



SEND Information Report and Policy
2021-22

SENDCo: Sian Leivers
Headteacher: Leyton Mchale

Contact: Sian Leivers 0114 2872484
enquiries@swallownestprimary.org

Local Offer Contribution: <http://www.rotherhamsendlocaloffer.org.uk/>

Background Information 2020-21

Age group: 3-11	Number on roll: 195
Number on SEND Register: 47	Number of children with an EHCP: 1

SEND Year group breakdown 2020-21

	F2	Y1	Y2	Y3	Y4	Y5	Y6
EHCP	1 submitted	0	1 submitted	0	1 submitted	1	1 submitted
Formal	5	4	3	4	3	3	4

SEND Characteristics 2020-21

Social, Emotional & Mental Health	Social Communication (including ASD)	Learning Development	Speech and Language difficulties
11	14	15	10

SUMMARY OF SERVICES/SUPPORT at Swallownest Primary School

Glossary of terms:

SIT- Specialist Inclusion Team

SEMH – Social, Emotional and Mental Health Team

EHC – Education Health Care Plan

CAMHS – Child and Adolescent Mental Health Service

EPS – Education Psychology Service

SP – (Individualised) Support Plan

SALT – Speech and Language Therapy

SENDCo – Special Educational Need Disability Co-ordinator

SEND – Special Educational Needs and Disability

TA – Teaching Assistant

Here at Swallownest Primary school, “**We want the best for and the best from everyone in our learning community**”. This means that we have highest aspirations and expectations for **all** of the children in our school. Children with additional needs are fully integrated into all aspects of school life and enjoy the same opportunities as their peers. We are proud of our inclusive ethos and we are committed to meeting the needs of children with SEND, working collaboratively with parents/carers, the pupil and external agencies, where appropriate.

1. AIMS OF OUR PROVISION in regard to children with SEN and/or a Disability

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To ensure that children and young people with SEN engage in all activities of the school, alongside pupils who do not have SEN.
- To request, monitor and respond to parent/carers’ and children’s views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals and staff training in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2. LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. DEFINITIONS- What are Special Educational Needs (SEN) or Disability?

At Swallownest Primary, we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- ‘A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.’ (Department for Education, 2014, xiii, SEND Code of Practice: 0-25 years)
- *A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*
 - **has a significantly greater difficulty in learning than the majority of others of the same age, or**
 - **has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions**

4. ROLES AND RESPONSIBILITIES

Our SENDCo is [Mrs Sian Leivers](#). It is the SENDCo’s responsibility to:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school, through regular and effective self-evaluation
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010, with regard to effective transition, reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The Headteacher is Mr Leyton Mchale. The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school, through regular and effective self-evaluation
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

The SEND governors are Dr Angela Oliver and Ms Jenny Edgerton. The SEND governors, alongside the governing body will:

- Monitor the quality and effectiveness of SEN and disability provision within the school, by ensuring the curriculum is well led, effectively managed and well planned
- Work with the headteacher and SENCO to determine and evaluate the strategic development of the SEN policy and provision in the school, through regular and effective self-evaluation
- Ensure all pupils make progress in achieving the expected educational outcomes

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. What kinds of Special Educational Needs might the children at Swallownest Primary School have?

In the SEND code of practice there are four broad areas of need:

- **Communicating and Interacting:** this relates to children who have speech, language and communication difficulties which makes it hard for them to make sense of language or communicate with others.
- **Cognition and Learning:** this relates to children who learn at a slower pace to others their age, have difficulty understanding aspects of the curriculum, struggle with organisation and memory skills or have a specific barrier to learning which affects their progress in one aspect of their learning, such as English or Maths.
- **Social, Emotional and Mental Health Difficulties:** this relates to children who have difficulties in forming and managing relationships with others, children who are withdrawn or who display behaviour which has a negative impact on their learning or on their emotional health and wellbeing.
- **Sensory and/ or Physical needs:** this relates to children who have visual or hearing impairments, or a physical need which means that they will require additional and ongoing support and resources to access the curriculum and the learning environment.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, speech and language difficulties
- Cognition and learning, for example, Dyslexia
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or physical needs, for example, hearing impairments, processing difficulties
- Moderate and severe learning difficulties

6. How does our school identify children and young people with SEND needs?

'The benefits of early identification are widely recognised - identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.'

(Department for Education, 2014, 5.4, SEND Code of Practice: 0-25 years)

Here at Swallownest Primary School, we aim to work together to identify children with SEND needs through:

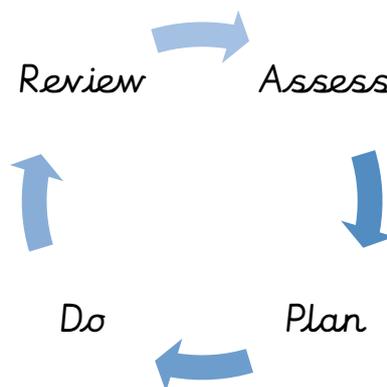
- Regular communication with parents/carers
- Regular communication as a staff body; consisting of pro-active staff who will report any worries or concerns to the school SENDCo or another member of the leadership team
- Transition meetings with our feeder schools and secondary provision
- Termly pupil progress meetings
- Frequent consultation with parents/carers, as both SEND Review Meetings and Parent Consultation evenings.
- Termly data analysis
- Learning walks and work scrutiny
- Pupil, staff and parent questionnaires.
- Use of graduated response and guidance from external professionals

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages where appropriate. Class teachers will make regular assessments of progress for all pupils. They will identify the children whose progress is significantly slower than that of their peers, those who fail to match or better their previous rate of progress or fail to close the attainment gap between the child and their peers.

This may include progress in areas other than attainment, for example, social, emotional and mental health needs.

All teachers are responsible for every child in their care, including those with special educational needs and disabilities.

Underpinning all our provision in school is the cycle of:



Assess: Data on the child held by the school will be collated by the class teacher, the Headteacher and the SENDCo in order to make an accurate assessment of the child's needs.

Plan: If review of the action taken indicates that *"additional to and different from"* support will be required, then the views of all involved, including the parents/carers and the child, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the teaching team, with advice from the SENDCo. This will be recorded on an individualised Support Plan document, which is shared with the child's key adults.

Do: The targets recorded on the Support Plan will identify a clear set of expected outcomes, which will include challenging and relevant academic and developmental targets. Staff in school will work on these targets with the child.

Review: Progress towards the outcomes will be tracked and reviewed termly with the parents/carers and the child. Key adults will be invited to a Review Meeting, where progress and further targets can be discussed and decided.

Pupil voice and parent voice are vital in developing the Support Plan document.

'The views of the pupil should be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.'

(Department for Education, 2014, 6.70, SEND Code of Practice: 0-25 years)

When a student is displaying a higher level of need, the SENDCo and the school draw on specialised assessments and support from external agencies and professionals, for example, CAMHS (Child & Adolescent Mental Health Services), Educational Psychologist Services, Hearing Impaired Service, SIT (Specialist Inclusion Team), Visually Impaired Service and Speech and Language Therapy services.

For the first time in the 2021-22 academic year, our school has access to a specialist Speech and Language therapist, who works with children in our Foundation Stage on a fortnightly basis. This therapist provides specific activities aimed at developing the speech and language acquisition of our younger learners, as well as other pupils throughout school who require the support from the SALT service.

7. GRADUATED RESPONSE- Our approach to teaching pupils with SEN

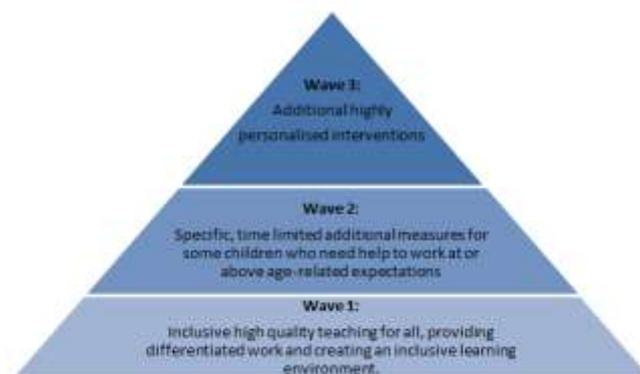
'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching'

(Department for Education, 2014, 6.37, SEND Code of Practice: 0-25 years)

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. We will also provide the following interventions, amongst others: First Class at Number, Nuffield Early Language Intervention, a range of Phonics and spelling interventions including Fast Track Phonics, Bounce Back Phonics, Fast Forward Spelling, Fast Forward Grammar and Toe by Toe, as well as Precision Teaching strategies in use across school.

Our school follows a process called the **Graduated Response**.

- Universal provision for all children includes structured Quality First Teaching, incorporating differentiated visual, auditory and kinaesthetic approaches. This is known as **Wave 1 provision**.
- If your child is not making the expected progress, the Class Teacher will put additional support in place, and hold a discussion with you to offer advice and guidance of activities to be completed at home to support their learning. This will be reviewed after a term.
- If your child is still not making the expected progress, then the Class Teacher will put targets in place on a Support Plan. Your child may then access an intervention programme as part of a small group or receive some additional input from one of the staff in school. This is known as **Wave 2 provision**.
- If, after a targeted intervention, your child is still not making progress, it is at this point that a referral to an outside agency will be considered. This specialised provision is known as **Wave 3 provision**.



(Trafford Directory– graduated approach guidance, the Three Waves model of intervention)

We also make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example by grouping pupils, 1:1 work, adapting teaching style, content of the lesson, etc.
- Adapting our resources and staffing to suit the needs of the class.

- Using recommended aids, such as laptops and ICT equipment, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual instructions etc.

'The special educational provision made for a child should always be based on an understanding of their particular strengths and needs and should seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software.'

(Department for Education, 2014, 5.34, SEND Code of Practice: 0-25 years)

8. What should you do if you think your child may have Special Educational Needs?

First of all, talk to us! Please feel free to contact your child's class teacher about your concerns initially. We pride ourselves on building positive relationships with parents/carers. We always strive to be open and honest with yourselves and hope that you are able to do the same with us.

9. TRANSITION- Supporting pupils moving between phases

At Swallownest Primary School, we recognise that times of change can make children feel worried and anxious. We endeavour to support your child as they start with us at school, when they are moving class and when they are leaving to continue their journey at a new school.

How we do this:

- Our EYFS teaching staff make contact with pre-school settings and offer Transition sessions in the Foundation Unit prior to the children starting school.
- On entry to F1 and F2, we look to complete a home visit or focused phone call so we can discuss any worries or concerns that you may have about your child starting school.
- In the Summer term before the children move to their next class, time is spent with the new Class Teacher in their new classroom. The teachers involved with the transitioning class will have detailed discussions regarding the strengths and needs of each pupil.
- As your child prepares to move onto secondary education, staff from Aston Academy and other local secondary schools will visit our setting and the children will have opportunity to visit their future school.
- We will share information with the school the pupil is moving to.
- As part of the Review cycle in the Summer term, the SENDCo from the secondary school will be invited to attend the Y6 SEND Review Meetings to discuss the transitioning pupils with additional needs.

'To support transition, the school should share information with the school, college or other setting the child or young person is moving to. Schools should agree with parents and pupils the information to be shared as part of this planning process.'

(Department for Education, 2014, 6.57, SEND Code of Practice: 0-25 years)

10. CHILDREN WITH MEDICAL NEEDS- How does the school support children with medical needs and allergies?

On diagnosis, or on entry to our school, children with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with health professionals and parents and if appropriate, the child themselves.

'Individual healthcare plans can help to ensure that schools effectively support pupils with medical conditions. They provide clarity about what needs to be done, when and by whom. They will often be essential, such as in cases where conditions fluctuate or where there is a high risk that emergency intervention will be needed.'

(Department for Education, 2014, S15, Supporting pupils at school with medical conditions Statutory guidance)

The school has a policy regarding the administration and managing of medicines.

- Parents/carers need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day.
- Any medication must be given to the school office in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown.
- A form must also be completed by the parent/carer. All medicines will be handed into and collected from the school office.
- On a day-to-day basis, the administrative staff generally oversee the administration of any medications.

As a school, we have regular training and updates on conditions and medication affecting individual children, so that all relevant staff are able to manage medical situations. This includes children who are diagnosed with Diabetes, various allergies and children who are PEG fed on a daily basis.

All staff hold First Aid qualifications, which are updated regularly. Staff in the Foundation Stage Unit hold Paediatric First Aid qualifications.

10. CONCERNS AND QUERIES

If you require any additional information about the SEND provision at Swallownest Primary School, or in Rotherham LEA, please contact:

Swallownest Primary School Tel: 0114 287 2484

Mrs Leivers (SENDCo): FAO MRS LEIVERS enquiries@swallownestprimary.org

Mr McHale: FAO MR MCHALE enquiries@swallownestprimary.org

All of our SEND information can be found on our school website: <https://swallownestprimary.org/>

Further information can be found on the Rotherham Local Offer Website: www.rotherhamsendlocaloffer.org.uk

Parents may also like to seek impartial information and support from Rotherham Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) www.rotherhamsendiass.org.uk