

Our Local Offer for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type



Our Local Offer for Special Educational Needs and/or Disability

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Name of Setting	Sandbach School
Type of Setting <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary <input checked="" type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input checked="" type="checkbox"/> Academy <input checked="" type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 200px; height: 20px;" type="text"/>
Specific Age range	11 – 18
Number of places	Mainstream places 210 per year
Which types of special educational need do you cater for? <i>(IRR)</i>	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. </div> <div style="width: 35%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in </div> </div> <div style="border: 1px solid black; height: 150px; width: 100%; margin-top: 10px;"></div>

Each section provides answers to questions from the Parent/Carer’s Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).



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Questions from the Parent/Carer's Point of View:

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Identification

How will you know if my child or young person needs extra help? *(IRR)*

Sandbach School has excellent links with primary schools in the locality and has developed a robust transition programme which begins in the spring-term. Much of the relevant information is passed on through staff visits and records when students transfer from their primary school in year 7.

Sandbach School will adopt a graduated response to meeting special educational needs that requires the initial use of classroom and school resources before bringing in specialist expertise. When a young person is identified as having special educational needs, the School will intervene. Such interventions are a means of helping Sandbach School and parents match special educational provision to individual pupil needs.

All year 7 students are screened at the beginning of the academic year for reading comprehension and spelling. Blanket screening gives a general overview, and further specific assessments can be carried out if required. Further discussion, if this applied, would take place with the Assistant SENDCo. The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents / carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. A student identified as needing provision additional to or different from that provided as part of normal class activities where despite receiving differentiated learning opportunities makes:

- Little or no progress even when teaching approaches are targeted particularly in a young person's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques employed by the school;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases outside professionals from health or children's services may already be involved with the young person. Where these professionals are not already working with Sandbach School, the SENDCO and Assistant SENDCO will contact them having discussed the situation with the parents / carers.

The SEND team will further assess the young person and support for the individual will be discussed and appropriate action taken such as Specific Student Support Plan (SSSP).

What should I do if I think my child or young person needs extra help?

If you have concerns regarding your child's education then in the first instance you should contact your son's form tutor/subject tutor or year group Learning Intervention Manager. Learning Intervention Managers are supported by a Student Support Coordinator who are available throughout the day and can be



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Identification

contacted on the school number.

Should your son require any additional intervention, communication between the Learning Intervention Manager and SENDCO / Assistant SENDCO will take place. You can contact Mrs Helen Cooper, Curriculum Leader/ Assistant SENCO at hcooper@sandbachschool.org /01270 758870.

If your son is transferring to Sandbach School mid-term, a transition meeting will be arranged; at this meeting parents/carers will be able to share concerns relating to learning or behavioural difficulties. Any support offered will be agreed between all concerned.

Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

All Sandbach School documents can be found on the School Website by following this [link](#).



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Teaching, Learning and Support

How will you teach and support my child or young person with SEND? *(IRR)*

Sandbach School teaches pupils with SEND in accordance with the **Cheshire East Area Wide Offer**

It is our objective to ensure that every student, including those with additional needs, will receive accessible and appropriate learning opportunities within an inclusive environment.

Sandbach School has an early identification process that allows us to select students that we feel would benefit from one of our well established programmes. These take place at various different times throughout the school day, depending on the individual need. We provide a wide range of different packages across the different key stages. These include:

- Literacy intervention including the Fresh Start programme from Read Write Inc.
- One to one and small group numeracy intervention.
- Small group withdrawal for social skill development.
- Pastoral interventions for literacy, typing, speech and language.
- One to one mentoring.
- Accelerated Reader scheme.
- Motivational placements.
- Support from Learning Assistants in mainstream lessons.
- Disapplication from a subject (in exceptional circumstances).
- Breakfast club.
- Lunchtime and after school home learning support.
- Additional lunchtime provision.
- Specific curriculum pathways.
- Support from the School Counsellor.
- School Nurse "Drop-in".
- Teacher of the Deaf one to one sessions.
- Subject based interventions.
- Learning Mentor interventions

Many programmes have a more personalised approach where necessary, in order to meet the individual needs of the students.

Sandbach School has specialist equipment to help support students with hearing impairments. Throughout the school we have several FrontRow Juno systems



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Teaching, Learning and Support

that enable students to access their lessons. We also have Learning Support Practitioners who have gained additional qualifications and experience in their particular area of expertise.

For students with more complex needs, the school seeks the professional advice of specialists, for example, Speech and Language, Educational Psychologists and Occupational Therapists. The school continues to provide additional training for staff to ensure they remain as up to date and informed as possible. Where additional levels of support are required, a personalised support plan is created (Student Specific Support Plan - SSSP), which will outline the provision available to each child and will be made available to parents. In addition to this, we hold half termly Parent Partnership meetings after school so that parents remain informed about how their child is progressing. These Parent Partnership meetings are in addition to Parent Consultation evenings that take place for each year group throughout the academic year. There is also the opportunity to contact the Curriculum Leader/Assistant SENDCO, Learning Support Dept., via email or in person to discuss specific student needs in more detail.

How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

Sandbach School operates a Quality First Teaching approach to meet the needs of all students within its learning environment. This will include class room differentiation, so that all work is accessible to all students. All staff are able to access the SEND register to enable them to have as much information as possible to support learners' weaknesses and strengths. This information is secure but accessible to staff that need it. Information regarding students' reading and spelling ability is also linked to the class register and clearly identifies students who are working above and below their expected levels.

We encourage independent learning from all of our students and this is supported by an active reward system called Vivo, promoting these independent skills. Teaching staff communicate with the SEND staff on a regular basis to ensure that differentiation occurs effectively in order to meet the needs of all SEND students.

Information regarding students with SEND is constantly updated throughout the academic year so that teaching staff are aware of any developments and updates to a specific individual. This fluid SEND register is managed and overseen by the SENDCO and Assistant SENDCO.

Assessments to clarify Exam Access Arrangements will take place at the end of Year 9/start of Year 10. In order to approve access arrangements the school has to demonstrate a history of need (N.B. a diagnosis of Dyslexia does not automatically give students an entitlement to Exam Access Arrangements).

Information about all courses available at Sandbach School can be found on the website through this [link](#) and following the pathway through Curriculum.



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Teaching, Learning and Support

How are the setting, school, or college's resources allocated and matched to children or young people's needs?

The SEND budget is monitored and managed by the Senior Leadership Team, SENCO and Assistant SENCO.
The process for making an application to secure additional funding would be governed by the identification of specific needs.
Applications for additional funding may come from various funding strands i.e. pupil premium, Statements of Educational Needs or Education Health and Care Plan.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? (IRR)

The SENDCO and Assistant SENDCO make the decisions to determine the level and type of support available to students. These decisions are taken based on assessments, information from staff members, data and external agency involvement. Parents and carers will be consulted throughout the process and appropriate support mechanisms in school will be explained to all concerned.

How will equipment and facilities to support children and young people with SEND be secured? (IRR)

The SENDCO and Assistant SENDCO take the primary lead in securing the equipment or facilities for students. Additional resources are procured as and when required. Where more specialist personalised equipment is required e.g. large print books, specialist seating etc. the school SENDCO liaises with the relevant external advisory services e.g. occupational therapy, sensory impairment services etc. seeking the best options for the procurement of these. Parents will be involved wherever possible in these discussions.

How will you and I know how my child or young person is doing and how will you help me to support their learning? (IRR)

All staff and students are aware of their targets which are based on prior attainment. School staff have high expectations for all students and progress is closely monitored by subject tutors, Learning Support Assistants, Assistant SENDCO and SENDCO. Reviews of progress are carried out four times a year and reports are sent to parents in the form of a written report.

Parents have the opportunity to monitor attitude to learning grades and attendance on a daily basis using a home access system. Information about individual student progress is shared via:

- Student Planner
- Parent consultation evenings
- Annual Reviews
- Additional meetings as required
- Parent Partnership meetings

Students with a Statement of Educational Need/Education Health and Care Plan will receive regular updates pertaining to progress in learning.



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Teaching, Learning and Support

Students that have taken part in an intervention will regularly have their progress reviewed. Parents/carers will be informed of any achievements made.

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

For students with a Statement of Educational Need and Education Health and Care Plans, a review meeting is conducted every academic year. This provides opportunities for students, parents/carers, staff and external agencies (if applicable) to discuss progress made. This review will be based on comments from teachers, comments from Learning Support Assistants (LSAs) but also comments from the student and their parents. The review meeting will have the SENDCO/Assistant SENDCO, the relevant Learning Support Assistant (usually the Key Worker), the parents, the student, and any outside agencies who may be needed at the review.

Some students with Additional Needs may require a Student Focus Plan as part of the Graduated Response.

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)*

Students with SEND are monitored and tracked closely throughout the school academic year. Sandbach School hopes that any student that has taken part in any form of intervention will see the successes throughout many of their subjects.

Students that have taken part in a literacy intervention will have their reading comprehension and spelling standardised score tested at various points throughout the year. Achievements in reading and spelling are celebrated at the end of the course.



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Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Sandbach School takes the welfare of its students very seriously. The SEND department identifies through the transition process and through regular communication with parents any areas that may pose a particular risk. Measures are put into place to address these. For example, it may be necessary for a member of staff to 'meet and greet' a student at the start of the school day or to help ensure they leave the school site safely at the end of the day.

Sandbach School also runs a series of extra-curricular clubs where we encourage students to develop their social skills. These take place in a variety of different settings. Before school we operate a hugely popular and vibrant breakfast club. This is attended by a range of students from across the different year groups. It takes place in a specially adapted room which enables it to be completely inclusive. At break and lunch time we have a very successful games club. This is also attended by a range of different boys and provides a safe haven as well as the opportunity to build on social skills. During lunch time and after school we have a home learning club. Also very popular, this allows students to complete home learning set in a quiet, peaceful environment that is supervised by staff who have knowledge of the different curriculum areas. It also provides students with internet and printer access.

Where necessary, risk assessments are completed for any practical subjects such as PE or Design and Technology. Classroom support will be put into place if it is considered necessary to ensure the safety of the specific individual. Risk assessments for educational activities are also conducted and additional provision is put into place if needed.

What pastoral support is available to support my child or young person's overall well-being?

All students access their Form Tutor on a daily basis. The pastoral structure at Sandbach School means that every year group has a Learning Intervention Manager (LIM) as well as a Student Support Co-ordinator (SSCO).

The Learning Support Department provides support both in and out of pastoral time. Some students may benefit from having a member of the Learning Support team in their tutor group; others may require being withdrawn on a one to one basis.

LIMs, SSCOs, Pastoral Staff and the Learning Support Department all liaise together to ensure the needs of all students are met.

Sandbach School operates an Anti Bullying policy. This can be found through this [link](#) on the website. The school believes that every student has the right to learn in a supportive, caring and secure environment without the fear of being bullied. Should any student, parent/carer have any concerns about being bullied then they should report it to the relevant Form Tutor in the first instance. Contact details of the pastoral team can be found via the school website.

For some students that may struggle socially, Sandbach School has a range of before and after school, break and lunchtime provisions. All clubs are supervised by



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Keeping Students Safe and Supporting Their Wellbeing

members of the Learning Support Department. These clubs are well attended and provide students the opportunity to socialise in an informal setting.

The School employs a full time Learning Mentor that works with students across all year groups on a daily basis. Intervention from the Learning Mentor would be based on concerns raised from staff members and parents/carers.

All teaching and support staff at Sandbach School have undergone Safeguarding training. Information is clearly displayed in all classrooms so that students are aware of which members of staff are on the safeguarding team.

How will the setting, school or college manage my child or young person's medicine or personal care needs?

Sandbach School adheres to their policy regarding the administration of medicines and medical needs which can accessed via the following [link](#).

The school has a team of first aiders; any medical emergency is dealt with by appropriately trained staff. In the case of an emergency, the guidance of the trained first aider will be actioned.

The level of medical need, and support/individual support should be discussed in the first instance with a Learning Intervention Manager, SENDCO or Assistant SENDCO. In some cases an individual Health Care Plan may be appropriate. If this is the case, the school nurse and other health care professional will be invited to a meeting. For the majority of students, an Individual Health Care Plan will not be required; however when necessary, information held on such a document will be shared with staff and held on SIMS.

What support is available to assist with my child or young person's emotional and social development? *(IRR)*

In the first instance, the Form Tutor would be the first point of call regards any concerns about social and emotional issues. Where necessary, LIMs, SSCOs and the SENDCO may become involved and offer support. Sandbach School offers the services of a Learning Mentor and School Counsellor to help students overcome barriers to learning. These services are made via a referral system, with an aim of developing a young person's emotional and social development.

If we feel the concern goes beyond the expertise based in school, external agencies may be contacted and further advice sought. This could include Cheshire East Autism Team (CEAT), Child and Adolescent Mental Health Services (CAMHS) and the Educational Psychologist. All of these agencies liaise with both parents/carers and school. Any involvement from any of the above agencies would require full parental consent.

What support is there for behaviour, avoiding exclusions and increasing attendance?

Sandbach School has policies on behaviour and attendance which can be found through this [link](#).

Sandbach School aims to provide a safe environment in which student behaviour ensures that all students can learn and all teachers can teach. This policy is



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underpinned by the 'Behaviour For Learning' system used at Sandbach School. This system is communicated with parents and pupils via Student Planners, the website, communication with staff and academic reviews.

Where there are behaviour concerns, parents/carers will be contacted and issues will be addressed with the relevant Learning Intervention Manager and Student Support Co-ordinator. Where necessary, behaviour will be regularly monitored through the Attitude to Learning grades that each student receives every lesson.

Sandbach School endeavours to promote positive behaviour, self-discipline and respect. Through this, the school hopes that the policy will ensure that students are able to learn and be successful.

Attendance is monitored through the pastoral team of LIMs and SSCOs. Sandbach School will work with Cheshire East's Education Welfare Service to promote the attendance of pupils at the school and to provide a range and level of services appropriate to those pupils' needs. The school believes that regular attendance is the key to every student achieving maximum potential.

If attendance falls too low, contact with home may be made and targets put into place. Where necessary, the School may require the support of the Education Welfare Officer to address the situation. In cases of persistent poor attendance, a fixed penalty notice may be issued.



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Working Together & Roles

What is the role of my child or young person's class teacher?

Students will have a variety of different teachers throughout their school life. All students will have a Form Tutor that they will have daily contact with.

The role of a subject teacher is to:

- Ensure that all differentiation is met through the School's Quality First Teaching approach.
- Monitor student progress.
- Implement any additional support (catch-up sessions).
- Ensure that all Learning Support Assistants are aware of the level of support needed for a particular subject.
- Ensure that they are aware of any students with SEND and the strategies that are implemented to meet their needs.

Who else has a role in my child or young person's education?

The SENDCO and Assistant SENDCO at Sandbach School have responsibility for ensuring:

- You are involved in your son's learning.
- You are kept up to date with support your son receives.
- You are involved in reviews and progress.
- You are involved in appropriate positive outcomes.
- Liaison with other professionals and external agencies which may come into school to support your son's learning and progression for example, Speech & Language Therapist, Educational Psychologists, Teacher of the Deaf, Physiotherapists etc.
- The Assistant SENDCO is responsible for coordinating support for students identified as having Special Educational Needs, including students with a disability.
- The SEND register and SEND records are regularly updated and relevant information shared with staff.

Sandbach School employs a Learning Mentor, School counsellor and Careers Advisor. The school also has a Learning Intervention Manager supported by a Student Support Coordinator for each year group.

Within the Learning Support Department, Sandbach School has a wealth of expertise. These include Higher Level Teaching Assistants (HLTAs) and Learning Support Assistants specially trained in their specific areas.



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Working Together & Roles

How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

Appropriate information relating to a child's SEND or Education Health and Care plan is shared with relevant school staff and teachers via the SEND register, SENCO and Assistant SENCO. Medical conditions that may affect students are also available to all staff. In addition to this, the Exam Access Arrangement register is also available to all staff so that all of the student's needs may be met.

What expertise is available in the setting, school or college in relation to SEND? *(IRR)*

Sandbach School has a broad base of expertise within the Learning Support department:

- HLTAs with specific specialisms in Alternative provision, Literacy and Science.
- LSAs with specialisms in Hearing Impairment, Speech and Language, Physical disability and Behaviour Management.
- SEND specialist training is provided throughout the year as part of the School's continued professional development programme.
- An LSA may be allocated to support individuals on a one to one basis; however this is in exceptional circumstances.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*

At Sandbach School we liaise and work in partnership with range of different external agencies. These include:

- Specialist Nursing Staff (as and when required)
- Physiotherapists
- Speech and Language Therapists
- Family Support Workers
- Cheshire East Parent Partnership.
- Social Care
- Child and Adolescent Mental Health Services (CAMHS)
- Cheshire East Autism Team
- Visual Impairment Team
- Hearing Impairment Team
- Educational Psychologist
- Education Welfare Officer
- Community Paediatrician
- GP



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Working Together & Roles

- ADHD Nurse
- Visyon
- Changing Education
- Occupational Therapy
- Virtual School
- Careers Advisor – based on School site
- Other external agencies as and when required

Who would be my first point of contact if I want to discuss something?

In the very first instance you should contact your child's Form Tutor should you have any concerns. A Student Support Coordinator is also available for years 7-11. If you require more specific advice relating to your child's SEND please contact the Assistant SENCo.

Who is the SEN Coordinator and how can I contact them? *(IRR)*

In the first instance any queries related to SEND can be made via Mrs Helen Coper - hcooper@sandbachschool.org (CL LD Dept. and Assistant SENCO) who will endeavour to answer questions you may have.

What roles do have your governors have? And what does the SEN governor do?

Currently the SEND Governor and Looked After Children Governor is Miss E Hankey. She works closely with the Leadership Group and the Assistant SENDCO to monitor and develop SEND provision at Sandbach School. This may include developing policies and ensuring that the needs of all SEND students are met at the Governor's meeting.

A full list of the Governing body can be found through the School website.

How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*

Sandbach School has an established School Council. As of September 2014, there will be a School Senate which will provide students with another opportunity to play an active role in the decision making process.

Students with additional needs will have a Student Specific Support Plan. These will be reviewed at regular intervals throughout the academic year. The SSSP will focus on the views of the student and parent/carer. Students with a Statement or EHC Plan are invited to attend their annual reviews.



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Working Together & Roles

Some students may have a mentor, who will facilitate the expression of the student's views..

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

All parents and carers are welcome to visit Sandbach School and can arrange to do so through the Director of Communications, Fi Davidson. Details of which can be found on the School website.

Open mornings and evenings are advertised and regularly attended throughout the school year. The School has a number of parent governors and vacancies for such roles will be advertised on the School website.

What help and support is available for the family through the setting, school or college? **(IRR)**

Families that require support for the completion of documentation, or sourcing information and guidance should contact the following staff:

- SENDCO – Mr Jonathan Green.
- Assistant SENDCO – Mrs Helen Cooper.
- Careers and Enterprise Manager - Mr Steve Mills.
- Careers Advisor – Mrs Jayne Rowarth.

Students with a Statement or Education Health Care Plan will be supported throughout the transitions via the annual review process. Students requiring travel plans to support their specific needs will be supported on an individual basis in conjunction with Cheshire East's Transport Policy.



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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

Sandbach School offers a wide range of activities, school trips and clubs and uses its best endeavours to ensure these activities are accessible to all. These include the following:

- Breakfast Club
- Lunchtime games and home learning clubs
- Trips organised through the Personalised Learning Programme
- Summer School (reviewed on an annual basis)
- Subject specific educational visits

There are numerous extra-curricular activities which take place after school and are available to all.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

Yes, the school is accessible to suit the needs of students who use a wheelchair.

Are disabled changing and toilet facilities available?

Details (if required)

Yes, Sandbach School has three disabled toilets and changing facilities as well as numerous hoists located in key locations.

Do you have parking areas for pick up and drop offs?

Details (if required)

Yes.

Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)

Yes.

Additional Points:

- For students who use a wheelchair or who require disabled provision and access, we would strongly recommend that parents/carers contact the School to



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Inclusion & Accessibility

Speak to the Assistant SENDCO and tour the School assessing its suitability for their son.

- For SEND students who require a measure of additional support to meet aspects of their SEND, this will need discussion with the SENDCO so that the appropriate support that meets the student's needs can be put into place.
- Sandbach School has an Accessibility Plan which can be found on the school website.
- All reasonable adjustments are made to improve the accessibility to the school within the constraints of a listed-building. Our policies and practices adhere to the Equality Act 2010.
- We have invested in specialist auditory equipment – Sound-field Systems to be used in specific classrooms as well as having specialist staff who are Hearing Impaired trained.



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Transition

Who should I contact about my child/young person joining your setting, school or college? (IRR)

Information on entry requirements to Sandbach School and Sandbach School Sixth Form can be found on the main website via this [link](#).

All Sixth Form related enquires should be directed to Mr Lowe, Assistant Headteacher Director of Teaching and Learning Sixth Form, or Mr Stancombe, Head of Sixth Form.

Information relating to admission into Sandbach School can be found on the following [link](#).

Sandbach School complies fully with the School Admission Code 2012 and the Equality Act 2010 in relation to the arrangements for the admission of disabled pupils, where the school is oversubscribed, all children are admitted in accordance with the published over subscription criteria. Where a child is disabled Sandbach School will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled is placed at a substantial disadvantage compared to other pupils.

How can parents arrange a visit to your setting, school or college? What is involved?

Sandbach School offers several open days throughout the year. This includes an opening morning, taking place on a Saturday, early in September. Parents are also welcome to contact and visit the school throughout the school year. Appointments for individual visits to be made via the school office; details of which can be found on the school website.

How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) (IRR)

- We host a numbers of Transition days and events for pupils moving from Year 6 into Year 7. Information relating to these events can be found on the School Website.
- The SENDCO & Assistant SENDCO liaises closely with Primary Schools who have pupils with SEND.
- A “New Horizons” transition programme takes place with our feeder Primary School and begins in the Spring term. This specific transition programme has been developed over a number of years and supports SEND and/or more vulnerable pupils.
- Personalised transition packages of support can be arranged via the Assistant SENDCO – Mrs Helen Cooper who can be contacted on 01270 758870 or hcooper@sandbachschool.org.
- During the spring / summer term members of staff from the school will contact all schools who have pupils joining us in Year 7.
- For students joining us in Year 7 from Primary School:
 - There are a number of transition events for students including Open Evenings and Transition Days
 - For certain SEND students there are separate SEND transition events on top of the ones provided for all students
 - Certain SEND students may require an individualised transition programme as well – this will be discussed with parents



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Transition

- During the summer term members of staff will visit all feeder primary schools and obtain advice on students including progress grades, SEND information, friendship groups, and particular levels of need



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Additional Information

What other support services are there who might help me and my family? *(IRR)*

- The Sandbach School SENCO and Assistant SENCO can be contacted (hcooper@sandbachschool.org) or the learning mentor (llyons@sandbachschool.org).
- Student Support Coordinators and Learning Intervention Managers can be contacted via this [link](#).
- The School Nurse via School Reception
- Cheshire East Autism Team (CEAT) via this [link](#)
- The Cheshire East Parent Partnership can also be accessed by the following link (www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx)
- For further advice and information, please see the following link that will direct you to a number of local and national organisations that will help with support and advice: www.councilfordisabledchildren.org.uk/getting-involved/sen-and-disability-reform-support-organisations/north-west
- For support with dyslexia please use the following websites:
 - Dyslexia Action (Based in Wilmslow)
www.dyslexiaaction.org.uk
7 Hawthorn Lane, Wilmslow SK9 1AA
01625 530158
 - Or the British Dyslexia Association:
www.bdadyslexia.org.uk

When was the above information updated, and when will it be reviewed?

June 2014 to be reviewed June 2015

Where can I find the Cheshire East Local Offer? *(IRR)*

From 1st September 2014, the Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer

What can I do if I am not happy with a decision or what is happening? *(IRR)*

Sandbach School encourages parents to address any worries or concerns initially with the form tutor. If they are unable to help, parents will be directed to a member of the pastoral team, Assistant SENDCO or a member of the senior leadership team. Sandbach School is confident that the majority of concerns are resolved through discussion and mediation. If parents remain unhappy with any aspect of the school's performance, the school's complaints procedure can be found [here](#).



Our Local Offer for Special Educational Needs and/or Disability



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Additional Information

Guidance on what to do if you are unhappy with a decision made by the local authority regarding pupils with SEND can be found within the Cheshire East Local Offer (see above).