **SEND Services:**

Telephone: 01782 232538

Email: SEND@stoke.gov.uk

Address: Inclusive Learning Team, SEND Services, Hazel Trees, Duke Street, Fenton, Stoke-on-Trent, Staffordshire, ST4 3NR

### **Sendiass:**

Tel: 01782 234701

Email: iass@stoke.gov.uk

Website: www.sendiass-stoke@co.uk

Address: Special Educational Needs and Disability, Information, Advice and Support Service Mount Education Support Centre Mount Avenue Penkhull Stoke-on-Trent ST4 7JU

Other Supporting Organisations:

Name of Organisation	Contact Details	Professional Referral Required	Self-referral	Parental Support Group
School Nursing Service Medical help	03001240362	yes	yes	no
Independent Support Support for SEND families	01782236414	no	yes	no
CAMHS Child Adult and mental health service	03001230977	yes	yes	no
Educational Psychology Service assesses the needs of children advice to teachers and parents.	Contact through school	yes	no	no
Dove Service Counselling service	01782 683155	yes	yes	Provide links to support groups
Face2Face Scope	07921046511	no	yes	yes
NYAS information, advice, advocacy /legal representation to children, young people/ vulnerable adults.	01782 683150 or 07990 772088	no	yes	
MIND	01782 262100	yes	Yes Referral through CAMHS 0300 123 0907	no
North Staffs Asperger / Autism Association	01782 627002	yes	no	yes

Further agency support can be located on the Stoke on Trent Local Offer website. The link is detailed below: <http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page>

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***We would like to thank the parents who supported the school by contributing answers to these questions.***