

# SEND Information Report

We aim to offer all children a broad and balanced education including access to the National Curriculum and Early Year Foundation Curriculum. Since children have differing abilities and needs some children will need help in achieving their potential. Teachers, parents, children and sometimes outside professionals and agencies need to work together to ensure that all children benefit as fully as possible from their education.

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<b>School Name:</b>	Swansfield Park Primary School
<b>Type of School:</b>	Mainstream - Primary and Nursery age 2 to 11 years)
<b>Accessibility:</b>	Fully wheelchair accessible Inclusive toilet facilities
<b>Proportion of children with Special Educational Needs</b>	12.2% (September 2020)

## Aims

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (**ADHD**),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

## Identifying pupils with SEN and assessing their needs

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 and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment such as physical disability, emotional, behavioural and social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having **SEN**.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

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## Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Minutes of these initial meetings will be added to the pupil's confidential SEN file and given to their parents.

Parental consent is given for any additional interventions, one to one support and consultations with external professionals such as Speech and Language Therapists, Literacy Specialist Teachers, **ASD** Specialist Teachers, Behaviour Support, Sensory Impairment Specialists and Educational Psychologists for advice.

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## Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the **SENCO** to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's formative and summative assessments and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed termly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

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## Supporting pupils moving between phases

We will share information with the receiving teacher, school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We have a carefully planned and structured transition programme between key stages and school. Additional pre-visits are planned for vulnerable children and parent meetings are arranged with the receiving SENCO as part of the formal introduction.

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## Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching is our initial response to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Teaching assistants provide one to one and small group support to enable all children to access a differentiated or personalised curriculum
- Read, Write Inc is offered to all children in reception and year 1 and is continued as long as appropriate to enable children to acquire essential phonetic knowledge

- Universally, reading is supported by participation in guided reading groups and targeted children take part in our paired reading programme and precision teaching of sight vocabulary or spelling
- First Class at number is delivered to targeted children throughout KS1
- Phonics intervention is delivered to targeted children throughout KS1
- Talk Boost sessions are delivered to targeted children throughout the school to improve speech and vocabulary.
- Lego therapy is used to enhance listen and communication skills
- A range of computer based number and spelling programmes such as J2 Blast, Word Shark, Times Tables Rockstar, Spelling Frame and Sumdog are used daily to consolidate basic skills.
- Third Space Learning consolidates mathematical concepts in upper key stage 2
- Reading Plus is used throughout key stage 2 to support fluency, vocabulary acquisition and comprehension
- Girls Count is a lunchtime provision targeted at less confident mathematicians
- Golden Ticket sessions are offered throughout the Summer holiday to support the retention of key literacy and numeracy skills
- Gross motor intervention work has been developed with the support of physiotherapists
- Fine motor intervention work has been developed with support from occupational therapists
- Teaching assistants have worked alongside the SEND Team to develop and run a weekly parenting group called “Working Together”

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## Adaptations to the curriculum and learning environment

The school is fully accessible by wheelchair as it is all on one level, fully inclusive toilet facilities are available. The accessibility policy is published on the school website alongside this document.

We 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, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, alternative keyboards, screen readers, coloured overlays, visual timetables, larger font, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

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## Additional support for learning

We have 12 teaching assistants who are trained to deliver interventions such as Read, Write Inc, Third Space Learning, ELSA, Talk Boost, First Class at Number, Reading Plus, Sensory Circuits, and Precision Teaching.

Lessons are as inclusive as possible; adjustments are made and work is differentiated depending on need.

Teaching assistants will support pupils on a 1:1 basis when a personalized curriculum is necessary

Teaching assistants will support pupils in small groups when children lack confidence or require support or reassurance with a concept or area of learning

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language Therapists
- Literacy Specialist Teachers
- ASD Specialist Teachers
- Behaviour Support Team
- Sensory Impairment Specialists
- Educational Psychologists
- Occupational Therapists
- Physiotherapists
- School Health Advisors
- **CYPS**

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## Expertise and training of staff

Our SENCO has 16 years' experience in this role and our Assistant SENCO has recently been appointed and gained her SENCO qualification, previous experience included 12 years as an SEN teaching assistant.

They are allocated 6 hours a week to manage SEN provision.

We have a team of 12 teaching assistants, including 8 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Emotional Literacy Support, Read Write Inc, Reading Plus, Lego Therapy and Supporting Children with ASD.

We use specialist staff for ELSA, Sensory Circuits, First Class at Number, Talk Boost, Third Space Learning, Reading Plus and Precision Teaching.

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## Securing equipment and facilities

Specialist equipment and facilities can be requisitioned from Sensory Support eg. Boom Box for hearing impaired children; Occupational Therapy for toilet frames, specialist furniture, desk slopes and thera-putty; Sensory play equipment has been loaned from the Early Years Inclusion Team. The SEND Teams provide or recommend resources to support the learning objectives for individual children.

An annual bidding process enables teaching and support staff to requisition necessary resources to support learning for example equipment used for sensory circuits, dyslexia friendly books and coloured acetate overlays.

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## Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Holding termly meetings with parents to review targets and set new objectives
- Using pupil questionnaires
- Monitoring by the SENCO
- Using mapping grids to measure progress
- Holding annual reviews for pupils with EHC plans
- Specifically, analysing data from SEN pupils
- Ongoing feedback / liaison between teaching assistant and teacher

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## Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our Tic Toc, out of school club.

All pupils are encouraged to go on our residential trips to Ford Castle in Year 4 and Manchester / Bradford in Year 6. Teaching assistants accompany the children on these trips and further concessions are made if necessary.

All pupils are encouraged to take part in sports day/school plays/special workshops/celebration assemblies etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

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## Admission Arrangements

The Local Authority supports the admission of children with EHC Plans by allocating necessary funding to enable the employment and training of teaching assistants.

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## Equality of provision

This school adheres to the Disability Discrimination Act 1995 and the Equality Act 2010 which ensure that all children are treated fairly and equitably.

Other relevant policies are:

SEN

Safeguarding

Behaviour

Equality and Diversity

Complaints

Accessibility

These are available on the school website.

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## Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to participate fully in school life by joining clubs, taking on roles of responsibility and representing school at community events.
- Promotion of respect, teamwork and friendships enables all children to be included in school life. We have a zero tolerance approach to bullying.

## Working with other agencies

Early Help Assessments (EHA) and Teams Around the Family (TAF) meetings are held to address the needs of the child. These involve professionals from various agencies and voluntary groups, for example, Children's Services, Early Help Worker, SEND Teams, Educational Welfare, School Health, representatives from MIND and other local charities.

## Complaints about SEN provision

Concerns regarding SEN should be addressed to the class teacher in the first instance. If further guidance is needed, then the SENCO / Headteacher should be involved. If the issue remains unresolved then parents will be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## Contact details of support services for parents of pupils with SEN

**Alison Bravey** is the Parent Support Partner

Contacts within school for raising concerns:

**Mrs Michelle Smith** – SENCO (michelle.smith@swansfield.northumberland.sch.uk)

**Mrs Jenny Smith** – Headteacher (jenny.smith@swansfield.northumberland.sch.uk)

**Mr Dave Belshaw** - SEND Governor (dave.belshaw@swansfield.northumberland.sch.uk)

## The Northumberland Local Offer

Our local authority's local offer is published here:

<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years/Your-local-offer.aspx>



## ACRONYMS

<b>ADHD</b>	attention deficit hyperactivity disorder	<b>ASD</b>	Autistic Spectrum Disorder
<b>SEN</b>	Special Educational Needs	<b>CYPS</b>	Children and Young People Service
<b>SENCO</b>	Special Educational Needs Coordinator	<b>EHC</b>	Education Health Care

This report has been formally accepted by the governing body.

## VERSION HISTORY

VERSION	DATE	DESCRIPTION
Report	September 2020	Initially adopted

## APPROVAL AND AUTHORISATION

	NAME	JOB TITLE	SIGNATURE	DATE
Approved	Jenny Smith	Head Teacher		
Approved	Angela Jefferies	Chair of Governors		
DATE OF NEXT REVIEW			Autumn 2021	

[www.swansfield.northumberland.sch.uk](http://www.swansfield.northumberland.sch.uk)

