



Sandy Lane Primary School

SEN Information Report

Sandy Lane Primary School is part of the Greenshaw Learning Trust.
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

Sandy Lane Primary School

SEN Information Report

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

This report is the responsibility of: SENDCo

This report was reviewed and updated on: 16th December 2025

This report was approved by the School Governing Body on: January 2026

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

SENCO:

Lloyd Walsh

senco@sandylanebracknell.com

Headteacher:

Katie Parkhouse

head@sandylanebracknell.com

SEN link governor:

Karen Roche

If you would like to discuss any concerns regarding your child(ren) and possible special educational needs, please speak with your child's class teacher in the first instance. Please contact the SENDCo, Lloyd Walsh, for further information or support using the contact details above.

For information on Bracknell Forest SEND local offer:

<https://bracknellforest.fsd.org.uk/kb5/bracknell/directory/localoffer.page?localofferchannel=0>

SEN Information Report

SEN Information Report	3
1. School Context	3
2. Whole-school approach to inclusive mainstream offer	4
3. Identifying pupils with SEN and assessing their needs	4
4. Our approach to teaching pupils with SEN within the classroom	5
5. Adaptations to the curriculum for pupils with SEN	5
6. Targeted interventions	5
7. Specialist interventions	6
8. Partnership working and pupils' access to external (incl. specialist) agencies	6
8. Adaptations to the learning environment	6
9. Adapted curriculum pathways	6
10. Assessing and reviewing pupils' progress	7
11. Consulting and involving pupils and parents	7
12a. Supporting pupils moving between phases / transition	7
12b. Preparation for adulthood (secondary only, primary schools remove this section)	Error!
Bookmark not defined.	
13. Training for staff	8
14. Evaluating the effectiveness of SEN provision	8
15. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN	8
16. Support for improving emotional and social development	8
17. Pupils with disabilities	9
18. Complaints about SEN provision	9
19. Contact details of support services for parents of pupils with SEN	9

1. School Context

Sandy Lane Primary School is an inclusive primary school that works in partnership with children and their families to support needs across all four broad areas of need (Cognition and Learning, Communication and Interaction, Sensory and Physical, and Social Emotional and Mental Health). Any support follows the schools' graduated approach so that pupils' access to high quality inclusive teaching is prioritised within their classes. Where more support is required, pupils will access targeted and specialist support as detailed below. Our greatest area of need is Speech Language and Communication Needs (Communication and Interaction) followed by Social, Emotional and Mental Health Needs (SEMH) and we therefore focus on building whole-school and whole-class approaches to support pupils with learning needs associated with these areas. We have developed spaces within the school for pupils to access at appropriate times within the day to support their sensory and/or emotional regulation. Sandy Lane Primary School also has a Special Resource Provision (known as Foxes) for pupils with ASD and Speech, Language and Communication Needs. This resource provision is commissioned by the local authority. Admissions to the Specialist Resource Provision is separate from the main school. The resource provision is for pupils with an Education Health Care Plan. For more information about the resource provision, please read the provision statement which can be found here: [Sandy Lane Primary School ERP Provision Statement.docx](#)

2. Whole-school approach to inclusive mainstream offer

We are committed to ensuring that all pupils have access to an inclusive mainstream offer alongside their peers, with a focus on maximising children's access to the broadest possible curriculum offer. As part of our generally available provision, all teaching staff receive professional development to build whole-class approaches that support pupils with a range of learning needs. For example, teachers can incorporate the use of visuals into their resources to support children's understanding of key vocabulary and concepts. Teachers make resources available to the pupils to reference during the lesson to reduce any barriers pupils face due to their working memory. The 'I do, we do, you do' lesson sequence is prioritised for all children so that all children benefit from explicit modelling. All pupils on the SEN register have an Individual Learning Plan (ILP) detailing the strategies to prioritise and SMART targets for particular pupils with special educational needs. All staff are required to know which pupils in their class(es) have an ILP and to actively engage in the information so that all staff know which pupils to prioritise for support.

3. Identifying pupils with SEN and assessing their needs

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEN Code of Practice, 2015)

A learning difficulty is a significantly greater difficulty in learning than the majority of others of the same age.

A disability that requires special educational provision is a disability that prevents or hinders the pupil from accessing the educational provision generally provided for others of the same age.

Not all pupils with a disability will be identified as requiring special educational provision. Appropriate reasonable adjustments will be made to ensure we remove or prevent barriers experienced by all pupils with a disability.

Parents/carers are informed when pupils are added to or removed from the SEN register. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and aspirations of the pupil and their parents/carers. We will use this to determine the support that is needed and whether this can be provided by adapting our core offer, or whether something additional is needed.

We work in close partnership with families and local settings. Many pupils with special educational needs will therefore be identified through the transition and induction process.

Transition to school is carefully planned to give time for observations and assessments of children as they join the school when required. Where there are any concerns with regard to a child's development against developmental milestones, the school will speak with the parent to identify next steps.

Class teachers make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs. Attendance and behaviour data might also be used to identify which pupils require additional support.

A graduated approach to SEND identification is followed at Sandy Lane Primary School so that an assess, plan, do, review process is used to identify strengths and barriers and plan for support.

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

Where a parent/carer has a concern about their child, parents are asked to speak with the class teacher so that appropriate observations and assessments can be undertaken.

4. Our approach to teaching pupils with SEN within the classroom

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

We support children, including those with SEND by prioritising and supporting the use of high quality teaching strategies which include modeling, breaking information up into smaller 'chunks', repeating instructions, checking for understanding and allowing time to respond.

Staff also have access to professional development on strategies that are particularly beneficial for children with particular needs.

Teachers are made aware of pupils' strengths, needs and appropriate adaptations and adjustments via the Individual Learning Plan (ILP). The plan guides teachers to know which strategies to prioritise for each pupil and/or which reasonable adjustments are required to ensure the pupil can access the learning. ILPs are reviewed termly by the teacher with guidance and support from the SENCo in partnership with the pupil. The ILP is shared with parents/carers and they are invited to meet to discuss/review the contents, particularly at Parents Evenings..

5. Adaptations to the curriculum for pupils with SEN

At Sandy Lane Primary School we take a holistic as well as individualised approach to curriculum adaptations. Teachers are expected to plan for the pupils they teach using their knowledge of pupils and using information, such as the ILP, to inform this. Across the school we promote flexible grouping for the majority of the school day. Pupils are encouraged to engage with the resources that are made available and the modelling that takes place through the teaching. Where appropriate, pupils can have access to additional support and/ or accessibility tools/ aids (such as a laptop) as needed.

6. Targeted interventions

At Sandy Lane Primary School, we have the following interventions:

- Zones of Regulation (for pupils who struggle to recognise, express and manage their emotions to develop the skills for self regulation)
- Den groups (to support pupils to overcome barriers to learning by building confidence, self-esteem, and essential social skills within a safe, nurturing environment, enabling them to thrive in mainstream classes)
- Attention Bucket (to support pupils to build fundamental communication, attention, and social skills through highly engaging, visually stimulating, and fun activities)
- Sensory Circuits (for pupils experiencing regulation difficulties or with sensory needs that benefit from sensory activities to maintain regulation throughout the school day)
- Sensory Room and Cubbie (for pupils with sensory needs who require time and space in a calming environment to support sensory regulation)
- Dog Therapy

Where appropriate, teachers are made aware of the focus of any intervention so that they can support pupils to generalise the skills learnt back to the classroom.

Interventions are reviewed every half-term to check the impact against the intended outcome. Where the intervention is not having impact as expected, changes will be made to the intervention or a different form of support may be used. .

7. Specialist interventions

At Sandy Lane Primary School, we work in partnership with a range of external agencies and they will support with the planning and delivery of specialist interventions. This might include mentoring, specialist speech and language therapy sessions focused on speech sounds, Occupational Therapy or access to specialist Mental Health support.

Where appropriate, teachers are made aware of the focus of any intervention so that they can support pupils to generalise the skills learnt back to the classroom.

Interventions are reviewed at least every term to check the impact against the intended outcome. Where the intervention is not having impact as expected, changes will be made to the intervention.

8. Partnership working and pupils' access to external (incl. specialist) agencies

We are committed to working in partnership with all external agencies. Referrals will be made to specialist agencies when it is clear that additional advice from experts in other fields would be beneficial to inform the support that is in place in school. Our focus when seeking specialist advice is to build opportunities to tailor the pupils' support so that they are then able to access as much of the curriculum as possible alongside their peers. Recommendations from other professionals might, for example, inform strategies that are prioritised within a ILPs or the focus of a specific intervention. Recommendations from other professionals enhance the offer provided within the school's graduated approach.

We work with a range of external and specialist agencies to best support pupils and families at Sandy Lane Primary School. For example;

SEND specific support may include visits and recommendations from Educational Psychology Service, Child Development Centre, Speech & Language Therapy Service, Occupational Therapy Service.

Wider support for parents/ carers may include joint working with Independent Advisory Support Service for parent support, Early Help, Social care, Virtual School.

8. Adaptations to the learning environment

We have two sensory spaces available across the school. These are located at either end of the school and are timetabled for the delivery of interventions as well as available at set times to pupils who require a movement break as agreed as part of the passport review process or as a responsive support measure. One is a sensory room that provides access to a sensory space and equipment, such as a ball pit, low lighting, sensory resources. The other is our Cubbie which provides an immersive calming sensory experience.

9. Adapted curriculum pathways

Children in our school have access to an appropriately adapted and differentiated curriculum which supports access to a broad, balanced curriculum.

For children with more complex needs who may require tailored support, EHC plans, relevant assessments and knowledge of their strengths and needs are used to guide provision planning and individual timetables.

Sandy Lane Primary School's SRP follows a differentiated curriculum which aligns with the whole school curriculum as well as providing access to interventions that focuses on meeting the needs of the pupils to ensure that access to a broad, balanced curriculum is delivered.

10. Assessing and reviewing pupils' progress

All leaders are responsible for the progress of all pupils. All assessment points across the school include pupils with special educational needs and all leaders are responsible for analysing the engagement and outcomes of all pupils, including pupils with special educational needs, and making adjustments to systems and practices to positively impact all pupils, including pupils with special educational needs. Where more targeted or specialist support is required, leaders will work in partnership with the SENCO to review pupils' progress. Assessment and review is therefore built into whole-school processes.

Pupil progress is recorded and tracked using the school's assessment systems and monitored by the assessment lead.

Weekly SLT meetings take place involving the Headteacher, SENDCo, Deputy Headteacher, Behaviour lead and Pastoral and Safeguarding Lead.

Where pupils are accessing targeted or specialist support, their progress against identified targets will be tracked by the SENDCo. When needed, the SENDCo will work with the class teacher to carry out a clear analysis of the pupil's progress. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- The individual's development in comparison to their peers, national data and age related expectations
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

For a small number of pupils who require a more bespoke pathway, the SENCo will work in partnership with teachers to assess and review progress against individualised targets. Ongoing observations will be used to assess pupils using the most appropriate assessments for their age and stage of development, for example, EYFs SEND assessments, Bridging the Gap (for pupils working pre-key stage 1).

11. Consulting and involving pupils and parents

At Sandy Lane Primary School, open and supportive communication working collaboratively with parents is prioritised so that all parents, especially those of pupils with special educational needs, are supported. The SENDCo is easily accessible and responsive to parents, via email, phone or more directly on the school gates at the beginning and end of each school day. Updates are also shared by the SENDCo in the Headteacher Newsletter in the form of SEN Spotlights.

12. Supporting pupils moving between phases / transition

At Sandy Lane Primary School, we understand the importance of supporting pupils transitions when moving between phases or joining/ leaving the school. We share information with the school or other setting the pupil is moving to and ensure parents/ carers are involved in this as appropriate.

Transitions within school when moving to the next year group are also supported through visits from the new class teacher, visits to their new classrooms and discussions. For pupils who need, an enhanced transition is planned which may include additional visits to their new class, a visual story to take home.

Transition activities take place before a child starts school in the Reception year. All parents/carers are offered home visits and meetings take place with the SENDCo and EYFS lead for children with high needs SEND.

Pupils will be supported to attend transition days organised by the school or setting they are moving to. This may include additional transition days for children with SEND. Meetings take place between the SENDCo and the SENDCo of receiving schools when pupils transfer to secondary schools.

13. Training for staff

Our SENCO is an experienced teacher who is completing his NPQSENCO qualification currently. The school prioritises time for the SENCO to be able to work alongside other staff in the school to build expertise in the classroom, for example, through coaching so that all teachers build their confidence and competence.

TAs have attended whole school training where relevant and have available additional recorded training. Some staff receive training in a particular specialism, such as working with S<, in order to deliver targeted interventions. Other SEND-specific training has been delivered, such as Autism Support Assistant training, ELSA, Nurture.

14. Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

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

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs. All students are encouraged to go on all of our residential trips. All students are encouraged to take part in all aspects of school life including sports day, the school production and all other events. No student is ever excluded from taking part in these activities because of their SEN or disability. We monitor and track which pupils are accessing the enrichment offer to ensure that we identify and remove any barriers to participation.

16. Support for improving emotional and social development

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

- Our PSHE curriculum
- Nurture based interventions
- Zones of Regulation
- Support for families through our family support worker

The support provided will be informed by the pupil's specific needs and will be provided in agreement with the pupil.

For pupils in the SRP, there is a focus on supporting and developing emotional and social skills through whole class approaches, a tailored PSHE curriculum and targeted interventions.

All pupils with special educational needs are encouraged to be part of the School Council as well as to take part in any and all extracurricular activities.

There is a zero tolerance approach to bullying.

17. Pupils with disabilities

We are committed to being an inclusive school that welcomes all children. The arrangements for the admission of disabled pupils are designed to ensure no child is discriminated against or disadvantaged. Prior to any child starting school, key information is gathered from the family and they are invited to visit the school so that proactive support can be put in place as needed. All pupils are supported to ensure they receive equitable access to all learning opportunities. Where needed, external professional support is drawn upon and a collaborative approach taken to ensure this.

Further information can be found within the school's accessibility plan linked here. This is informed by knowledge of our pupils and the barriers that are or could be experienced.

18. Complaints about SEN provision

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

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

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

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

<https://bracknellforestiass.co.uk/>

<https://parentingspecialchildren.co.uk/>

<https://www.gems4health.com/>

<https://www.steppingstonesds.co.uk/>

<https://promiseinclusion.org/>

<https://hsbf.org.uk/>

<http://www.thewayyouth.co.uk/>

<http://www.youthlineuk.com/>

<https://www.bracknellpcf.com/>

<https://www.ipsea.org.uk/>