



**Swallowdale
Primary School**

SEN Policy

Reviewed	November 2023
Frequency of Review	Annually
Written by	Jennifer Cross
Approved by	Samantha Harries

SEN Information Report 2023-2024

Special Needs Co-ordinator: Miss Jennifer Cross

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School

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Age range: 4-11

Date of last OFSTED inspection: December 2022

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Written by: Jennifer Cross in consultation with SEN Governor and staff at the school.

Approved by: Local Advisory Board Spring meeting

Welcome to our SEN information report which is part of the Leicestershire Local offer for learners with Special Educational Needs (SEN). All governing bodies of maintained schools and maintained nurseries and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with

SEN. The information published must be updated annually. The required information is set out in the SEN regulations.

Swallowdale Primary School is a mainstream primary school in Leicestershire. With the cooperation and support of families, staff and governors, 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.

What type of Special Educational Needs (SEN) are catered for at Swallowdale Primary School?

The 2015 SEN Code of Practice defines the different types of SEN as being:

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
- 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

We are currently catering for a range of needs including autism, dyslexia, speech, language and communication difficulties and other general learning difficulties.

Admissions of Pupils with SEN

- Admission to Swallowdale Primary School will not be refused because of a belief that the school cannot cater to the child's special educational needs.
- Pupils with special educational needs but not an Education Health Care Plan (EHCP) 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 or is being assessed for an EHCP.
- All Governing Bodies are required by section 324 of the Education Act 1996 to admit to a school a child with an EHCP if that EHCP names the school. This is not an oversubscription criterion and such children will be admitted whether the school has a place or not.

How are children with special educational needs identified?

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 other children and young people difficulties become evident only as they develop.

The identification of SEN is built into our 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 in particular where pupils are making less than expected progress for their age and individual circumstances. Pupils are monitored through half termly pupil progress meetings with the Headteacher, Class Teacher and SENDCo. 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 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 can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs

Parents and those with parental responsibility may also sometimes ask us to look more closely at their child's learning. We take all these requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some family support.

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 do not 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. These professionals may include;

- Speech and Language Therapists
- Educational Psychology Service
- Community Paediatricians
- Physiotherapists
- Occupational Therapist
- Specialist Teaching Service
- Autism Outreach Support Team

What should I do, as a parent/carer, if I think my child may have special educational needs?

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 then discuss your concerns with Miss Cross, our SENDCo. Where a pupil's needs are persistent, the class teacher will complete an emerging concerns form and arrange to meet with the SENDCo. At this meeting the requirement for additional fine-tuned assessments will be ascertained and a progress plan may be put in place. Parents may be invited to attend this meeting and share their perspective. Where appropriate, the child's views will be sought. 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 school SEN record at 'School SEN Support'.

How will my child be supported once their needs have been identified?

Once a child has been identified as having Special Educational Needs, children and their families are supported in the following ways;

Group 2 pupils: SEND Support (school based interventions).

Pupils identified at this level may have their needs met by school-based additional support with some use of delegated SEND funding. A School Support Plan (known as an SSP) is created at this stage.

Group 3 pupils: SEND Support (external professionals involved).

Pupils identified at this level may have their needs met following advice from external agencies and there should be some use of the delegated SEND funding. A School Support Plan continues at this stage.

Initially families are invited into school to meet with their child's class teacher to devise a School Support Profile, this includes an 'All About Me' page which is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child, family member and class teacher and acts as a guide to teachers and support staff in school. Also recorded are specific and challenging targets for the child to achieve in a term. Personalised provision and/or specific intervention (which may be 1-1 or in a small group) is put in place to enable the child to achieve these targets.

- Each term, parents are invited to review the targets included in the School Support Plan and the personalised provision in place for the child. These are discussed with children and parents and agreed next steps/targets are agreed and recorded.
- At these meetings parents will be able to discuss the best ways in which they can support their child at home. We actively encourage parents to be involved in their child's education and welcome their contributions in order to provide the best opportunities for the children.

- Children may be invited to the review meetings if appropriate. A child's views will always be heard and recorded.
- The 'All About Me' page is updated as children transfer to the next class or school. Of course, it may be necessary for this information may be updated during the year.

Group 4: Pupils at this stage will have an EHCP as their needs in mainstream school cannot be met without access to additional funding.

Education and Health Care Plan (EHCP)

If children fail to make progress, despite high quality, targeted support at SEN support plan level, we may apply for the child to be assessed for an EHPC. Generally, we apply for an EHCP if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong, and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHCP. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHCP.

In order to access these additional resources school may need to apply to the Local Authority for funding which will need to be agreed by the Special Educational Needs Assessment Service. This may be in the form of extra staffing, ICT support, visual aids etc. according to the needs of the child. Parents, the child and the school will devise this plan together. As with 'School SEN Support' targets and personalised provision will continue, targets will be set, monitored and reviewed at termly meetings with the child and the parents.

Specific Interventions

As part of your child's 'personalised provision' they may be supported by a specific intervention, this may be individually or as part of a small group of children of a similar ability. These interventions last for a specific amount of time and children's progress is monitored and reviewed carefully. Your child's progress will be discussed with you termly at parents' evenings or the Annual Review of an EHCP. The interventions may be run by either the SENDCo or a Learning Support Assistant. They run mainly first thing in the morning or in the afternoons to minimise disruptions to English and Maths lessons. The interventions that we may use are:

- ELSA
- Literacy Difficulties Teacher Interventions
- SNIP Spelling Programme

- 5 Minute Literacy Box
- Precision Teaching
- Read and Question
- Lego therapy
- Social and Communication Groups
- Rabbit Therapy
- Sensory Circuits

How will you help to develop my child's emotional and social development?

We have a dedicated ELSA (Emotional Literacy Support Assistant) in place to support our pupils. The term ELSA is used to describe a teaching assistant in our school who has completed a year long training programme with educational psychologists. This has enabled her to deliver bespoke interventions to support the emotional and mental health needs of the children in our school. Mrs Hague has a wealth of experience and is well trained in this area, she works with children individually or in small groups. Our Learning Support Assistants also run social communication groups, Rabbit Therapy and 'Lego Therapy' sessions. For further information, please contact Miss Cross.

How does the SENDCo know how effective its arrangements and provision for children with special educational needs are?

Miss Cross, the SENDCo monitors the progress of all the pupils on the SEND Record termly through analysing data and teacher assessments including;

- Intervention programme monitoring sheets
- Pupil progress meetings with class Teacher and Headteacher
- Pupil target reviews
- Small steps trackers
- External agency reports
- Looking at books
- Termly SEN Support review meetings are held with parents. At these meetings the pupil's current levels of attainment are reviewed and next steps/targets are set.

Miss Cross is informed by the class teacher of the details of the discussion and the views of the parents. Miss Cross and Swallowdale's support staff carry out pre and post-intervention assessments on all the pupils on the SEN Record to ensure the interventions have had an impact on pupil progress.

How will I get to know about the arrangements for my child and can we both contribute to them?

School 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 difficulties
- School will take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's records. We will formally notify parents when it is decided that a pupil will receive SEN support.

How will the curriculum be adapted to meet my child's needs?

At Swallowdale Primary School 'all teachers are teachers of children with Special Educational Needs'. Pupils are taught in single year group classes arranged by age. There are regular sessions of staff training which focus on a range of areas of need to develop staff understanding and provide them with skills, strategies and resources, human and material, to meet the needs of pupils in their class.

It is expected that within the classroom, equal access to learning support from the class teacher is provided for all groups of learners and that not all learning support will be

provided by the Learning Support Assistants. Class teachers' planning may include where adult and teacher support will be deployed during the lesson. Teachers support all groups of pupils including those with SEN during a sequence of lessons. Teachers plan to encourage pupil participation at all stages of the lesson using a variety of teaching methods including scaffolding and planning the learning journey through a series of small steps. Pupils have opportunities to work as part of a class, in small groups, in pairs and individually. These groupings may be ability grouped or mixed ability encouraging pupils to support each other. Teachers provide learning opportunities for all children within this environment and provide resources appropriate to pupils' interests and abilities.

The structures and systems in place are:

- Classroom support to increase curriculum access and pupil achievement
- Intervention programmes guided by a pupil needs audit from tracking pupil progress using data, assessment and reviews
- Clear guidelines on behaviour with a structured reward and sanction system
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Please refer to our **Accessibility Plan** for further information.

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.

How will I be able to raise any concerns I may have?

If you have concerns regarding your child's development or academic progress, then please initially speak to your child's class teacher. The Special Educational Needs Co-ordinator is Miss Cross. Miss Cross works part-time (Thursday and Friday) and is non-teaching. If she is not available, a message can be left at the office. If necessary and after discussion with your child's class teacher, Miss Cross will make an appointment to discuss with you your concerns and decide, what action, if any needs to be taken. These appointments will either be arranged for before or after school or during the daytime. Miss Cross is contactable on the main school telephone number: 01664 565456 or by email at: xcross@swallowdale.bepschools.org

What specialist services and expertise are available at or accessed by the setting?

All staff, including support staff, have attended training on specific learning difficulties, trauma and attachment and autism. All staff have then been able to use adjust their classroom practice using strategies, ideas and resources to support all learners.

Staff working with pupils with highly individualised needs have had specific training from external agencies in autism, social and communication skills, occupational/physiotherapy programmes, speech, language and communication, hearing and visual impairments and attachment disorder.

Swallowdale Primary does not currently have a named school nurse; however, parents can still access the service directly via telephone or the text messaging service; Parents and Carers can access the confidential parent CHAT Health text messaging service on 07520 615382.

Parents and carers and young people can also be directed to the websites www.healthforkids.co.uk and www.healthforteens.co.uk for further advice and support.

Health referrals are made to the Leicestershire NHS Partnership Trust. Miss Cross can refer children to these services following concerns from parents and/or staff in school.

If necessary, contact is made with the Social Services Department and Educational Welfare Service as appropriate. Referrals are made by designated members of school staff to organisations such as 'Early Help' when deemed appropriate

We also work with the following services: Educational Psychology, Speech and Language Therapy, Visually Impaired and Hearing Impaired teams, Physiotherapy, Occupational Therapy and the Autism Outreach Team.

If a school referral to these services is necessary, they are made by Miss Cross the SENDCo.

Where necessary we seek advice, support and training from our local special schools including Birchwood Special School in Melton Mowbray and Oakfield Pupil Referral Unit.

How accessible is the setting both indoors and outdoors?

- The school is built on several levels, accessible by stairs. We do have lifts from one level to another
- Year 6 sound proofing installed
- Wheelchair friendly – two wheelchair lifts into key areas
- Disabled toilet facilities in both key stage areas
- Parking – disabled access into school from car park

- Scissors – appropriate grip for certain children with manipulation issues advised by occupational therapy

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 e.g. doors or high handles on classrooms where children may be a 'flight risk'.

What should I do if I have a complaint?

Families should refer to the Bradgate Education Partnership Complaints Policy. The link to this is located on the school's website.

What other support services are there who might help me and provide me with information and advice?

The SENDCo, Miss Cross can support parents in accessing or providing contact details for other support services. Swallowdale Primary School already works closely with a range of external services:

- Speech and Language Therapy Service
- Educational Psychology service
- The Hearing Impaired Service
- The Visual Impaired Service
- The Autism Outreach team
- The Outreach Support team at Birchwood Special School
- Social Care
- Leicestershire NHS Partnership Trust via the FYPC
- Early Help
- Occupational Therapy service
- Physiotherapy Service

Other support networks are available to parents, such as Dyslexia Action and SENDIASS. Support for parents can be found at <http://www.sendiassleicester.org.uk/>

How will the setting prepare and support my child to join, transfer to a new setting or to the next stage of education and life?

We have very close links with our local primary schools, nurseries, pre-school provision and high schools to ensure that pupils with SEND are known to us at transfer and known to schools to which they will later transfer.

- In EYFS children come on regular visits to school from the local nurseries and pre-schools, and spend time in the Foundation Stage base with the foundation teachers and LSAs alongside the pre-school staff. Children who are transferring from other early years settings are welcome to visit us too along with parents or setting staff. The foundation teachers run several parent workshops in which they talk about the curriculum and routines. In addition to this, new starters will have the opportunity in to attend a play visit to the school in the autumn term before September admission into school. Parents and Early Years providers are asked to provide details about the pupil's progress strengths weaknesses and any Special Educational Need or Disability. Where there has been involvement with the Early Years team a transition meeting is planned with the parents, teacher and SENDCo prior to starting school.
- The SENDCo from the high school (or other named school) is invited to the Annual Review of a child with a Statement/EHCP, in the Autumn Term, which precedes transfer (Year 6).
- In the term before transfer the high school SENDCo meets with the Year 6 teachers, Year 6 children with SEND and the school SENDCo to discuss and prepare for transition.

- Pupils with SEND make additional visits to their new setting to help them prepare for transition, know where they can go to ask for help and meet staff who will be supporting them.

What is the local authority's Local Offer and where can I find it?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information sets out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.

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. Links with other policies and documents This policy links to our policies on:

- Accessibility
- Behaviour
- Child Protection

- Supporting Children with Health Needs
- Equality of Opportunity
- SEN