

Stronger Together



BRADGATE
Education Partnership

Swallowdale Primary School

SEN Information Report

Approved by: Trust Board
Report produced by: Jennifer Cross
Review Date: 17/09/2027

Ambitious
Collaborative
Ethical

This Information Report has been prepared by Jennifer Cross and approved by the Board of Trustees on [17th September 2026] for publication on the website.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found on our website. In particular, it should be read alongside the school's SEND policy.

The school makes provision for the following kinds of SEND:	Swallowdale Primary School is an ambitious and inclusive school who has high expectations for all our children to achieve. Our dedicated and skilled staff deliver learning opportunities specifically tailored to individual children's needs ensuring that everybody is able to 'fly high together' at Swallowdale Primary School. In line with the SEN Code of Practice 2015, Swallowdale Primary Schools offers provision for: Communication and Interaction e.g. • Difficulties with receptive or expressive language • Difficulties with peer relationships • Attention difficulties • Autistic Spectrum difficulties Cognition and learning e.g. • Memory and sequencing difficulties • Processing difficulties • difficulties with organisational skills • Fine and gross motor skills • Difficulties in developing certain concepts
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	• Dyslexia, Dyspraxia, Dyscalculia Social, emotional and mental health e.g. • Anxiety or depression • Low self-esteem • Issues with self-image • ADHD/ADD • Behavioural/emotional difficulties Sensory/Physical e.g. • Hearing impairment • Visual impairment • Specific medical conditions • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment • Oversensitivity to noise/smells/light/touch/taste Toileting/self-care
The school identifies and assesses SEND by:	At Swallowdale Primary School, we believe in the power of inclusivity and the importance of nurturing each child's unique potential. Our mission is to ensure that every student is given the opportunity to achieve the highest standards in both academic and personal growth. Swallowdale Primary School takes a proactive and inclusive approach to identifying and addressing Special

	Educational Needs (SEN). The school recognises the importance of early identification and the positive impact it has on a child's long-term success. A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This provision must be different from or additional to that which is usually available to children of the same age. A pupil has a learning difficulty or disability if he or she: • Has a significantly greater difficulty in learning than the majority of others the same age, or • Has a disability which prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream schools. For some children, SEN can be identified at an early age. However, for some it may become evident as they develop. The identification of SEN is built into our overall approach to monitoring the progress and development of all pupils. Upon a pupil's entry into the school, class teachers take on the responsibility of assessing each student's current skills and levels of attainment. This initial assessment is crucial as it sets the foundation for understanding each student's unique educational journey. Teachers build on information from previous educational settings, ensuring a smooth transition and continuity in learning.
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To effectively support students, it's essential to accurately identify those whose progress is a cause for concern. This is achieved through half-termly pupil progress meetings that involve both the Head Teacher and Class Teacher. These meetings are designed to provide a comprehensive review of each pupil's development. During this meeting, pupils who are making less than expected progress given their age and individual circumstance are identified. This can be characterised by progress which is causing concern, this may be characterised by progress which:

- 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
- the attainment gap widens

This can include progress in areas other than attainment – for instance where a pupil needs additional support to make growth with their holistic development.

The first response to such progress is high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class, working with the SENCO, we assess whether the child has SEN. While informally gathering evidence (including

the views of the pupil and their parents) we do not delay in putting in place additional support or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, we will assess to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as Family Help Assessment, may be appropriate. In all cases, early identification and intervention is beneficial.

The school may undertake a range of standardised tests with children. They can use these assessments to add to and inform teachers' own understanding and assessments of a child. Although the school can identify special educational needs, and make provision to meet those needs, we are able to offer diagnoses. It may sometimes be necessary for school to work alongside other education and/or healthcare professionals in order for a diagnosis to be agreed.

We recognise that families know and understand their child best. We will take time to listen on respond to your

	concerns. If you have concerns regarding your child's development or academic progress, then please initially speak to your child's class teacher. If necessary, they will discuss your concerns with Miss Cross, our SENDCo. Where a pupil's needs are persistent, the class teacher will complete an emerging concerns form. This will be sent to our Inclusion Team who alongside the class teacher will put a plan in place for your child – this is part of the APDR (Assess, Plan, Do, Review) cycle. If, as a result of this process, it is clear that different and additional provision is required to meet the child's needs, the child will then be placed on the schools SEN register. This means they will have a Student Support Plan which will be shared with the pupil, families and staff to ensure continuity of support. Support Plans are updated termly and shared with families.
The school supports SEND in accordance with its policy framework which is set out at:	Our SEND Information Report is written in accordance of the <u>SEND code of practice: 0 to 25 years</u>. This document provides Statutory guidance for schools on how to support children and young people who have special educational needs or disabilities. The SEND Code of Practice makes it clear that education providers have a statutory duty to implement: • <u>Equality Act 2010</u> The following sections of the <u>Children and Families Act 2014</u>:

- Co-operating generally: governing body functions: Section 29
- Children and young people with special educational needs but no EHC plan: Section 29
- Children with SEN in maintained nurseries and mainstream schools: Section 35
- Using best endeavours to secure special educational provision: Section 66
- SEN co-ordinators: Section 67
- Informing parents and young people: Section 68
- SEN information report: Section 69
- Duty to support pupils with medical conditions: Section 100 The Equality Act 2010

In addition, the BERA (best endeavours, reasonable adjustments) framework supports mainstream inclusive provision and practice, it ensures that all children and young people with SEND have the right provision at school and receive an education that values and upholds inclusion.

With the support of these documents the SEND Information Report and Accessibility Policy have been written to ensure Swallowdale's SEND approach enables all pupils to access a broad and balanced curriculum and that our children are given every opportunity to achieve the highest of standards by:

- Assessing and reviewing the progress of children with SEND;



	• Teaching children with SEND; • Adapting the curriculum and learning environment for children with SEND; • Making decisions on additional support in relation to children with SEND; • Ensuring inclusion of children with SEND with children without such needs across all school activities; • Supporting the emotional, social and mental development of children with SEND; and • Evaluating the effectiveness of our provision for our children with SEND.
The school's SENCO's details are:	Jennifer Cross jcross@swallowdale.bepschools.org 01664 565456 Please be aware that the SENDCo's working days are Tuesday, Wednesday and Thursday. If your enquiry is urgent please contact the school office who will be happy to direct you to the correct level of support.
The school's staff have been trained and have expertise in the following areas:	Understanding Autism ASD and girls Ongoing training and support from Autism Outreach



	Trauma and attachment training LEPs Self-Harm training – Miss Cross Sensory Circuits – 2 members of staff TEAM TEACH Level 1 Interventions that we run include: Forest School with Mrs E-B Precision Teaching (reading and spelling HFW) RWI Phonics tutoring ELSA Supervision – Miss Carty and Miss Birch Nurture Lunch group with Miss Cross, Mr Corcoran and Mrs E-B Zen Hub (Lunchtime social group) with Miss Magee and Mrs Bardani
The school will secure equipment and facilities for pupils with SEND by:	In accordance with the Equality Act 2010 the school has an 'Accessibility Policy' which shows how the school plans to improve access progressively over time and a Children with Health Needs policy which includes how school will support children with ongoing medical conditions. Where equipment and facilities are needed that are additional to or different from those already provided, the SENDCo will contact the relevant health agencies e.g. occupational therapist to ensure the

	appropriate equipment to support the pupils learning in school is available. For children with higher level needs we carry out a yearly risk assessment on the classrooms to make sure they meet that child's needs.
The school aims to involve the parents/carers and pupils with SEND and will do so by:	• Parents evenings • End of year reports • Termly Support plan reviews – usually written by class teachers, supported by LSAs • SEN information leaflet given out to new EYFS starters containing information on our inclusion team. • SENDCo drop in sessions • Parents invited to attend meetings with our wider support agencies regarding their child. • The trust will continue to offer termly SEN meetings – these will be emailed to parents. Meetings are arranged as and when required to discuss children's needs with parents: to share information, obtain their views and involve them in the support plan for We urge parents to get in contact with the inclusion team should they need to speak with us at any point regarding any concerns that they may have.



Any concerns or complaints raised by a parent/carers of a pupil with SEND will be dealt with by the school by:	It is in everyone's interest that concerns and complains are resolved at the earliest stage possible. Stage 1 - Informal concern: An initial concern should be raised with the class teacher or SENDCo. Any unresolved issues following initial contact with the class teacher or member of staff concerned may be escalated to a more senior member of staff – e.g. a member of SLT or the Deputy Headteacher before the conclusion of Stage 1. Stage 2 - Formal Complaint: If the parent/carers does not feel that the concern has been resolved at the informal stage, then it will be appropriate for a formal complaint to be made directly to the Head Teacher. Formal complaints must be submitted within 10 working days of Stage 1 being concluded. Stage 3 - Appeal (Panel Hearing) If the parent/carers remains dissatisfied with the steps that the Head Teacher has made to investigate the complaint or are not satisfied with the outcome provided, then the parent/carers will be provided with the opportunity to make an appeal to be heard at a panel hearing. The panel will consist of 3 people who were not directly involved in the matter, with one panel member who is independent of the management and running of the school. This is the final stage of the complaints
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	procedure. The appeal should be made in writing to the Director of Schools within 10 working days of the date of the Head Teacher's outcome letter. Please refer to Bradgate Education Partnership Complaints Procedure for more details. https://bepschools.org/wp-content/uploads/sites/8/2021/04/BEP-Complaints-Procedure_rev-1.1.pdf
The school works with other agencies to support school with SEND and their families by:	Our in school Inclusion Team proudly consists of: • SENDCo – Miss Cross • Behaviour Lead – Mr Corcoran • Inclusion and Wellbeing Mentor – Mrs E-B • ELSA (Emotional Literacy Support Assistants): Mrs Carty and Miss Birch We work alongside a range of external agencies to ensure all pupils are supported. These include: • Mental Health Practitioners • Autism Outreach Support Team • Educational Psychology Service • Oakfield Inclusion Team • School Nurse • Early Help • Speech and Language Therapists • Community Paediatricians • Physiotherapists • Occupational Therapist • Visual/hearing impairment team

	• Specialist Teaching Service
The school acknowledges that parents/carers of pupils with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:	All local authorities must arrange for parents/ carers of children with SEN or disabilities to have access to information, advice and support services in their area. Send Information and Advice Service (SENDIASS) are required by law to offer impartial, confidential information, advice and support to parents, carers and young people about matters related to Special Educational Needs and disability. For more information, please see: https://sendiassleicestershire.org.uk/ info@sendiassleicestershire.org.uk 0116 3055614
The school works on transition arrangements for pupils joining or leaving the school by:	Once we know your child's admission date, the SENDCo will contact your child's previous setting to gather any information relating to their special educational needs. If your child is transitioning to another setting, we will pass on your child's SEN file to ensure that their provision is continued and that they are aware of their special educational needs. If additional information is required, we will arrange a telephone appointment with your child's previous or new setting. Some pupils may require an enhanced transition to their new school. For pupils who are attending our feeder

	secondary schools we will arrange additional transition sessions and complete work in school to support the process. If you are concerned about this, then please get in contact so that we can discuss your child's needs and create a plan together. If a child is transitioning to a specialist provision we can offer advice and/or attend visits with you and your child.
The Local Offer produced by Leicestershire Local Authority is available at:	https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability