

SEND Information Report

Sandhurst School is a fully inclusive mainstream school, where all students are valued equally, regardless of where their abilities lie. All students are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs. Within its aims, Sandhurst School is committed to equal opportunities, with students being encouraged and enabled to achieve their full potential, whatever their academic or physical ability.

Students of all ages and abilities will :

- Be treated as individuals where their individual needs, interests and aptitudes are recognized
- Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident
- Receive a balanced curriculum in both content and style of delivery which allow them to make informed choices as they progress beyond the school
- Be encouraged to achieve their full potential, whatever their abilities
- Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

*The information required to be included in this SEND Information Report is stated in **The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report.** This can be found at: <http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>*

Regulation	Question	School Response
1.The kinds of Special Educational Needs for which provision is made at the school	<i>What kinds of SEND do students have in your school?</i>	Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014). Students at Sandhurst School have a range of difficulties including communication and interaction; cognition and learning; social, emotional and mental health difficulties and sensory or physical difficulties.
2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of students with special educational needs.	<i>How do you know if a student needs extra help?</i>	When your child first joins Sandhurst School, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers; primary school teachers; end of key stage 2 levels; base line testing; Cognitive Ability Tests (CAT tests); literacy and numeracy tests; application form information; subject teachers; specialist colleagues and external agencies. Our class teachers, Heads of Department and Heads of House closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at Sandhurst School will further identify students with a special educational need. This identification may come from tutors, subject teachers, support colleagues, Heads of House, outside agencies, parents/carers or the students themselves. If your child needs to be assessed we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them. We follow a staged and graduated approach to identifying and assessing needs. The triggers for intervention could be the teacher's, support colleague's or others concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities, does not make expected progress. All students with SEND are on the SEND register which is accessible to all staff. Staff use this information to inform their lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities.
3a. How the school evaluates the effectiveness of its provision for such	<i>How will I know that my child is making progress?</i>	All students, including those with SEND, are assessed on a regular basis, in accordance with the school's Assessment Policy. Teachers formally assess and review progress and attainment 6 times a year which is communicated to parents/carers by a report that is sent home. Additionally, parents evenings are held once a year when there is an opportunity to discuss progress,

students		attainment and next steps. All students with a Statement or Education, Health & Care Plan have an Annual Review. SEND students who are on the SEND register will also have a termly review. The school has a quality assurance process that assesses the effectiveness of teaching and learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. These are regularly reviewed through regular evaluation. Additionally progress and attainment data for students is analysed for effectiveness.
3b. The school's arrangements for assessing and reviewing the progress of students with special educational needs	<i>How do you check and review the progress of my child and how will I be involved?</i>	<p>The school will send home 6 reports each year which will show your child's current levels as well as reporting on their effort, behaviour and homework. Heads of Department and Heads of House will monitor and review your child's levels and pick up on any subjects where your child is not making the right amount of progress. We will then put an intervention in place. At the next reporting time we will check whether the right progress has been made.</p> <p>We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through parents evenings, notes in work journals, telephone calls, appointments made with individual teachers, Annual Reviews/termly reviews (for those on the SEND register).</p> <p>The school provides information for parents through newsletters, information on the website and SDC, information evenings, parents evenings and letters home.</p>
3c. The school's approach to teaching students with special educational needs	<i>How do teachers help students with SEND?</i>	<p>Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities. This means your child can access the lessons fully.</p> <p>Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available and should your child need this, it would be discussed with you.</p> <p>When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.</p>
3d. How the school adapts the curriculum and learning	<i>How will the curriculum be matched to my child's needs?</i>	Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include option choices, additional literacy and numeracy, nurture groups, intervention groups

environment for students with special educational needs	<i>How accessible is the school environment?</i>	<p>and number of qualifications studied.</p> <p>Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including a lift; disabled toilets; ramps; wide corridors and equipment to help with reading and writing.</p> <p>An Accessibility Plan is in place and available from our school website.</p>
3e. Additional support for learning that is available to students with special educational needs	<p><i>Is there additional support available to help students with SEND with their learning?</i></p> <p><i>How are the school's resources allocated and matched to children's special educational needs?</i></p> <p><i>How is the decision made about how much/what support my child will receive?</i></p>	<p>We have a wide range of staff available to support students and address additional needs they may have, including students with SEND. This includes nurture group teachers, teaching assistants, pastoral support staff and the SENCO.</p> <p>Resources are allocated based on evidence of need and effectiveness. Students with a Statement/EHCP have resources allocated as outlined in their statement or plan. Teaching assistants are allocated, where resources allow, to support students in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.</p> <p>Students with Statements/EHCP's will have targets and strategies set by the SENCO. Annual reviews involving the student, parents/carers, subject staff and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.</p>
3f. How the school enables students with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs	<p><i>What social, before and after school, and other activities are available for students with SEND?</i></p> <p><i>How can my child and I find out about these activities?</i></p> <p><i>How will my child be included in activities outside the classroom, including school trips?</i></p>	<p>A large range of academic and hobby/interest extra-curricular clubs and enrichment opportunities are available at Sandhurst School. There are open to all students, including students with SEND.</p> <p>Additionally we run a range of activities to support SEND students including Breakfast Club, Homework Club, Lunch and Break Time Social Club in the SLC, the Social Skills Group etc. We also run revision sessions for older students as and when required.</p> <p>The extra-curricular timetable is displayed in tutor rooms and is regularly advertised through assemblies and in the newsletter.</p> <p>All students in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all students and your child's specific needs can be discussed if they wish to join such a trip.</p>
3g. Support that is available for improving the emotional, mental and social development	<i>What support will there be for my child's overall well-being?</i>	<p>At Sandhurst School we pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a form tutor who will (in most cases) remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor and students.</p>

of students with special educational needs		There are additional members of staff who are able to provide pastoral support, these include: the Heads of House, the Pastoral Manager, the SENCO, teaching assistants and the Child Protection Officer. We also have excellent relationships with a number of external agencies who are also utilised to provide support to students where required.
4. In relation to mainstream schools, the name and contact details of the SEN co-ordinator	<i>Who should I contact if I want to find out more about how Sandhurst School supports students with SEND? What should I do if I think my child may have a special educational need or disability?</i>	The SENCO is Mrs N. Cockroft Contact details: Email : ncockroft@sandhurst.bracknell-forest.sch.uk Telephone : 01344 775678
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured	<i>What training have the staff supporting children and young people with SEND had or are having?</i>	We have a Special Needs department which is made up of the SENCO, four senior teaching assistants and a number of other teaching assistants. Within this team we have staff who have a range of experience and training covering various SEN needs including behaviour support, supporting students with ASD, ADHD, as well as weak literacy and numeracy skills Training is provided to all staff, including teachers and teaching assistants, as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills. Staff who are new to the school follow an induction programme which includes training and information on SEN. As a school we can call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services.
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured	<i>What happens if my child needs specialist equipment or other facilities?</i>	As a school we can access a range of specialist services outside the school. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact Mrs N. Cockroft or discuss the issue at the next review/parents evening.
7. The arrangements for consulting parents of children with special	<i>How will I be involved in discussions about and planning for my child's</i>	We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by: <ul style="list-style-type: none"> • Helping them to be organised for their day (including bringing the right equipment and books

<p>educational needs about, and involving such parents in, the education of their child.</p>	<p><i>education? How will you help me to support my child's learning?</i></p>	<ul style="list-style-type: none"> • Supporting full attendance and good punctuality • Completion of homework • Regularly checking and signing the work journal • Attending parents evenings • Attending any meetings specifically arranged for your child <p>We will support you by having regular communication about your child's progress and attitude to learning. We will ensure all teachers are fully aware of your child's special educational needs and the strategies they should use to support them by providing an individual SEN Profile for your child. Parents will receive a copy of this.</p>
<p>8. The arrangements for consulting young people with special educational needs about, and involving them in, their education</p>	<p><i>How will my child be involved in his/her own learning and decisions made about his/her education?</i></p>	<p>Students are encouraged to take part in student voice activities, regularly evaluate their work in lessons, attend review meetings, contribute to target setting and reviewing and reflect on their learning and achievements prior to reviews. All students will have regular discussions with their form tutor and subject teachers about their attainment, progress and next steps for improvement</p>
<p>9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school</p>	<p><i>Who can I contact for further information? Who can I contact if I have a complaint?</i></p>	<p>In the first instance contact the subject teacher or your child's tutor who may refer your concerns to a more senior member of staff if needed. Alternatively please contact the SENCO Mrs N. Cockroft (ncockroft@sandhurst.bracknell-forest.sch.uk) or the Deputy Headteacher Ms S. Hunt (shunt@sandhurst.bracknell-forest.sch.uk) The schools complaints procedure is available on the school's website.</p>
<p>10. How the governing body involves other bodies, including health and social services bodies, local authority</p>	<p><i>What specialist services and expertise are available at or accessed by the school?</i></p>	<p>As a school we can access a range of services including Child and Adolescent Mental Health Service (Camhs), Children's Social Care, School Nurse Service, Educational Psychology Service, Adviza, Speech and Language Service, the Autistic Spectrum Social and Communication service, Education Entitlement and Occupational Therapy Service. These services are contacted when necessary and appropriate, according to your child's needs.</p>

support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students.		The school works closely with our local authority and uses the CAF process when appropriate to do so. If you believe your child needs support from a specialist please contact Mrs N. Cockroft or discuss at the next review/parents evening.
11. The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with section 32.	<i>Who should I contact to find out about support for parents and families of children with SEND?</i>	The Bracknell Forest Parent Partnership Service : Tel : 01344 354011 Email : parent.partnership@bracknell-forest.gov.uk Bracknell Forest Special Educational Needs department : Tel : 01344 352000 Website : http://www.bracknell-forest.gov.uk/specialeducationalneeds
12. The school's arrangements for supporting students with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living	<i>How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?</i>	We liaise closely with primary schools and provide additional transition support both before your child starts and afterwards, if it is needed. We also host a Summer School for one week for Year 6 students. All children receive advice on careers. If additional support is needed this will be put in place. We work closely with Adviza to ensure relevant paperwork is completed for students with Statements/EHCP's.
13. Information on where the local authority's local offer is published	<i>Where can I find out about other services that might be available for our family and my child?</i>	The Bracknell Forest local Offer may be found : http://bracknellforest.fsd.org.uk/kb5/bracknell/directory/localoffer.page?familychannel=6