



Swineshead Saint Mary's Primary School

School SEND Information Report

Swineshead Saint Mary's CE Primary School is committed to providing a quality education for every individual child we serve. All children may at some time have additional needs above and beyond those of the general school population. This may include difficulties with cognition and learning, social and emotional health and well-being, physical difficulties or communication issues. We hope that by working together as a team with teachers and teaching assistants, parents and pupils we can overcome these barriers and ensure that all children at all times have access to the broad and balanced curriculum that we provide. We want to ensure that learning is accessible for all pupils with the support and dedication of the staff of the school. To further these ends, we aim :

- To ensure that pupils with special educational needs have the same opportunities as other pupils to achieve the aims of the school within the mainstream classroom, that children with additional needs are an integral part of the school community and their contributions are valued and celebrated.
- To provide an environment where parents, carers, pupils and staff can work together to identify and support individual needs.
- To encourage all staff to build upon the strengths of pupils with special educational needs and recognise their positive achievements.
- To encourage all staff to develop their skills as teachers of pupils with special needs and support their professional development wherever possible.
- To be familiar with the details of EHCPs and Specialist reports and ensure that the recommendations made in them are met.
- To ensure that the Support Team is held in high esteem throughout the schools, and that its contribution to the schools' communities is recognised.
- To set high expectations and give every learner confidence that they can succeed. To ensure all learners are of equal value.
- To make improvements to ensure physical access.

To achieve this, we provide support such as;

- identification and assessment of special needs
- quality first teaching in class with scaffolding to enable access by the vast majority of children.
- In class support from teachers and highly skilled teaching assistance#
- support from specialists external to the school.

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However, we cannot achieve any of this without developing good relationships with parents and carers who have a very personal overview of the needs of their children and how these can best be supported. We therefore work together as a partnership for the best of all our children.

We currently have 34 children on the SEND Register, this is a total of 14.6% of our school population of 233. 23 of these children are at SEN Support (9.8%). 11 have an EHCP (4.7%). Mrs Jackie Hutchinson is the named school SENDCO. Mrs Hutchinson holds the National SENDCO Award. You can contact Mrs Hutchinson on 01205 820356 or alternatively you may email Mrs Hutchinson at

- Jackie.hutchinson@swineshead.laat.co.uk

Key Questions and answers:

What is 'Special Educational Needs and Disability'?

Special Educational Needs and Disability (SEND) is a legal term which describes the needs of a child who has a difficulty or disability which makes learning harder for them than for other children their age. Around one in five children has SEND at some point during their school years. Some children have SEND right through their time in school. SEND covers a broad spectrum of difficulty or disability. Children may have wide-ranging or specific problems, e.g. a child might have difficulty with one area of learning, such as letters or numbers, or they might have problems relating to other children, or to adults, etc.

A disability is a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities and causes a difficulty or barrier to learn or to access the curriculum.

What should I do if I think my child has Special Educational needs?

Your first point of contact should be your child's class teacher. Concerns can be discussed at parents' evenings which are held twice a year, or by making an appointment to meet with your child's class teacher at any point throughout the school year. This information can then be passed on to the relevant staff members within the school.

Who is responsible for supporting children with special educational needs?

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Head teacher and SENDCO (Special Educational Needs/Disabilities Coordinator) know as necessary.
- Writing IEPs (individual Education Plans), and sharing and reviewing these with parents three times a year.
- Ensuring that all adults working with your child in school are supported to deliver the planned work/programme for your child so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCO is responsible for:

- Coordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high



- Liaising with all the other people who may be coming into school to help support your child's learning e.g.
- Specialist Teaching Service (STT) currently Sally MacNamara.
- BOSS Outreach currently Hayley Taylor
- Autism Outreach currently Anthony Bowen.
- Speech and Language Therapy Service.
- Extended Communication and Language Impairment Provision for Students
- Community Paediatrician.
- School Nurse Team.
- Child and Adolescent Mental Health Service.
- EDAN and Young Oasis for those children whose emotional wellbeing is affected by difficult circumstances.
- Family Support Workers (FAST).
- Updating the school's SEND provision map (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

The Executive Head Teacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The SEND Governor is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCO and/or Head teacher. You can also refer to the 'Special Educational Needs and Disabilities Code of Practice: 0-25 years' for statutory guidance for organisations who work with and support children and young people with SEND and their parents. (Link -<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)

How will the school respond to my concern?

We will always listen to your concerns and discuss the situation. The class teacher will initially listen to any concerns you may have. If your concern cannot be met at that meeting, then the class teacher will take some time to investigate the concern and liaise with the SENDCO and/or Head

teacher. A follow up meeting will be arranged to ensure your concern is addressed and to plan any additional support your child may receive. If relevant at this stage, possible referrals to outside professionals to support your child's learning will be discussed.

How will the school decide if my child needs extra support?

This will be a collaborative decision based on evidence of your child's academic and personal progress. Both you and your child will be involved in setting targets and deciding next steps. If your child continues to make limited progress after receiving intervention the school will set up a meeting to discuss this with you in more detail.

What will the school do to support my child?

This will depend upon your child's individual needs. Each child's needs are unique and so each child will receive different support, depending upon their specific needs. The SENDCO and class teacher will decide which strategies and resources are appropriate to support your child's needs. Where outside agencies are involved, they will provide advice about how best to support your child's needs. SEND is divided into four areas.

- Cognition and Learning (Learning Need).
- Social, Emotional and Mental Health.
- Medical, Physical and Sensory Needs.
- Communication and Interaction (Speech and Language).

For your child this would mean:

- Quality First Teaching input via the class teacher in excellent targeted classroom teaching is the first port of call in overcoming additional needs as the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building upon what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class within well differentiated ability groups.
- Specific strategies (which may be suggested by the SENDCO or outside professionals) are in place to support your child to learn and progress.

Your child's teacher will have carefully checked on your child's progress and where there are gaps in their understanding/learning, extra support will be put in place to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed. Swineshead Saint Mary's Primary School is an inclusive school and may offer the following range of provision to support children with SEND:

For children with social and emotional difficulties

- Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents):
- Drawing and Talking Intervention.
- Planned programme of support from the Behaviour Support mentor.
- Meet and greet session at the start of the day.
- Regular parental contact sessions / home school link book.

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- Referral to Relate for family counselling.
- Referral to Child and Adult Mental Health Service (CAMHS).
- Referral to Lincolnshire Mental Health Support Team
- Referral to the Healthy Minds service for emotional support
- Work with Family Support Workers (TAC/CIN/CP).
- Support from EDAN and Young Oasis
- Use of EBSA-Emotionally Based school avoidance-strategies and support
- Social Skills programmes/support including strategies to enhance self-esteem:
- Practical skills programme for an individual child or small group.
- Playground buddies.
- Social stories used to discuss events.
- Lunch time clubs, jobs and responsibilities offered to alleviate unstructured time.
- Use of peer mentoring.
- Mentoring support from Behaviour Outreach Support Services
- Pastoral support programme
- Strategies to support modify behaviour:
- Use of the school's behaviour policy.
- Time out.
- Individual behaviour support plans (BSP).
- Social skills/behaviour modification groups.
- Home/school contact book.
- Nurture Group. (Growing Acorns)
- Boxall Profile
- Referral to Community Paediatrician
- Behaviour support at play/lunchtimes.
- Named TA at playtime.
- Named midday supervisor at lunchtime.
- Lunch time clubs, jobs and responsibilities.

For children with Communication and interaction difficulties

- Interventions from a Speech and Language Therapist.
- Delivery of a speech and language programme by a TA.
- Talk partners.
- Pre-learning of vocabulary.
- Use of visual strategies to support language.
- Use of First Call.
- Use of Welcomm

For children with physical/sensory difficulties

- Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs:

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- Intervention from an Occupational Therapist/Physiotherapist.
- Delivery of planned programmes by a TA.
- Provision of equipment advised by specialist.
- First Move.
- Specialist support from SALT and ECLIPS
- Specialist support from the Working Together Team
- Specialist equipment such as writing slopes ,pencil grips, fiddle toys , chair bands, wobble cushions, sensory circuit equipment and energy wall.

For children with cognition and learning difficulties

- Small group support in class through guided teaching.
- Withdrawal in a small group for planned catch up programmes.
- Withdrawal for 1:1 planned programme intervention.
- Support, advice and materials from STT Access to a supportive environment – IT facilities/equipment/resources (inc. preparation):
- Visual timetables for organisational purposes.
- Pre teaching of strategies and vocabulary.
- Access to an iPad.
- Software to support key areas of learning e.g. Number Shark, Nessie etc.
- Scribe for two-layer writing.
- Specialist equipment to access the curriculum e.g. writing boards,
- Braille machine and Zychem machine.
- Additional support in the classroom from a TA to facilitate access.
- Use of specialist equipment such as seating, visual and hearing aids etc.
- Use of personalised curriculum.
- Strategies/support to develop independent learning:
- Use of visual timetables and checklists.
- Pre-teaching of vocabulary and content.
- Access to personal ICT.
- Chunking of activities.
- **Use of individualised success criteria through IEP.**

For children with medical needs

- Support/supervision at unstructured times of the day including personal care:
- Strategies for the use of personal medication.
- Individual protocols (health care plans) for children with significant medical needs and allergies.
- Provision of aids and resources to support learning.
- Access to the school nurse.
- Individual support plans for pupils with short term medical needs.
- 1:1 support for life saving interventions.

This type of support is available for children with specific barriers to learning that cannot be

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overcome through Quality First Teaching and intervention groups and who therefore have been identified as requiring SEND Support.

Children requiring a very high level of individual support in school would normally have this provided via an Education, Health and Care Plan. This means your child will have been identified by the class teacher/SENDCO as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school. Usually, your child will also need specialist support in school from a professional/s outside the school.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the SEND Support that is already happening within school.
- The Local Authority notifies parents/young person of this decision within a maximum of 6 weeks from request for assessment.

After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an Education, Health and Care Plan (EHC Plan). If this is not the case, they will ask the school to continue with the SEND Support that is already happening within school.

The EHC Plan will outline the number of hours of individual/small group support your child will receive from the Local Authority and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. Adult support may be used to support your child with whole class learning, run individual programmes or run small groups including your child. This whole process can take up to 20 weeks.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong.
- Need more than 20 hours of support in school.

If your child receives SEND Support or has an EHC plan you will receive a SEND Individual Education Plan (IEP) review three times a year to discuss your child's strengths and difficulties and set targets for them to achieve. Where possible and appropriate your child will sit in on these meetings. Children will always have their targets shared and agreed with them. Children with an EHC plan will also have an Annual Review to discuss how well they are doing, the progress they are making and next steps including targets and the type of support they will receive.

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How do I get a diagnosis for my child?

Children will only receive a diagnosis if they have a medical need. Pupils do not receive a 'diagnosis' of special educational needs. If you are concerned that your child has a medical need such as Attention Deficit Hyperactivity Disorder (ADHD) or Autism, you can make an appointment to discuss your concerns and the need for your child to be referred to the Community Paediatrician. The SENDCO will then make a direct referral to the Community Paediatrician. If the referral is accepted, you will receive an appointment with a paediatrician, who will give you further information and an assessment may begin. Waiting lists for assessment are however, very high and the process can take several years.

If you are concerned that your child has a learning difficulty such as Dyslexia or Dyscalculia, the SENDCO can make a referral to the STT. A Specialist Teacher works at our school on a regular basis through the year. She can identify if a pupil has difficulties consistent with Dyslexia or Dyscalculia and provide advice about how best to support their needs. The SENDCO can also refer a child to the Visual Stress clinic if required.

If you are concerned that your child has a speech and language difficulty, the SENDCO can make a referral to the SALT base at the Johnson Community Hospital. A therapist may then assess and identify if a pupil has a specific speech and/or language difficulty and provide advice about how best to support their needs. Referral time can vary depending upon the agency involved. Referrals to the NHS (Community Paediatrics and SALT) take considerably longer, on average it can take a minimum of twelve to eighteen months to receive an appointment. For Community Paediatric referrals, a triage system is in place and an appointment may not be given. Not all pupils will receive a diagnosis and/or decision. Where diagnoses are made, this can take a considerable time depending upon the individual. In many cases, a diagnosis follows several appointments, which could take more than a year.

With or without a diagnosis we will put support in place for your child. If it is very clear that a pupil has a difficulty, we will do everything that we can to support them. If a diagnosis is made, we will ask advice from the relevant outside agencies about how best to help the pupil. This advice will be identified on the pupil's IEP and shared with you and/or discussed at a meeting. We will put this advice in place straight away or once the relevant resources/equipment has been purchased.

Who is available in school to support my child?

Your child will be supported by:

- The SENDCO
- The Behaviour Support Mentor
- Qualified and experienced teachers
- Experienced and skilled teaching assistants
- Higher level teaching assistants
- Volunteers
- Peer support

What outside agencies are available to support my child?

There may be instances where external support is available to offer advice on how best to

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support a child with additional needs. In most cases a referral can be made by the special educational needs coordinator. In all cases when seeking external advice parental permission will be sought. Specialists that the school may involve will include;

- specialist teacher. The specialist teacher complete assessments within the school setting which outlines a pupil strengths and weaknesses and can identify specific learning difficulties such as dyslexia, dyscalculia, working memory issues, auditory or visual processing difficulties (although the latter two may require further external investigation)
- Speech and language therapy service. Pupils can be seen by appointment at Johnson hospital or within the school. If it is considered that your child requires speech and language therapy, a referral can be made by the school which will be triaged by the service. If the support required meets a threshold, a therapist will come into school to assess your child's need and follow up work will be provided by staff from within school. If the threshold for involvement by the service is not met, the school has a range of internal supports which can be provided (Welcomm and 1st call)
- Community paediatrics. Provide medical advice and are able to diagnose specific difficulties such as ADHD and autism. A referral can be made by the school although the waiting list for triage and assessment can take several years.
- Behaviour outreach support service. If a child presents with severe emotional and behavioural difficulties, a referral can be made to the service who may provide assessment and observation within the school setting. An improvement plan can be put in place with targets and objectives and strategies to support severe behavioural issues.
- Child and mental health service and the mental health support team. Both can provide support and assistance for children with either severe mental health difficulties or anxieties which are affecting a child's well-being. Referral to the child and mental health service is usually by the GP, the school can refer to the mental health support team. The healthy minds website is also a valuable source of support for children with emotional difficulties.
- External professional medical support, such as physiotherapists, occupational therapists, teacher of the hearing of visually impaired, and children and young persons nursing team can also provide advice. Referrals for these services usually come via the GP or community paediatrician.

If a child's behaviour or emotional well-being is affecting family life, the school can make referrals to early help for family support.

What Training does the staff have (in relation to SEND)?

All staff at our school have regular training in a great number of areas of Special Educational Needs and Disability.

- Dyslexia (all staff)
- Autism (key members of staff)
- Autism (Whole School)

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- Speech and Language (key members of staff)
- Elklan training, support for Verbal children with ASD
- Behaviour as communication (all staff)
- Drawing and talking therapy (key staff)
- British Sign Language(key members of staff)
- Visual Impairments (key members of staff)
- Positive Handling (all staff)
- Nurture and Attachment (Nurture Group staff)
- EpiPen training (Key staff)
- First Aid (some staff trained Paediatric First Aid)
- Diabetes (key members of staff)
- SESS (key members of staff working with Visual Impairments)
- RNIB (VI in children and Young People key members of staff)
- Stoma Bag (Key members of staff as required)
- Central Venous Line(Key members of staff as required)
- Intervention programmes (all staff)

How will my child be able to contribute her/his views and be involved in the process?

Both you and your child will be involved in the cycle of 'plan, do, and review.' Their views and voice will be taken into account at all review meetings and will be sought dependent on their age, ability and need via discussion with a teacher, teaching assistant or other adult working with your child.

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

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs

How will I know how they are progressing?

- SEND Individual Education Plans, Individual Behaviour Support and Pastoral Support meetings.
- Individual targets
- Regular review of targets with child and parents
- Pupil Progress Meetings
- Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports
- Liaison with a wide range of professionals e.g. Educational Psychologist, Working Together team, Speech and Language support team. and STT.
- Regular progress meetings with parents
- Annual report to parents/carers on attainment, progress and effort
- Explanation of professional reports to parents
- Home/school contact book

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How will the school prepare and support my child to join/leave the school?

- Transition meetings – nursery/preschool/secondary/special . If your child already attends a preschool or nursery with additional needs, the SENDCO there will usually inform us before joining, this means that we can then attend any meetings at the preschool before they start so we have a clear picture of what support they might need. If your child does not attend preschool or nursery, please ask to speak to the SENDCO when considering the school for your child so we can advise and support. When transferring easy to secondary or an alternative primary school, the SENDCO and school staff will liaise closely with the relevant staff at the new school to ensure they have a clear understanding of your child's strengths and needs. Similarly, if a child joins us at any of the time with additional needs, be outgoing school should provide us with the information about the support they have received. We will work from this to develop support within the school.

How does the school know how well my child is doing?

There is regular ongoing assessment of all children across the year. We use standardised assessments (tests), teacher assessments and assessments for learning. For children in Foundation Stage, we use the Early Learning Goals to track progress and achievements. Through Key Stage 1 and 2 we measure the amount of progress your child makes over periods of time (e.g. term to term, annually, IEP review period) and we also compare their attainment in the national curriculum against age related expectations in reading, writing and mathematics. We may use alternative assessment strategies for children who are working significantly below national curriculum levels. These help us to measure small steps of progress and set appropriate and specific targets. Social and Emotional Needs are closely tracked against individual specific targets and progress recorded on ELSA trackers and IEPs. Pupil progress is discussed that pupil progress meetings have that return which will involve the assessment lead ,SENDCO, class teacher and head of school as appropriate so that any concerns may be addressed at the earliest opportunity.

How will my child be included in activities outside the classroom, including educational visits?

We endeavour to be an 'Inclusive' school, and OFSTED identified Inclusion as a strength in their last report. We ensure that any pupil with SEND has the necessary adult support or required equipment so that they can take part in all aspects of school life. Your child will be allowed to attend any school club allocated to their specific year group. We endeavour to make all activities accessible for all. Where there may be some extra arrangements to be made, you can arrange to meet with the club leader to ensure safety and inclusivity for your child. We have a breakfast club which runs from 7.30 am every school day. School visits are thoroughly risk-assessed following the county council's policy and procedure. No child will be discriminated against on the grounds of SEND but certain tasks/activities will be discussed with parents/carers to ensure safety measures are complied with. The school also takes part in specific sporting activities for children with additional needs.

How accessible is the school for pupils with a disability?

We have made some adjustments to our school to help the pupils with disabilities that are part of our school. Some doorways and steps are painted with yellow to make them more visible to those

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with visual impairments. We have signs on all the classroom doors and toilet doors in Braille for the visually impaired pupils to access. We have two disabled toilets; one of them has an electronic changing table for any of our pupils who have medical needs. Within our car park there is a disabled car parking space available.

Abbreviations

Please see below the different words and abbreviations that we use in school:

- AD(H)D - Attention Deficit (Hyperactivity) Disorder.
- ASD – Autistic Spectrum Disorder.
- BOSS – Behaviour Outreach Service.
- CAMHS – the Child and Adolescent Mental Health Service.
- CIN - Child in Need.
- CP - Child Protection.
- EAL - English as an Additional Language.
- ECLIPS- Extended Communication and Language Impairment Provision for Students
- Education, Health and Care Plans- A document provided by the Local Authority which outlines a child's special educational and healthcare needs and the support that they need.
- EP – Educational Psychologist.
- ESCO - Early Support Care Coordination
- Health Care Plan - This is a document which describes any significant medical conditions that a child may have which requires special medication or adjustments. The plan outlines the child's needs and what needs to be put in place to support them. It is then shared with all those staff supporting the child.
- IEP-individual education plan
- Outside Agencies - Any professional from an agency or service who provides advice to the school and family.
- OT – Occupational Therapist.
- Provision/Intervention - Any extra help, support or equipment that a child receives.
- PT – Physiotherapist.
- SALT – Speech and Language Therapist.
- SENDCO - Special Educational Needs/disabilities Co-ordinator, the person in school responsible for managing SEND.
- SEND - Special Educational Needs and Disability.
- SILCS - Sensory Impairment Lincolnshire County Services.
- Special Educational Needs and Disabilities Code of Practice: 0-25 years - This Code of Practice is statutory guidance for organisations who work with and support children and young people with SEN and their parents.
- STT– Specialist Teaching Team.
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A CHURCH OF ENGLAND MULTI-ACADEMY TRUST
DEDICATED TO TRANSFORMING CHILDREN'S LIVES

- TAC - Team Around the Child.
- WTT-Working Together Team to support those with Social and Communication difficulties

Further advice and support for families of children with additional needs in Lincolnshire can be accessed at

<https://www.lincolnshire.gov.uk/homepage/131/send-local-offer>

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