



Swillington Primary School

Information Report for SEND pupils December 2020



1. The kinds of Special Educational Needs (SEN) that are provided for by Swillington Primary School.

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:

- Speech, Language and Communication Needs

Children with speech language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to understanding what is being said to them or they do not understand or use social rules of communication. The profile of every child with SLNC is different and their needs change over time, which we cater for and are able to adapt support offered within school. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction and can experience difficulties with language, communication and imagination which can impact on how they relate to others.

- Cognition and Learning

Cognition and Learning needs cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication. Specific learning difficulties (SpLD), affect one of more specific aspects of learning and encompasses a range of conditions such as dyslexia, dyscalculia and DCD (formally dyspraxia)

- Social, Mental and Emotional Health

Children may experience a wide range of social and emotional difficulties which can manifest themselves in many ways, including becoming withdrawn or isolated as well as displaying challenging behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. We have clear processes to support children, including how we manage the effect of disruptive behaviour so it does not adversely affect other pupils within school.

- Sensory and/or Physical Needs -

Some children require SEN provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and can change over time. Many children with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to support their learning which we will support within school.

<p>2. Who to contact at Swillington Primary School regarding an SEND query.</p>	<p>The SENDCo and Inclusion Manager at Swillington Primary School is Miss Rachel Holyoak.</p> <p>For more information about the SEN provision Swillington Primary School offer or to discuss the specific needs of your child contact her for a meeting through the school office on 0113 286 3220 or email office@swillingtonprimary.com.</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 how to support the needs of individual pupils by considering the needs of the whole child, not just his or her additional needs.</p> <p>All children in school have Quality First Teaching as part of our curriculum offer. To identify if a child needs additional SEN support the class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This will draw on:</p> <ul style="list-style-type: none"> • the teacher's assessment and experience of the pupil • their previous progress and attainment • the views and experience of parents • the pupil's own views • if relevant, advice from external support services. <p>Children who are identified as having a Special Educational Need will be monitored by the class teacher and given extra support through group or individual interventions when needed by the class teacher or a teaching assistant. If they need the criteria they may be placed on the SEND register. 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 and Review on a regular basis to make sure we are continually meeting the individual needs of each child within in our school.</p> <ol style="list-style-type: none"> 1. Assess: please see the section above. 2. Plan: Once the Special Educational Need has been identified the SENDCo and Class Teacher will agree, in consultation with the parent and the pupil, adjustments, interventions and support to be put in place 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. 3. Do: The class teacher remains responsible for working with the pupil on a daily basis and delivering quality first teaching to all the children in their class. 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 mentor and teaching 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.

	<p>4. Review: 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 where 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.</p> <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. If a child is not making progress with their learning then BSquared is used to assess the small steps of progress the children are making from the National Curriculum objectives. The SENCo has other assessments which can be completed for SLCN, SEMH and Sensory or Physical needs.</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 where all children are able to find their talent. We believe that by developing emotional intelligence and creating the appropriate supporting conditions, all children will thrive because all of this impacts on how children behave as learners. As such, we aim to create a positive learning environment with:</p> <ul style="list-style-type: none"> • Children experience different ways to learn so all children can access learning • Children taking responsibility for their own learning, including SEND children having responsibility of setting their own targets • Children working with others, supported by adults and children alike • Children understanding making mistakes is integral to their learning and children are supported in how to improve from these • Effort of all children being rewarded • Positive exchanges are predominant within the school from all adults
<p>6. The adaptations made to the curriculum for pupils where needed.</p>	<p>Our flexible and exciting curriculum allows us to find the talent in all children. Our curriculum offers a broad range of opportunities to ensure that our children are tolerant, respect the environment, imagine the possibilities and keep themselves safe.</p> <p>We make a number of adaptations to our learning environment to enable all children to be able to access learning. 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. All children are able to access word mats and sentence stems for all subjects, concrete resources to support maths learning and fidget toys when needed to support impulse movements from children.</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"> • State their views about their education and learning • Identify their own needs and learn about learning • Share in individual target setting • Self-review progress and set new targets • Monitor their success at achieving the targets on their support or individual plan.
<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"> • Early and accurate identification and assessment of SEND leading to the correct intervention and provision • Continuing social and academic progress of children with SEND • Personal and academic targets are met and set effectively. <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>	<p>The admission arrangements for all pupils 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 SENDCo works with feeder schools or nurseries where there are SEND children to transfer information to aid a smooth transition, meeting with both the setting and the parent.</p> <p>Support for children who are coming to terms with moving on to different settings 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.</p> <p>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.</p>
<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, Zones of Regulation, Attachment disorder, Team Teach positive handling and Autism Awareness. Swillington Primary School is also part of the NHS Traded Speech and Language Service which means once a fortnight a speech and language therapist works with the children at school to carry out assessments, support the children with therapy sessions and provide specialist training to the adults in school.</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. We have taught our children how to identify their own emotions through the Zones of Regulation and understand how to change the zone they are in.</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 social skills. The SENDCo, Assistant Head and Headteacher 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 cluster guidance and support team. We can refer children after consultation with the child and parents where we feel the child may benefit from having someone else to talk to who can give a different perspective on 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"> • Speech and Language Therapists • Educational Psychologists • Local Authority Special Educational Needs and Inclusion Team • Autism Specialists (STARs) • The Deaf and Hearing Impaired team • Occupational Therapists • Local Guidance and Support Team (family support, counselling) • CAMHs
<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"> • SEND policy • Safeguarding and Child Protection Policy • School Behaviour Policy • Teaching and Learning Policy • Equality Opportunities Policy • Accessibility Plan 2018-2021

<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>
---	--