

# Special Educational Needs Policy

Date Agreed: February 2019

Reviewed: July 2021

Next Review: July 2023

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Age range:	4-11
Date of last inspection:	March 2019
Outcome of last inspection:	Requires Improvement
Last review:	July 2021
Frequency of review:	Every two years
Written by:	Samantha Marriott in consultation with SEN Governor and staff at the school.
Approved by:	Full Governing Body

**Swallowdale Primary School is a mainstream primary school in Leicestershire. We are committed to be a caring and inclusive school. We aim to deliver an education where learning and teaching are exciting, challenging and creative within a safe, nurturing environment.**

**We endeavour to promote self-esteem, independence, resilience and self-motivation. We aim to assist pupils in developing skills to become independent life-long learners who will succeed and contribute responsibly in the global community.**

## 1. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.66 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- School SEN Information Report regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Policy
- Teachers Standards 2012

The process of developing the draft of this policy was carried out by the SENDCo. It was then finalised in consultation with the Governors and staff at the school.

## 2. Aim

At Swallowdale Primary We are committed to using our *best endeavours* to provide an appropriate and high-quality education for all children at our school which enables them to

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Make successful transition to their next phase of education.

We consider every teacher to be a teacher of every child, including those with special educational needs and disabilities. We have the highest aspirations and expectations for all pupils, including those with special educational needs.

We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for children with SEND.

We aim to provide all children, including those with special educational needs and disabilities, with a broad, balanced academic and cultural curriculum, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community.

### 3. Objectives

To achieve this aim we will:

- Strive to establish a fully inclusive school, eliminate prejudice and discrimination, and create an environment where all children can be happy, flourish and feel safe.
- We will respond to learners in ways which take account of their varied needs and life experiences, moving away from an approach that locates a problem within the child, but means doing everything we can to meet a child's SEN.
- We are committed to identifying a pupil's special educational needs at the earliest point and then making effective provision as this is known to improve long term outcomes.
- Work in close partnership with parents to achieve these aims. We are committed to parents participating as fully as possible in decisions and being provided with information and support necessary to enable this.
- Support pupils themselves to participate in discussions and express their views and be fully involved in decisions which affect them encouraging them to become increasingly effective self-advocates.
- Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.
- Provide support, advice and training for all staff working with pupils with special educational needs to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils.
- Appoint a qualified Special Needs Coordinator who will have responsibility for the day-to-day operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- The head teacher, SENDCo, all staff and the Governing Body will work within the guidance outlined in the SEND Code of Practice 0 -25 (July 2014).

### 4. Admissions of pupils with SEN

Admission to Swallowdale Primary School will not be refused because of a belief that the school cannot cater for the child's special educational needs.

Pupils with special educational needs but not an Education Health Care Plan (EHCP)/Statement can apply for a place through the normal admissions policy – Swallowdale Primary School cannot refuse to admit a pupil because (s)he does not have an EHCP/Statement or is being assessed for an EHCP/Statement.

All Governing Bodies are required by section 324 of the Education Act 1996 to admit to a school a child with an EHCP/Statement of Special Educational Needs if that

EHCP/Statement names the school. This is not an oversubscription criterion, and such children will be admitted whether the school has a place or not.

## 5. Identification of Special Educational Needs

A pupil has SEN where their learning difficulty or disability calls for **special** educational provision to be made for them, that is provision **different from or additional to** that normally available to pupils of the same age. For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

A pupil has a learning difficulty or disability if he or she:

- Has a **significantly** greater difficulty in learning than most others the same age, which means they require **additional and different** provision to that which we provide in our standard teaching (Quality First teaching and differentiation). Children who have **special educational needs** are **unable to make progress without this additional and different provision** because they have a significant special educational need.
- 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 other children and young people difficulties become evident only as they develop.

The identification of SEN is built into the overall approach to monitoring the progress and development of **all** pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress for all pupils identifying where pupils are making less than expected progress given their age and individual circumstances. Where a pupil's progress 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 respond to Quality First Teaching.
- Is unable to make progress without more long term (over a year) specialised support in a small group or 1:1.
- 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.

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

## 6. Broad areas of need as outlined in the Send Code of Practice (2014)

These four broad areas give an overview of the range of needs that the school plans for and not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

- Communication and Interaction

- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time. In our school, the needs of the whole children will always be considered in this process.

There are other factors that may impact on progress and attainment that are not considered SEN:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Bring a looked after child
- Being a child of a serviceman or service woman
- Low attainment
- Gaps in education
- A learning delay with a positive trajectory

Any concerns relating to a child's behaviour may be an underlying response to a need which the school would work with parents to identify.

## **7. The Graduated Approach to SEN support**

When a pupil is identified as having Special Educational Needs Swallowdale must put effective provision in place and ensure that all barriers to learning are removed.

Most pupils with SEN in mainstream schools are provided for at SEND Support which is the support that schools provide for pupils who have identified SEN but do not meet the criteria for an Education, Health and Care assessment.

The Graduated Response ensures that early years settings, schools and colleges:

- Take immediate action when a pupil is identified as having Special Educational Needs (SEN).
- Informs the pupil's family as soon as the pupil's SEN is identified.
- Works in partnership with the pupil, their parents and carers, including them in decision making.
- Removes all barriers to learning by putting effective support for the pupil in place.
- Reviews the support put in place for children and young people with SEN at least termly.
- Involves the child or young person, their parents and carers in reviews.
- Gains advice from specialist professionals if necessary.
- Uses Assess, Plan, Do, Review cycles to inform changes to a child or young person's SEN support.

## Planning and Implementing SEND Support

High quality teaching, using scaffolding and small steps teaching is always seen as the first step in responding to those who may have SEND.

Working together, the SENDCo, child's teachers, parents and child will discuss the type of support needed to meet the outcomes identified for the child. This will be delivered by staff with appropriate skills and knowledge. The class teacher always remains responsible and accountable for the progress and development of all children in their class, even where a child may be receiving support from a teaching assistant. This SEND support will take the form of a four-part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, termly reviews and where appropriate, more specialist expertise in successive cycles to match interventions to the SEND of a child.

## Reviewing SEND Support

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed each term. The review process, led by the class teacher/SENDCo, will include an evaluation of the impact and quality of the support and intervention and the views of the child and their parents. This review will then feed back into the analysis of the child's needs. The class teacher/SENDCo, will revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child.

The school can request specialist involvement, regardless of whether a child is on the SEND Record, for advice regarding early identification and effective support. The school will consider involving specialists, where, for example, a child continues to make less than expected progress, despite additional provision targeted at their area of need. Parents will always be involved in any decision to involve specialists along with the child's teacher and in appropriate cases, the child them self. It is the SENDCo's role to contact any specialists and ensure that what was discussed or agreed is recorded, shared and understood by parents and staff who teach and support the child.

## Examples of specialists that can be accessed by the school

- LA Educational Psychologists
- School Nurse
- LA Learning Support Service
- VI team
- HI Team
- Learning Support Team
- Autism Outreach
- Early Years SEND Inclusion Team
- Speech and Language therapists
- Occupational therapists and physiotherapists
- Referral by EP or School Nurse to the Child and Adolescent Mental Health Services (CAMHS)

In some cases, there is a charge for accessing specialist agency support; funding for which comes the school's notional SEND budget and will be monitored by the head teacher and SENDCo. Where pupils are made subject to an EHC plan or Statement of SEND, the school will work in close partnership with any specialist named.

### **The LA SEND Support Plan and Education Health and Care Plan process**

Where the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available, the school in consultation with parents, will consider requesting additional funding through the SEND Intervention Funding assessment or EHC plan assessment from the Local Authority. To inform this decision, the SENDCo will have close regard to the Local Authority's criteria for funding through the SEND Intervention Funding assessment or for an EHC Plan. This can be found on the Leicestershire Local Offer web site along with information on the EHC plan integrated assessment process. This will be shared in full with parents to ensure they are confident and clear about what the process and how they will be involved in it.

### **Removing pupils from the SEND record**

In consultation with parents, the child will be considered for removal from the SEND record where he / she has made sustained, good progress that:

- Better the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age.
- Or where a child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained.
- And additional SEND provision is no longer required to ensure this progress is sustained.

## **8. Parents/carers of children with SEND**

The school is fully committed to a meaningful partnership with parents of children with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school will do this by:

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Providing all information in an accessible way.
- The SENDCo will be available for meetings by appointment through the school office or by email.
- Publishing about how the school implements the SEND Policy on the school web site following the information set out in the SEN information regulations (2014) and as part of the school's contribution to the Local Offer.
- Ensure class teacher meet with parents, in addition to parent evening appointments, to discuss concerns regarding pupils' progress at the earliest opportunity, raised either by the class teacher or the parents themselves.

- Ensure class teachers will invite parents of pupils with SEN in their class at least three times a year to set and review the outcomes of support, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents to share their views. This meeting may part of or in addition to parents' evening meetings and may be supported by the SENDCo.
- Ensure that teaching staff are supported to manage these conversations as part of their professional development.
- Support and guide parents in ways that they can help with their child's learning and development at home.
- Ensuring the record of the outcomes, action and support agreed through the discussion are kept and shared with all the appropriate school staff and a record will be given to the pupil's parents.
- Signposting parents to wider support, information, and services pertinent to their child's SEN by ensuring they know how to access the Local Offer and the Local Authority's Parent Partnership Service.
- Planning in additional support for parents at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Making use of media such as email to contact parents and for parents to contact school in line the school's Communication policy
- Seeking parents' views through periodic questionnaires and considering adjustments to practice in the light of analysis.

## 9. Supporting pupil voice

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to enable them to transfer to their next phase of education confident and able to communicate, convey, negotiate or assert their own interests, desires, needs, and rights becoming increasingly able to make informed decisions about their learning and future and take responsibility for those decisions.

How the school will do this

- Self-knowledge is the first step towards effective self -advocacy so, with their parents, we will support pupils to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an age-appropriate manner, pupils with SEN are involved in monitoring and reviewing their progress and as fully as possible in making decisions about future support and provision. Their views are recorded and shared.
- All staff will actively listen to and address any concerns raised by children themselves.
- Pupils with SEND are encouraged to stand for election to for example, the school council.
- Planning in additional support for pupils at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.

- Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.
- Seeking pupils' views through regular questionnaires / group interview activities undertaken by the SENDCo and / or SEN Governor, considering adjustments to keep in the light of analysis.

## **10. Supporting pupils to have good mental health and wellbeing.**

*Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.*

(World Health Organization)

At Swallowdale, we aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant, and effective mental health policies and procedures we can promote a safe and stable environment for students affected both directly, and indirectly by mental ill health.

## **11. Supporting pupils at school with medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision where the SEN Code of Practice (2014) is followed. Arrangements in place in schools to support pupils at school with medical conditions are detailed with the school's policy for Supporting pupils with Medical Conditions in line with the current Department for Education documentation 'Supporting pupils at School with medical conditions' 2014.

Please also refer to the Administration of Medicines Policy.

## **12. Monitoring and evaluation of SEND**

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEND. This is done through scrutiny of data related to the achievement of pupils with SEND, work scrutiny, monitoring of progress towards the outcomes stated on the SSP, observation and sampling of parent and pupil

questionnaires. The school's SEN Governor also has a role in scrutinising the findings of the school's self-evaluation and relevant whole school data as part of the Governing body's process of monitoring the effectiveness of the school's SEN Policy.

### **13. Training**

To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff undertake an induction process on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCo regularly attends SENDCo Network and Bradgate Education Partnership SENDCo meetings in order to keep up to date with local and national updates in SEND.

### **14. Funding for SEN and allocation of resources**

- The school's core budget is used to make general provision for all pupils in the school including pupils with SEN.
- In addition, every school receives an additional amount of money to help make special educational provision meet children's SEND. This is called the 'notional SEND budget'.
- The amount in this budget is based on a formula which is agreed between schools and the local authority. This formula is based on AWPU (Age weighted pupil unit), prior attainment (sometimes known as low cost high incidence Sen), and deprivation factors (Free school meals).
- The government has recommended that schools should use this notional SEND budget to pay for up to £6,000 worth of special educational provision to meet a child's SEND. Most children with SEND need special educational provision that comes to less than £6,000. If the school can show that a pupil with SEND needs more than £6,000 worth of special educational provision, it can ask the local authority to provide SEND Intervention Funding to meet the cost of that provision. Where the local authority agrees, the cost is provided from funding held by the local authority in their high needs block. Schools are expected to use this funding to make provision for that individual pupil.

The school may also use of Pupil Premium Funding where a pupil is registered as SEN and is also in receipt of Pupil Premium grant to address the needs of these pupils and enhance learning and achievement.

## 15. Roles and responsibilities

### SENDCo :

The key responsibilities of the SENDCo are taken from the SEND 0- 25 Code of Practice (2014) and include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Coordinating provision for children with SEN.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN.
- Advising a on the graduated approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEN.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEN up to date.

### Local Advisory Board and Head teacher:

The LAB will, in line with SEN Information Regulations, publish information on the school's website about the implementation of the school's policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

A member of the LAB is appointed to have specific oversight of the school's arrangements for SEN and disability and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

The head teacher, SENDCo and governing body will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at groups, such as the pupil premium.

The Head teacher will ensure that the SENDCo has sufficient time and resources to carry out her functions. This will include providing the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

## 16. Storing and managing information

All records containing sensitive records relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use. Information is also stored securely on the school SharePoint and on CPOMs.

## 17. Reviewing this policy

This policy will be formally reviewed annually. Representatives of parents of pupils with SEN and pupils themselves will be part of this process.

## 18. Accessibility

The school is built on several levels with a stair lift to enable people to go from one level to another. Meetings for disabled visitors to school can be held in a room on the main level. There are disabled toilet and changing facilities on each level. The main school building is accessible from the road and pathway to the school.

Two teaching areas in Year 6 have been modified and are now acoustically suitable for children with a hearing impairment.

If necessary, we are able to take advice from both the hearing and visual impairment services as to which classrooms would be most suitable for individual children for the following academic year according to their need.

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 policy for 'Supporting Pupils at School with Medical Conditions' including the administration of medication. Where equipment and facilities that are additional to or different from those already provided, the SENDCo would 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 e.g. doors or high handles on classrooms where children may be a 'flight risk'.

Pupils with SEND are given the same access to roles and responsibilities as any other child to encourage them to be confident and develop self-esteem. Pupils are represented well, proportionately in after school activities. The School has a very inclusive ethos.

Pupils with a range of needs are represented well as a proportion of pupils in the school at a variety of clubs. The school offers a wide range of extra- curricular activities and clubs.

Risk assessments are completed by staff prior to any educational visits and where appropriate parents are invited to participate.

Learning Support Staff provide extra support for pupils with a high level of need at playtime/lunch times.

At Swallowdale Primary School the Special Educational Needs Co-ordinator is Mrs Samantha Marriott. Mrs Marriott works full time and is non class based.

If necessary and after discussion with your child's class teacher Mrs Marriott, will make an appointment to discuss your concerns and decide, what action, if any needs to be taken.

Mrs Marriott is contactable on the main school telephone number:

01664 565456 or email at [smarriott@swallowdale.bepschools.org](mailto:smarriott@swallowdale.bepschools.org)

## 19. Dealing with complaints

Parents are encouraged to discuss any problems or concerns with the school. These should be raised initially with the pupil's class teacher. Most problems can be resolved in this way, but if this does not happen, parents may raise the concern with the SENDCo or Head Teacher who will either make contact by telephone or arrange a meeting. If difficulties are unresolved at the school level, the parents may complain to the Director of Teaching for the MAT – Dean Pomeroy, or the SEND LAB member. If they are still dissatisfied, may take their complaint to the LA's statutory SEND disagreement resolution process.

## 20. Bullying

**It is a Government requirement that all schools have an anti-bullying policy. In 2012 the DfE published Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies. Our school anti-bullying statement reflects this guidance from the Equality Act 2010. Promoting equality of opportunity for disabled people and working to eliminate disability harassment, unlawful discrimination and harassment and promoting equality of opportunity for all regardless of age, gender / transgender, disability or background.**

DfE guidance defines bullying as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

This can be a particular concern for parents of children with Special Educational Needs. When discussing bullying with children with SEN, adults must be aware that the pupil may require specific communication tools, and school staff will need to check the pupil's understanding of the situation. This may be through the use of pictures or symbols, photographs or drawings. Children may also need more time to explain what might have happened to them, a quieter environment in which to do so and a familiar adult to speak to. All children in school with additional needs have an 'All about Me' outlining their strengths, difficulties and the best way to support them which is shared with school staff as necessary.

Bullying is present to a greater or lesser extent in all institutions. All members of the school community deserve the right to feel valued, equal and respected and be able to come to school without fear. Bullying has a serious effect on a person's self-esteem, emotional and mental health, which in turn prevents them from developing their full potential and can seriously affect their life chances.

Equally the whole school community and bystanders have a duty to be mindful of situations and to act in line with this policy.

The school adopts the Anti-Bullying Alliance definition of bullying which is:

*'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.'*

Within school we actively promote a culture where children can 'tell' in a supportive environment, without fear of reprisals. We are committed to the creation of positive and safe learning environments for all.

If any child feels concerned about any issue they can approach any adult or trusted friend in our school to report the incident.

**The school anti-bullying statement and actions can be found in the Behaviour Policy.**

## 21. Appendices

- Our full Admissions Policy including the admissions of pupils with SEN is available on request.
- At Swallowdale Primary School we have published our SEND information on the school website and details can be found within our SEN section under SEN Leics Information/local offer. We aim to help children, young people, and parents/carers to find information and support as smoothly as possible. [SEND-Information-for-Parents-2021-2022.pdf \(bepschools.org\)](#)
- Our school intends to link closely and align itself to the local authority local offer and information about the Leicestershire's local offer regarding SEND can be found at <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>
- The aims of Swallowdale Primary School are based on the values derived from the Statement of Principles adopted by the DfE Code Of Practice for SEND.
- Information about SEN in Leicestershire Schools and SENA (Special Educational Needs Service) can be found at <https://resources.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>
- Support regarding dyslexia can be found at [Dyslexia - British Dyslexia Association \(bdadyslexia.org.uk\)](#)
- Support and information about autism can be found here [What is autism? - Autism Education Trust](#)
- Information about the changes to the law in 2014 can be found here: [SEND support: easy-read guide for parents - GOV.UK \(www.gov.uk\)](#)
- Support and information about more specific SEN issues can be found here: <https://www.netmums.com/support/special-needs-support>
- <https://specialneedsjungle.com/>
- Support for parents can be found at <http://www.sendiassleicester.org.uk>