

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	
Type of Setting <i>(tick all that apply)</i>	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input checked="" type="checkbox"/> Mainstream</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Resourced Provision</div> <div style="width: 33%;"><input type="checkbox"/> Special</div> <div style="width: 33%;"><input type="checkbox"/> Early Years</div> <div style="width: 33%;"><input type="checkbox"/> Primary</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Secondary</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Post-16</div> <div style="width: 33%;"><input type="checkbox"/> Post-18</div> <div style="width: 33%;"><input type="checkbox"/> Maintained</div> <div style="width: 33%;"><input type="checkbox"/> Academy</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Free School</div> <div style="width: 33%;"><input type="checkbox"/> Independent/Non-Maintained/Private</div> <div style="width: 33%;"><input type="checkbox"/> Other (Please Specify) <input style="width: 150px;" type="text"/></div> </div>
Specific Age range	11 -18
Number of places	Usual pupil admission number (PAN) 240 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: 45%;"> <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: 45%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in </div> </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. 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 through the Accelerated Reader. 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 SEND Manager. 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 in the first instance. 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, SEND Manager and Learning Support Officer 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 and recorded on Edukey / SEND plan

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



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Identification

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 Head of Year. Head of Years are supported by a Student Support Coordinator who are available throughout the day and can be contacted on the school number.

Should your son require any additional intervention, communication between the Head of Year, and relevant SEND Manager will take place.

You can contact Mr Mark Sanders (SEND CO - msanders@sandbachschool.org) or Mrs Helen Cooper, SEND Manager at hcooper@sandbachschool.org /01270 758870.

If your son is transferring to Sandbach School mid-term a transition meeting will be arranged with the Head of Year and if pertinent a member of the school's SEND team; 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.

- *How will I be able to raise any concerns I may have?*

Any concerns in the first instant should be directed to your child's Head of Year.

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

- *All relevant documents can be found here*

<https://sandbachschool.org/our-school/s-e-n-d/>



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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 interventions take place at various times throughout the school day, depending on the individual need.
- For students with more complex needs, the school seeks the professional advice of specialists, for example, Speech and Language, Cheshire East Autism Team, Educational Psychologists and Occupational Therapists. The school continues to provide additional training for staff to ensure they remain as up to date with current trends and are as informed as possible.
- Where additional levels of support are required, a personalised support plan is created (SEND Pupil Profile - SPP), which will outline the provision available to each child and will be made available to parents.
- In addition to this, we hold parent Forum meetings after school so that parents can provide the school with constructive feedback on how the school is meeting its responsibilities. These Parent Forum meetings are in addition to Parent Consultation evenings that take place for each year group throughout the academic year.

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

Sandbach School operates a Ordinarily Available Inclusive provision (OAIP) 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. The school will make reasonable adjustments as it deems appropriate based on an individual students needs.

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. 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, SEND Manager and Learning Support Coordinator. Assessments to clarify Exam Access



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Teaching, Learning and Support

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. Exam Access Arrangements are made in line with JCQ regulations.

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, SENDCO and SEND Manager.

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, or Education Health Care Plan. Other stakeholders.

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 SEND Manager make the decisions to determine the level and type of support available to students. These decisions are taken based on resource availability, funding, assessments, information from staff members, data and external agency involvement.

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

The SENDCO and SEND Manager 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/SEND Manager 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 Practitioners, Learning Support Coordinator, SENDCO and SEND Manager. Reviews of progress are carried out periodically throughout the 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:

- Parent consultation evenings.
- Annual Reviews.
- Additional meetings as required.



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Teaching, Learning and Support

- Parent Forum meetings.

Students with an Education Health and Care Plan will receive regular updates about individual progress in learning and social and emotional wellbeing. Students that have taken part on 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 an Education Health and Care Plan, 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 LSPs but also comments from the student and their parents. The review meeting will have the SENDCO/SEND Manager, the relevant Learning Support Practitioner (usually the Key Worker), the parents, the student, and any outside agencies who may be needed at the review.

All students 'voice' is considered a invaluable part of any student plan and this will be regularly sought.

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.

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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.

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. At break and lunch time we have a very successful games club. This club provides a safe haven as well as offering the opportunity to build friendships and 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.

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.



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Keeping Students Safe and Supporting Their Wellbeing

The pastoral structure at Sandbach School means that every year group has a Head of Year (HOY) as well as a Student Support Co-ordinator (SSCO). The Learning Support Department provides support both in and out of pastoral time. Some students benefit from having a member of the Learning Support team in their tutor group. Pastoral Staff and the Learning Support Department liaise regularly 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 pastoral team as soon as possible. Contact details of the pastoral team can be found via the school website and are shared throughout the year.

All teaching and support staff at Sandbach School undergo Safeguarding training and training in supporting the needs of students with SEND. 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 be 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 SEND Manager. 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 Bromcom.

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, HOYs, SSCOs and the

SENDSCO/SEND Manager may become involved and offer support.

Where necessary referrals relating to a young person's emotional and social development can be made through the school's Mental Health Triage team. EHCYP consultation and/or School Counsellor.

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.



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Keeping Students Safe and Supporting Their Wellbeing

Sandbach School aims to provide a safe environment in which student behaviour ensures that all students can learn and all teachers can teach. Behaviour is recorded and communicated with parents and pupils via Bromcom, 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 Ready Respectful Safe policy. 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 HOYs, SSCOs and the school's attendance officer. 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. 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 OAIP approach.
- Monitor student progress.
- Implement any additional support.
- 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 are implemented to meet their needs.

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

The Head of Year, SENDCO and SEND Manager 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 SENDCO and SEND Manager 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 Learning Mentors, School Counsellor and Careers Advisor. The school also has a head of Year supported by a Student Support Coordinator for each year group

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 Care plan is shared with relevant school staff and teachers via the SEND register, SENDCO, and SEND Manager.



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Working Together & Roles

SEND Plans, passports and relevant SEND documentation are shared with staff via our Management Information System (MIS) BromCom. All teachers also have direct access to EduKey.

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:

- 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 LSP 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.
- Sensory Inclusion Team
- Educational Psychologist.
- Education Welfare Officer.
- Community Paediatrician.
- GP.
- ADHD Nurse.



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Working Together & Roles

- Vysyon.
- Safer Opportunities.
- 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 Head of Year should you have any concerns. A Student Support Coordinator is also available for years 7-11.

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 the following

Years 7-8 - Mrs Helen Cooper – (hcooper@sandbachschool.org)

Years 9-13 – Ms Fran Ellam (**fellam@sandbachschool.org**)

Transition – Mark Sanders – Director of Inclusion (SENDCo) (msanders@sandbachschool.org)

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

Sandbach School has a Governor linked to SEND and Looked After Children who works closely with the Leadership Group and the SEND Manager to monitor and develop SEND 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 'SENATE'. 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



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Working Together & Roles

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 and also contribute through a student voice exercise. The school conducts regular student voice exercises.

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 contact with the school. 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 can contact the following staff:

Head of Year and student support co-ordinator – each student will have a nominated pastoral team that are first point of contact for all students.

SENDCO – Mr Mark Sanders.

SEND Manager – Mrs Helen Cooper (contact for Years 7-8)

Learning Support Co-ordinator – Ms Frances Ellam (contact for Years 9-13)

Careers and Enterprise Manager - Mr Steve Mills.

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 curriculum subjects
- Summer School (reviewed on an annual basis)
- Additional enrichment opportunities

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)

The majority of buildings are fully wheelchair accessible.

- ✓ Are disabled changing and toilet facilities available?

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

- ✓ 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



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Inclusion & Accessibility

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



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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 Mrs Johnson, Assistant Headteacher Director 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 Where can I find information on entry criteria? (colleges/post 16)

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

- *Sandbach School offers several opportunities throughout the year. 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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- 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
- In preparation for post 16 studies all students are exposed to information from both our and external colleges/sixth forms plus several opportunities for employers to come into school each year. Students with EHCPS will be supported through the annual review process to make sure that they have a post-16 provider chosen and named as early as is appropriate. Sandbach School will provide any appropriate information requested by a student's next educational placement.
- In Year 10 all students are offered the opportunity to complete a week of work placement with an employer and if necessary supported to achieve this.

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Additional Information

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

- The Sandbach School SENCO (msanders@sandbachschool.org) and SEND Manager (hcooper@sandbachschool.org).
- Student Support Coordinators and Heads of Year can be contacted via the contact details shared with each year group.
- 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.go.uk/schools/parents/parent_partnership.aspx)



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Additional Information

- 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: o Dyslexia Action (Based in Wilmslow) www.dyslexiaaction.org.uk 7 Hawthorn Lane, Wilmslow SK9 1AA 01625 530158 o Or the British Dyslexia Association: www.bdadyslexia.org.uk

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

September 2025 to be reviewed September 2026.

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 pastoral 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**.