SEND Information Report

We aim to offer all children a broad, balanced education including access to the National Curriculum and Early Years 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 all children benefit as fully as possible from their education.

SCHOOL NAME:	Swansfield Park Primary School	
TYPE OF SCHOOL:	Mainstream	Primary and Nursery (age 2 to 11 years)
ACCESSIBILITY:	Fully wheelchair accessible	Yes
	Auditory/Visual enhancements	Alternative keyboards are available and screen readers.
	Other adaptations	Inclusive toilet facilities
CORE OFFER:	**Are you currently able to deliver your core offer consistently over all areas of your school?**	
	We are a fully inclusive school	
	Intervention programmes are in place to enable access to the core curriculum offer.	
	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 necessary 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.	
	The “First Class at Number” programme is delivered throughout key stages 1 and 2	

Word shark, star spell, spell it, number shark and sumdog programmes are used daily to support acquisition of basic skills.

POLICIES:

Are the school policies available on the website for:

SEN	Yes
SAFEGUARDING	Yes
BEHAVIOUR	Yes
EQUALITY & DIVERSITY	Yes
COMPLAINTS	Yes

Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?	Yes

RANGE OF PROVISION:

Please indicate what your school has to offer (over and above your core offer) in each of the following areas:

Areas of strength

Support for children on the autistic spectrum – highly experienced and qualified teaching assistants support children within class. All teaching staff have received sensory awareness training. Children can take part in a daily sensory circuit session.

Emotional Literacy Support Assistants support children to become more self-confident or to develop their social skills.

Talk Boost is delivered in Early Years, Key Stage 1 and Key Stage 2 to promote the acquisition of age appropriate language skills this intervention is also used to support children with English as a second language.

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”

Specialist Facilities/Equipment to support SEND

Inclusive toilet and shower facilities are available.

Input from Therapists/Advisory Teachers/other specialist support services

We have access to the SEND team who provide speech and language, educational psychologists, autism specialists, behaviour specialist and occupational therapists.

We work through a multi-agency approach with the school health advisors, CYPS, NHS professionals and children's services.

Breakfast and After School support

On site is the Tic Toc out of hours club which provides both before (including breakfast) and after school care – subject to spaces and payment of a fee. Holiday childcare provision is available for 51 weeks per year.

INCLUSION:

How do you promote inclusion within the school? Including day and residential trips?

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

Children with disabilities are included on all school trips and residential visits.

What proportion of children currently at the school have an SEND?	11% (July 2018)

PARENT SUPPORT INVOLVEMENT/ LIAISON:

How do you involve/support the parents of children/ YP with an SEND regarding and meeting their needs. How do you communicate their progress and areas of difficulty?

The SENDCo works closely with children with an SEND and their parents. The SENDCo liaises with outside agencies.

Intervention and support plans are written for all children with EHC Plans and termly SEND meetings monitor children's progress and identify further intervention work.

In key stages 1 and 2 we have an assertive mentoring meeting each term. Early Years have parent consultation meeting in the autumn and spring terms or focus meetings and provide a written report in the summer.

How will school prepare children with SEND to join their next setting/college/stage of education or life?

We have a carefully planned and structured transition programme between key stages and schools. Children with confidence / emotional difficulties are invited to attend "The Pyramid Club" which provides affirmation for the children before they leave school. Additional pre-visits are planned for some children.

OTHER INFORMATION:

What else do you think parents carers would like to know about your school?

We provide a range of extra-curricular clubs which include: sports clubs, choir, music lessons and a French Club.

COMPLETED BY				
	NAME	JOB TITLE	SIGNATURE	DATE
	Jenny Smith	Head Teacher/ SENDCo		July 2018
DATE OF NEXT REVIEW			**July 2019**	