

## Swillington Primary School

### Information Report for SEND pupils September 2021

<p>1. The kinds of Special Educational Needs (SEN) that are provided for by Swillington Primary School.</p>	<p>There are 4 broad categories of need as described by the code of practice which we provide for within school which are laid out in the 2014 Code of Practice. These are:</p> <ul style="list-style-type: none"><li>• <u>Communication and Interaction</u> This includes children with speech and language delay, hearing impairment, and those who demonstrate features within the autistic spectrum.</li><li>• <u>Cognition and Learning</u> This includes children who demonstrate features of moderate, severe, profound or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.</li><li>• <u>Social, Mental and Emotional Health</u> This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.</li><li>• <u>Sensory and/or Physical Needs</u> – This includes children with sensory, multisensory and physical difficulties.</li></ul>
<p>2. Who to contact at Swillington Primary School regarding an SEND query.</p>	<p>The SENCo at Swillington Primary School is Mrs Rachel Spence.</p> <p>She can be contacted for a meeting through the school office or on 0113 286 3220 or parents of children in the school can sent her a message on Class Dojo.</p>
<p>3. The systems in place for identifying a person who may have Special Educational Needs.</p>	<p>At Swillington Primary School we identify the needs of pupils by considering the needs of the whole child, not just his or her special needs.</p> <p>In identifying a child as needing SEN support, the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This will draw on:</p> <ul style="list-style-type: none"><li>• the teacher's assessment and experience of the pupil</li><li>• their previous progress and attainment</li><li>• the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.</li></ul> <p>Children who are identified as SEND pupils may be monitored by the class teacher, given extra support through group or individual interventions by the class teacher or a learning support assistant, or placed on the SEND register if they meet the criteria. There are times when a child's SEND requirement may already be in place before they arrive at school through consultation with outside agencies.</p>

<p>4. The systems in place for monitoring, assessing and reviewing pupils progress towards outcomes.</p>	<p>We offer a Graduated approach to SEND support. This means we carry out the process of Assess, plan, do, review on a regular basis to make sure we are continually meeting the individual needs of children in our school.</p> <ol style="list-style-type: none"> <li>1. <b>Assess:</b> please see the section above.</li> <li>2. <b>Plan:</b> Once the Special Educational Need has been identified the SENDCo will agree, in consultation with the parent and the pupil, adjustments, interventions and support to be placed in for the child. They will also agree on an individual programme of provision which will look at the expected impact of progress through a set of clear SMART targets. This will be shared with all of the adults working with the child.</li> <li>3. <b>Do:</b> The class teacher remains responsible for working with the pupil on a daily basis, and whilst there may be times in the day when interventions occur away from the main class, they still retain responsibility for the pupil. They work closely with the learning support assistants working with the child to plan and assess the impact of interventions and how these can be linked to classroom teaching. The SENDCo will continue to support the class teacher with their assessments and advise on effective implementation of support.</li> <li>4. <b>Review:</b> The effectiveness of the support and interventions and their impact on pupil's progress is reviewed in line with the agreed date on the support plan. This evaluation will involve the views of the pupil, and were relevant the views of the parent. The class teacher will then work with the SENDCo, in consultation with the pupil and parent, to revise the support in light of the progress and development. It may be that referrals are made to other professionals if additional assessments and advice are needed.</li> </ol> <p>If a child in school is not making progress in any or all of the four areas of need identified above, this is brought to attention of the SENDCo who will then carry out different assessments. Sometimes BSquared is used to carry out these assessments which breaks down the National Curriculum objectives into smaller steps which shows the progress the child is making.</p>
<p>5. The approach to teaching pupils with Special Educational Needs at Swillington Primary School.</p>	<p>At Swillington Primary School we ensure all pupils have access to High Quality First Teaching. We believe that successful teaching and learning is not just about good lessons; it stems from the culture and environment we create. We believe that by developing emotional intelligent and creating the appropriate supporting conditions, all children will thrive because all of this impacts on how children behave as learners.</p> <p>As such, we aim to create a positive learning environment with:</p> <ul style="list-style-type: none"> <li>• Different ways to learn so all children can access learning</li> <li>• Children taking responsibility for their own learning, including SEND children having responsibility of their own targets</li> <li>• Takes place with others, supported by adults and children alike</li> <li>• Making mistakes is integral to learning and children are supported in how to improve from these</li> <li>• Effort of all children is rewarded</li> <li>• Positive exchanges are predominant</li> </ul>



<p>6. The adaptations made to the curriculum for pupils where needed.</p>	<p>Our school curriculum is designed to find the talent in every child. It is flexible and exciting and it offers all children a broad range of opportunities to ensure they are tolerant, respect the environment, imagine their own possibilities and keep safe. The lessons are planned with hooks and real life practical learning so the children are able to see what is in it for them which all children are able to access. The curriculum is organised so children are able to build on their previous learning.</p> <p>Swillington Primary School is aware children may have dyslexic tendencies and our learning environment takes this into account. Our interactive slides all have pale backgrounds with a dyslexia friendly type font so all children in the class can read it, instructions on the board are clear for all children to understand. Where needed adults have access to instruction cards which can be used to highlight instructions given by adults in a visual way so the children clearly understand what is asked. Pale paper is used for children to write on and reading rulers are given to support children with reading by giving a coloured overlay to their books.</p> <p>We are aware that the structural build of the school is not compatible with all disabilities (for example, those with hearing impairments or sensory issues) but where needed we will put in reasonable adjustments to suit the requirements of the individual children.</p>
<p>7. The arrangements for consulting pupils with SEND to involve them in their education.</p>	<p>We recognise that all pupils have the right to be involved in making decisions and exercising choices. In lessons children are involved in monitoring and reviewing their progress through the use of targets and success criteria. We endeavour to involve the pupils by encouraging them to:</p> <ul style="list-style-type: none"> <li>• State their views about their education and learning</li> <li>• Identify their own needs and learn about learning</li> <li>• Share in individual target setting</li> <li>• Self-review progress and set new targets</li> <li>• Monitor their success at achieving the targets on their support or individual plan.</li> </ul>
<p>8. The arrangements for consulting parents of children with SEND.</p>	<p>We work closely with parents to ensure:</p> <ul style="list-style-type: none"> <li>• Early and accurate identification and assessment of SEND leading to the correct intervention and provision</li> <li>• Continuing social and academic progress of children with SEND</li> <li>• Personal and academic targets are met and set effectively.</li> </ul> <p>Meetings are held termly with parents of children on the SEND register by the class teacher, there may be occasions where the SENDCo attends as well to ensure the children are working towards their given targets and update parents on the progress. Where needed these meetings occur more frequently to make sure the needs to the children are being met.</p>

<p>9. Transition arrangements for children with SEN needs at Swillington Primary School.</p>	<ul style="list-style-type: none"> <li>• The admission arrangement for all pupils is in accordance with the national legislation are outlined in the school admission policy, this includes children with any level of SEND; those with an Education Health Care Plan (EHCP) and those without. The School SENCO works closely with feeder schools or nurseries where there are SEND children to transfer information to aid a smooth transition, where possible a meeting will occur to do this.</li> <li>• Support for children who are coming to terms with moving on is carefully planned and will include familiarisation visits and mentoring, whether this is inside the school moving between classes on class transition days and the addition of additional transition days where necessary.</li> <li>• For children accessing secondary school who are more vulnerable we offer 'Transport Training' to aid their understanding of 'stranger danger' and the Green Cross Code and safety of pupil transport.</li> </ul>
<p>10. The training of staff to support children and young people with SEND at our school.</p>	<p>Specialist training of staff working with SEND children takes place when required. In the past we have had staff undertake training in numicon, phonics, dyslexia, working memory difficulties, Team Teach positive handling and Autism Awareness. We work alongside the NHS speech and language therapist who provides specialist training to the adults in school who deliver speech and language programmes relevant to the children they are working with.</p>
<p>11. The support offered for improving emotional and social development.</p>	<p>All children are taught PSHCE (Personal, Social, Health and Citizenship Education) as part of their curriculum and this covers a wide range of aspects including keeping ourselves safe, building relationships, mental health and wellbeing. In addition to this teachers will hold circle times and address issues within their classes when they arise.</p> <p>In school we have a learning mentor who works with key children who have been identified as needing extra support with their emotional and social development, this may involve 1:1 sessions or group sessions using games or lego therapy to develop skills. The Head Teacher, Assistant Head and Learning Mentor offer children the opportunity to talk through their problems at lunchtimes if there are issues at playtimes using restorative conversations.</p> <p>We have access to a counsellor through our local guidance and support service we can refer children to with consultation with the parents where we feel they may benefit from having someone else to talk to who is removed from their situation.</p>

<p>12. The outside agencies that Swillington Primary School work with to ensure the needs of individual pupils are met.</p>	<p>The school has strong working relationships and links with external support services to fully support the SEND pupils and aid school inclusion. Sharing knowledge and information with these support services is key to the effective and successful SEND provision within our school.</p> <p>Some of the agencies we work with include:</p> <ul style="list-style-type: none"> <li>• Speech and Language Therapists</li> <li>• Educational Psychologists</li> <li>• Local Authority Special Educational Needs and Inclusion Team</li> <li>• Autism Specialists</li> <li>• The Deaf and Hearing Impaired team</li> <li>• Occupational Therapists</li> <li>• Local Guidance and Support Team (family support, counselling)</li> </ul>
<p>13. Which policies do you need to look at to find further information about SEND provision at Swillington Primary School</p>	<p>The following policies are available to find out more about the identification, provision and assessment of pupils with SEND within our school:</p> <ul style="list-style-type: none"> <li>• SEND policy</li> <li>• Safeguarding and Child Protection Policy</li> <li>• Supporting Pupils with Medical Needs Policy</li> <li>• School Behaviour Policy</li> <li>• Teaching and Learning Policy</li> <li>• Equality Opportunities Policy</li> <li>• Accessibility Plan 2018-2021</li> </ul>
<p>14. The way to raise a complaint regarding the provision of SEND children.</p>	<p>Should a parent or carer have a concern about the additional provision made for their child, they should, in the first instance, discuss this with the class teacher and/or SENCo. If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Head of School. The BLP Complaint Policy is published on the BLP and school website.</p>