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## SEN Information Report

Name and Title of Author: Natalie Dodds and Elizabeth Evans

Implementation Date: September 2021

Review Date: September 2022

Target Audience: All key stakeholders

Related Documents: Inclusion and Protected Characteristics Policy

### **1. The kinds of special educational needs for which provision is made at the school**

Swanland Primary School is a mainstream school catering for children from 4–11 year of age. We value the abilities and achievements of all pupils. We believe that every child, regardless of any additional needs has the right to a broad and balanced curriculum. We have successfully supported children with Down Syndrome, Autism, hearing and visual impairments, physical difficulties, social and emotional challenges and cognitive difficulties, as well as with a range of medical conditions. We consider it essential to value the individuality of each child and provide a personalised approach to support them to achieve their full potential.

Our vision statement is:

‘Value, nurture and fulfilment through support, harmony and praise’

### **2. Information, in relation to mainstream schools and maintained nursery schools, about the school’s policies for the identification and assessment of pupils with special educational needs.**

- We track the progress of every child so that we can quickly identify any concerns.
- We have termly meetings involving senior leaders and class teachers to look more closely at those children who have not made expected progress. This may lead to further assessments carried out by the Inclusion Team (details of our Inclusion Team can be found in section 4). Appropriate measures are put in place to enhance the provision for these children.
- If a class teacher or teaching assistant has a concern about a child, they do not need to wait for this time. At any time, they can alert the Inclusion Team who will work with the teaching team, you, the child and where relevant outside agencies to identify any issues and deal with them as quickly and effectively as possible.
- If you are worried that your child may have any Special Educational Needs or Disabilities, you are encouraged to speak to the class teacher or to contact a member of the Inclusion Team. If we have any concerns, we will contact you.
- If we feel that advice from another agency would be helpful in better understanding your child’s needs, we would consult with you first. We do not discuss children with other agencies without first gaining a parent’s consent. There is more information on the agencies that we work with in section 10.

More information on this can be found in the school’s Inclusion and Protected Characteristic Policy which is on the school website.

### **3. Information about the school’s policies for making provision for pupils with special educational needs whether or not pupils have Education, Health and Care (EHC) Plans, including–**

#### **(a) how the school evaluates the effectiveness of its provision for such pupils;**

- Wherever possible assessments are completed prior to an intervention and repeated following an intervention, this is so that the success can be monitored and adaptations made as necessary.

You will be informed if your child is participating in an intervention and invited to discuss their progress once it has been completed.

- Children identified as having a Special Educational Need, have a 'termly support plan' meeting. If your child's needs are primarily met by the school and you, then the meeting will involve the class teacher and yourself. Please note that the class teacher will seek advice from the Inclusion Team and you are able to make contact with the Inclusion Team at any time.
- If there are outside agencies involved in supporting your child's educational progress then a member of the Inclusion Team will chair the termly support plan meetings. All key people are invited to attend and contribute to the meeting. A key element of the meeting is evaluating the progress made and how effective the provision has been to enable this. We welcome any assessments and observations that outside agencies have that may contribute to this, as well as the teacher, yours, and your child's views.
- Children who have an Education, Health and Care Plan also have an annual review.
- All provision is recorded using the school's [internal data system](#). ~~'provision mapping' tool~~. This enables individual children's progress to be matched to the provision they have received as well as the progress of groups and cohorts of children to be tracked and evaluated.
- We use ~~Analyse School Performance and Fisher Family Trust~~ [national data](#) to compare the successes of our provision with other schools locally and nationally.
- We have a governor with responsibility for SEND, who meets with the Inclusion Team to review aspects of provision and reports to the full governing body.

**(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;**

The school uses the procedures listed in section 3a to assess and review the progress of pupils with SEND. In addition to the more formal arrangements, we recognise the significance of the day to day achievements that your child will make. ~~When and where it is appropriate class teachers use a home / school book to communicate with parents.~~ Some parents also choose to communicate with the class teacher using [Seesaw](#) or [tapestry](#), and or members of the Inclusion Team using email. The school website contains year group pages which include photographs and text illustrating some of the experiences that your child will [experience in school](#). ~~have had at school~~. Photographs and information will also be shared with parents via [Seesaw](#) and [Tapestry](#). More information on how you can be informed and involved in your child's education can be found in section 7.

**(c) the school's approach to teaching pupils with special educational needs;**

Class teachers plan lessons according to the specific needs of all children in their class. They use a variety of groupings, learning styles, a range of activities and resources to support children in making progress. They are creative with the use of teaching assistants to ensure that children are supported effectively, whilst still developing independence. Even if your child has a teaching assistant that works closely with them, it is the class teacher that is responsible for your child's learning and progress. The teacher and teaching assistant will work as a team to meet your child's needs. In addition to this, if your child is participating in an intervention, the class teacher will be aware of their targets and will

create opportunities for your child to overlearn these within the classroom. The teacher will play a key role in your child's termly support plan meeting.

**(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;**

We have a creative approach to the curriculum; we believe that developing a love for the arts and sports enhances children's academic achievements. We incorporate trips, visits and visitors to provide the children with real experiences to enrich their learning. When planning, teachers will take into account the needs of individuals within their class and make reasonable adjustments. Depending on the activity you may be consulted and asked to advise on the best way to include your child. If there are outside agencies involved their advice will be maximised to ensure the best for your child.

Where appropriate teachers will track back the objectives or use documents such as B Squared to support children in accessing the learning at an appropriate level for them. There may also be times when it is considered more appropriate for a child to be working on their Termly Support Plan targets than on the class objectives, if so; opportunities will be built into the week, whilst ensuring a broad and balanced curriculum is still intact.

There is further information on the school's accessibility detailed in Section 6.

**(e) Additional support for learning that is available to pupils with special educational needs;**

Every class has allocated teaching assistant time; one of the main focuses of this is to support individuals and groups within the classroom to achieve the next steps in their learning. We also have teaching assistants that are trained to deliver a number of interventions (for further details please see section 6). Intervention work and resources (see section 6) are allocated using our 'provision mapping' and tracking tools.

There will be a graduated response to your child's needs and the resources allocated will be proportional. This means that in the first instance it is usual to put resources, strategies and support in place at a school level and to assess the progress made with these additional arrangements in place. If the progress made is not considered to be adequate, in consultation with you, referrals may be made to outside agencies.

All additional support that your child is receiving will be documented at the termly support plan meeting, which you will be invited to attend and contribute to.

The Inclusion Team carry out assessments which can be used to see if a child is eligible for additional time for examinations. The Inclusion Team will apply for additional time and any other access arrangements which may be required.

**(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;**

All activities that are available to a year group are usually accessible to children with special educational needs. We make reasonable adjustments on an individual basis, working in consultation with parents and use individual risk assessments to ensure a considered approach. The extra-curricular

activities on offer vary depending on the year group and the time of the year, information is sent out to parents in advance. We endeavour to offer a range of activities to support individual needs, these include Sensory Circuits, lunch clubs and a homework club. More information can be found on these in section 6.

A conscious effort is made to give children with special educational needs appropriate positions of responsibility.

Support for play times, lunch times and entering and leaving school is allocated on an individual basis, according to need. All of the children that currently access individual support during these times, have a statement of special educational needs. All mid-day supervisors have access to [all relevant information](#) ~~one page profiles~~ and medical care plans. [This is to enable them to fully support the children during lunchtimes.](#)

**(g) Support that is available for improving the emotional and social development of pupils with special educational needs.**

We pride ourselves on being a caring and supportive school. We believe that children need to feel happy, secure and safe in order to meet their potential. Every child is treated as an individual and pastoral arrangements can be made discreetly as required. We have ~~a 2~~ [2](#) teaching assistants who ~~is~~ [are](#) ELSA (Emotional Literacy Support Assistant) trained. ~~She~~ [They](#) work with individuals on activities tailored to suit their emotional needs. Additionally, many children form an attachment with a particular member of staff, in these instances this member of staff may be best placed to offer support to an individual that is experiencing a challenging time. Class circle times are regularly used to support the needs within the class.

We use a variety of social skills programmes depending of the needs and age of children. We also have a [range of lunch time clubs](#) for KS2 children ~~three days a~~ [available throughout the](#) week. In FS2 and KS1 a play leader is available every lunchtime. More information on this can be found in section 6. A range of equipment is provided at lunch and play times to facilitate social interaction. For some children with a statement of need/education health and care plan play time and lunch time TA support is used.

If a child is exhibiting challenging behaviour, we will seek to identify the causes and look to adapt the environment, learning and other possible contributing factors to alleviate some of the behaviour. We use a variety of reward systems focusing on incentives that matter to the child. We have interventions in school that focus on feelings and managing anger.

Where relevant we will work with you as parents to identify needs of the family as a whole. This may involve completing an Early Help Assessment. This enables a holistic view to be sought and relevant referrals made to other agencies which may be able to support your child as well as your family. This may lead to a TAF (Team Around the Family) meeting which draws together all of the involved agencies to enable a co-ordinated approach.

For children with medical needs, we use Care plans. As part of this, children's needs are identified and necessary intervention and support is planned in. We have a medical intervention room which is available when necessary. It is common for parents of children with significant medical needs to meet with the

class teacher when their child moves to a new year group and as and when there are changes to a child's plan. We also use the school nurse and other medical professionals to provide staff training on specific medical needs.

We have three accessible toilets and we are able to make arrangements to support intimate care.

You can fill in a form at the school office to enable prescribed medication to be administered in school.

There are regular health and safety walks carried out by the head teacher and governors to ensure the premise is safe for all children. We have a co-ordinator who oversees risk assessments for visits and trips.

Pupil voice is considered to be a high priority within our school. We have a school and class council which children from year 1 to 6 are actively involved in. For further information on pupil voice, see section 8.

For information on children's contribution to wider school life see section 3f.

#### **4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.**

Our Inclusion Team is made up of:

- Miss Elizabeth Evans (~~Swanland Education~~ Edukos Trust SENDCo )
- Mrs Natalie Dodds (Swanland School SENDCo)
- Miss Hannah Stephenson (Head ~~Teacher~~ of School)
- Mrs Gillian Fountain (SENDCo Assistant)

We work very closely as a team and any one of us would be happy to talk to you about your child and to further explore with you what we can offer as a school. However, in the first instance please contact Mrs Gillian Fountain, who will be able to signpost you to the most appropriate person.

01482 631300

[gillian.fountain@swanlandschool.co.uk](mailto:gillian.fountain@swanlandschool.co.uk)

#### **5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

##### **All Most staff (provided by external agencies)**

- Supporting children with Autism level 1 and 2
- Supporting children with maths difficulties
- Numicon training
- Supporting children with Down Syndrome
- The Equality Duty

- Dyslexia training
- Attachment Training
- Lexia training for teachers
- ASC Training for all staff
- Online epilepsy training

**All **Most** staff (provided internally)**

- Dyslexia training
- The use of provision mapping
- The new SEN Code of Practice
- Interventions to support children with SEND
- Phonic Training
- CLIC (maths)
- Writing SMART outcomes
- Lexia training for TAs

**Training that has been accessed recently by one or more members of staff:**

- Using Social Stories
- Supporting Speech and Language Development in the early years
- Teaching Children with Autistic Spectrum Difficulties
- Outdoor Forest Schools
- ELSA (Emotional Literacy Support Assistant) training
- APPs, iPads, Management and Learning
- National Autism Society Annual Day
- An Introduction to Down Syndrome
- Developing Good Phonics Understanding
- Positive Behaviour Management
- New to Down Syndrome
- Accelerated Language Learning Using Phonics
- Raising Attainment in Spelling
- Language in Colour – Speech and Language
- Lego Therapy
- TEACCH approach
- Making Sense of Autism
- Friends/ Social Group training
- Talk Boost
- SaPTs – Promoting the inclusion of children with visual difficulties
- SaPTs – How to ensure inclusion in PE
- SaPTs – Moving and Handling Training

- Helping Dysfluent Children in the Classroom
- Types of hearing loss and strategies to promote inclusion
- ELSA – Anxiety Training
- Autism – Managing Anger
- Supporting children with speech, language and communication needs
- Supporting dysfluent children
- Epilepsy information session (specific)
- **Training Accessed by our Inclusion Team:**
- National SENDCo Award (completed by both our trust SENDCo and school SENDCo)
- Early Help Assessment (completed by both our Head of school and SENDCo)
- Supporting and Understanding Children with ADHD
- Social Story Training
- Anger Management
- Identifying and Supporting Pupils with Dyslexia
- Numicon training
- OSIRIS The Future of SEN 2014
- NASEN Helping Everyone Achieve
- NASEN SEN Code of Practice Implementation Conference
- Co-ordinated Assessments and Education, Health and Care Plans
- Strategic Leadership of SEND
- TEAM Teach training
- A Whole School Approach to Improving Access, Participation and Achievement
- Monitoring of SEN and Vulnerable Pupils
- Working with children who have Down Syndrome in Foundation, KS1 and KS2
- SENDCo Forum
- Attachment Theory and Beyond
- Speech and Language Support
- SENDCo Conference
- Making Sense of Autism
- Friends/ Social Group training
- Talk Boost
- Precision Teaching
- Dyspraxia through the ages
- Emotional Health and Wellbeing Services for Children and Young People
- Clicker
- Supporting children and young people’s social and emotional development to facilitate good mental health
- Autism Training from Open University
- Dyslexia Awareness training through Open University



Within the previous few years SEND has been one of the main objectives on the School Development Plan, there has been a focus on training and developing policy and practice in line with the Code of Practice 2014: 0–25. Parents have supported us to develop a ‘jargon free’ accessible inclusion website for parents. This is an on-going project and continues to be developed through termly meetings with parents and the Inclusion Team.

As a trust, we have development priorities and the SENDCos from the trust are working together to develop good practise.

Details of the outside agencies that we work with can be found in section 10

Details of how we can support a child's transition to our school can be found in section 12

#### **6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

Our school site is on one level. There is ramp access via the main door and into the mobile classroom. We have three accessible toilets. All doors are large enough to enable wheel chair and mobility scooter access. We ensure that resources are at a level to make them accessible to children. We have a medical intervention room. All staff have, had training on making the classroom accessible for children with Dyslexia. We make reasonable adjustments to meet the needs of individuals.

We are a large school on a small site; consequently space has to be used creatively and flexibly to meet the needs of all of our children. We use spaces in corridors to enable much of our intervention work. We offer a lunchtime club to the older children ~~three days a week. This is by invite only and to~~ primarily support children who find lunchtimes challenging. It promotes social skills and interaction. For the younger children we have a range of planned activities for five lunchtimes a week, which are run by a play leader and supported by ~~year five and six~~ the older children. ~~Again this facility is by invite only.~~ We offer Sensory Circuits every morning before school. This is a physical intervention which supports children to be ready to learn and often increases children's eagerness to arrive at school! We offer a homework club which is open to all year six children, but can be particularly useful for children with Autism, who may find it difficult to understand why they should complete school work at home. There are a number of extra-curricular clubs which are open to all children in set year groups.

We use a number of interventions across the school to support children when extra support is needed. These include:

- Literacy support
- Numeracy support
- Memory development
- Fine motor skills
- Gross motor skills
- Speech and language development
- Concentration and sensory activities

- Social and emotional development

Each year group has teaching assistant support, which is used creatively to enable all children to flourish. In addition to this, we have some TAs who are available to support individuals or particular areas of need. All support is flexible and outcome focused.

We have a range of equipment and resources which enhances provision for children. ~~Some of this~~ This includes:

- Laptops, iPads, Samsung Tablets and a range of software
- Recordable devices
- Sloping desks
- Wedge cushions
- Pencil grips
- Special pencils and pens
- A range of specialist scissors
- Coloured overlays for reading
- Tangle toys
- Numicon
- Weighted cushions

We work closely with outside agencies, and we are open to developing our facilities and resource bank following recommendations made, wherever it is feasible.

## **7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

We believe that working in partnership with parents / carers is essential if we are going to do the best for our children. Parents / carers of all children in school are invited to an informal parents' consultation in the Autumn and a more formal appointment in the Spring Term. In the summer term you will receive a written school report and are given the opportunity to meet with the class teacher if you want to discuss the content of the report. In addition to this, throughout the year you may be invited into your child's class to experience some of the learning or events that your child participates in. Every year group provides at least one parents' information session in the evening. On the school website, every year group has their own page where they post information and photographs of their learning experiences. Many parents choose to volunteer either on a regular basis or for special events.

We operate an 'open door' policy. This means that we welcome you to phone, call via MS Teams, email or come in to meet with us at school as often as you feel is helpful. You are also invited to all significant meetings regarding your child.

If your child has Special Educational Need or a Disability (is on the SEND Register), you will also be invited to a termly support plan meeting where you can contribute to discussions on their strengths, needs, the desired outcomes and the strategies and resources which will be used to work towards these.

We host termly parents 'Coffee and Chat' sessions. These provide an opportunity for parents / carers to chat together, as well as with members of the Inclusion Team. The focus of each session comes from suggestions made by parents.

We have a termly **regular** newsletter, which is put together by ~~one of our parents~~ and the Inclusion Team. It provides minutes from the Coffee and Chat session, a 'spotlight' on one member of staff, a review of a website / resource and information on any training available. Regular newsletters are also sent to provide additional information and ideas of useful resources and support packages available.

#### **8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

Every child with an identified special educational need works with a member of staff to create a 'one page profile', this details what the child feels are their strengths, needs and the most effective ways of engaging and supporting them.

Children are encouraged to contribute to Termly Support Plan meetings and Annual Reviews. The contribution will vary according to the age and abilities of the child. It may include attending the meetings in person, discussing progress and next steps with a trusted adult who can then share these on behalf of the child and / or the use of pictures, writing or videos made with the child.

As a result of the Termly Support Plan meeting, a set of outcomes are created for each individual. The children are given ownership over these and are able to refer to them when necessary.

Every year group has their own way of managing individual outcomes for all children, including those with SEND.

#### **9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

We hope that you will find us approachable and will feel comfortable talking to us about any issues. It is very important to us and your child's success that we can work in partnership. We are open to suggestions and welcome feedback. If you have a concern, query or complaint you can speak to your child's class teacher or a member of the Inclusion Team. If you are not content with the response, the next contact should be the Head Teacher. If the outcome is still not to your satisfaction, you can contact the Chair of Governors. Contact details are below:

Head Teacher  
Miss Hannah Stephenson  
01482 631300  
hannah.stephenson@swanlandschool.co.uk

Chair of Governors  
Mrs Jan Lilley  
via the school 01482 631300

Trust CEO  
Mr Christopher Huscroft  
01482 631300  
chris.huscroft@edukostrust.co.uk

**10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

We work closely with a number of outside agencies including:

- Sensory and Physical Support Team (SaPTs) – supporting physical difficulties, hearing and vision impairments
- Educational Psychologist
- Speech and Language Therapist
- Inclusion Practitioners (working with individuals who have social communication difficulties)
- CAMHS
- School nurse
- Down Right Special (supporting individuals with Down Syndrome)
- Physiotherapist
- Children’s Centre (offering support for families with children under 9)
- Youth and Family Support Service (offering support for families over 8)
- Young Carers
- Parent Partnership (offering independent advice to families)
- FISH / Look Ahead
- SENDIAS
- Occupational Therapy
- Physiotherapists
- SEND 0–25 Team

We are open to working with any other relevant agencies, including social care.

All agencies that are involved with your child will be invited to the ‘Termly Support Plan’ meetings and for children with an Education, Health and Care plan, they will be invited to the annual review. If representatives are not able to attend in person they are asked to contribute a written report.

**11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

Each member of staff within school has a part to play in ensuring that your child has a happy and fulfilling school experience. We work collectively to ensure the best for our children. Every teacher in our school is a teacher of SEND. Your child’s class teacher is responsible for the progress of your child and for their day to day provision. They will usually be your first port of contact. However we also have an Inclusion Team.

Our Inclusion Team is made up of:

Miss Elizabeth Evans (Trust SENDCo)

Mrs Natalie Dodds (SENDCo with responsibility for the day to day provision for pupils with SEND)

Miss Hannah Stephenson (Head Teacher)

Mrs Gillian Fountain (SENDCo Assistant)

We work very closely as a team and any one of us would be happy to talk to you about your child and to further explore with you what we can offer as a school. In the first instance please contact Mrs Fountain who will be able to put you in touch the person who can best help you. We will also be happy to signpost you to other agencies that may be able to offer support. The agencies that we have had contact with are detailed in section 5 and 10.

If you are considering whether Swanland School is the best educational provider for your child then please contact the school office, who will be happy to put you in contact with a member of the Inclusion Team.

Details of the Local Authority's Local Offer can be found in section 13.

## **12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

When joining Swanland School in the Foundation Stage, we have a full induction programme:

- We have a good relationship with the feeder nurseries and whenever possible will have visited the nursery before the children start
- A member of the Inclusion Team will also visit individual children, if it is felt that this would be beneficial
- For children where there are multi-agency meetings planned, a member of the Inclusion Team will endeavour to attend
- The Foundation Stage teachers conduct home visits (where possible)
- All children receive a 'starting school' book
- The children are invited into school ~~for three afternoons~~ during the summer term
- When appropriate we will endeavour to access appropriate training to ensure we are prepared and equipped to meet the child's needs
- Appropriate referrals to outside agencies will be made swiftly
- Additional arrangements can be made on an individual basis

When children are moving between year groups:

- Children with additional needs children update their 'one page profile' which contains information that they feel their new teacher should know about them. This is set up at the beginning of the academic year with the class teaching assistant.

- Children with additional needs have an opportunity to prepare questions that they have about the change and are given opportunities to find out the answers.
- Children are asked to take messages to the new teacher, to create opportunities for them to familiarise themselves with the teacher and area of school.
- Children take excellent work that they have produced to show their new teacher.
- When relevant, children are given a book of photographs of their new room, key staff, the cloakroom and toilets to share at home over the summer holidays.
- We have a ‘move around’ morning in the summer term, where all children will spend some time in their new classroom and meet their new teacher. There are additional transition visits for Key Stage One children.
- Individual transition packages are created for children whom it is felt would benefit from this.

When children are transferring to secondary school:

- The SENDCo from the secondary school is invited to ‘termly support plan’ meetings for all children in year five and six, [with an EHCP](#)
- There are a number of visits to South Hunsley and members of South Hunsley visit the children in year five and year six
- There is an extra transition visit to South Hunsley for children whom it is felt would benefit from this
- We have a resource pack which explores ‘moving to secondary school’, we use with individuals as and when it is relevant
- Individual transition arrangements are made according to the child’s needs during the ‘termly support plan’ meetings

When a child with SEND is transferring to Swanland at any other point in their education:

- We will make contact with members of staff from the current school
- Where possible we will visit the setting the child is coming to us from
- Depending on the level of need the child has, we may hold a meeting to look arrangements to support the child’s inclusion
- When appropriate we will endeavour to access appropriate training to ensure we are prepared and equipped to meet the child’s needs
- Appropriate referrals to outside agencies will be made swiftly
- We will provide the child with a ‘buddy’ to support their transition. Their ‘buddy’ will show them around the school and be there for them during social times

### **13. Information on where the local authority’s local offer is published.**

We have completed the school’s ‘Education Provider Template’ linked to the East Riding’s Local Offer. This details what we can offer as a school and can be found on the school website. The East Riding’s Local Offer is accessible via a dedicated website [www.eastridinglocaloffer.org.uk](http://www.eastridinglocaloffer.org.uk) details can also be

accessed via the FISH helpline 01482 396469 or via email [fish@eastriding.gov.uk](mailto:fish@eastriding.gov.uk) Members of the Inclusion Team have attended all training that has been provided by the Local Authority in response to the 'Special Educational Needs and Disability Code of Practice: 0-25', as well as national training courses.