



Swainswick CofE Primary School

SEND Information Report

This document gives an overview of our procedures and of the resources available at our school for supporting pupils with Special Educational Needs and disabilities (SEND).

The SEND policy outlines our plans for the development of SEND and is reviewed every three years. This SEND information report is reviewed annually. If you would like any more information about the resources that are available in Bath to support children and parents with SEND then please refer to the 'Local Offer'. This is the Bath and North East Somerset Local Authority's 'menu' of the resources available within the county to support children and parents of children with SEND and is available at:

<https://beta.bathnes.gov.uk/get-help-children-or-young-people-additional-needs-send>

If you would like a copy of this information report in audio format, please speak to our school office on:

T: Bath (01225) 859279

E: enquiries@swainswick.bwmat.org

For the school SENCo:

E: Suzy.Pritchard@swainswick.bwmat.org

Some important word abbreviations and forms of documentation are referred to throughout this document and these are listed below:

My Support Plan (MSP) is a document that is written in collaboration with the school, family and any outside agencies involved, that lists the strengths, needs, interests, targets and provision for a child with SEND

Pupil Target Plan (PTP) is a child friendly document created by the school that includes individual targets for pupils whose needs are significant, it is used to keep track of progress employing the assess – plan – do – review graduated approach to SEND support

Provision Map (PM) is a document that provides detail on SEND provision (interventions and resources) for different groups of children across the school

One Page Profile (1PP) is a one page document that collates important information about a child and their needs as a quick reference point for e.g. supply staff

Education, Health and Care Plan (EHCP) is a legal document written by the Local Authority that describes your child's special educational needs and/or disability and the help that they will get to meet them, it includes any health and care provision that is needed

Special Educational Need (SEN) is a category devised by the government in order to describe children who have specific educational needs that mean they need specialist support in order to make progress at school

SEND special educational need *and/or* disability

SEND Lead Worker A key person from the local authority who will support you and your child with the coordination of services and paperwork associated with SEN

BANES Graduated Response to SEND Support is a document currently used by the school to determine whether a child meets the criteria for SEND and the severity of need where present

Our school

Swainswick Church School is a rural mainstream setting. We are highly committed to offering an inclusive curriculum to ensure the best possible attainment and outcomes for all our pupils whatever their needs and abilities. The school seeks to identify and remove barriers to learning. We aim to enable every child to learn as effectively as possible based on a good understanding of their strengths and areas of need. We want each child to enjoy his or her learning and to provide a firm foundation for life-long learning. All children with SEND are valued, respected and are equal members of the school and we work hard to ensure that all children have a high sense of self-esteem. Please see our school accessibility plan for further information on the challenges and plans for the future for persons with physical disabilities on this hillside school site.

What provision is available at Swainswick School for SEND?

There are a range of resources and programmes for supporting children with commonly encountered SEND including specialist intervention programmes that enable children to learn using specific approaches. We use Local Authority guidance to support us to select the most effective programmes of support.

We currently provide additional and/or different provision for a range of needs including:

- Communication and interaction, for example Autism Spectrum Disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example dyslexia, dyspraxia
- Social, emotional and mental health difficulties
- Sensory and/or physical needs, for example visual impairments, hearing impairments, epilepsy

How does the school know if children need extra help?

At Swainswick Church School, children are identified as needing extra help in a variety of ways, including the following:

- Liaising with pre-school or previous educational settings
- Regular monitoring of attainment and progress and through observations – part of the school's regular monitoring
- BANES graduated response to SEND support a document produced by BANES Local Authority which helps school staff to identify SEND
- Additional assessment tools may be used to identify particular needs
- Concerns may be raised by teacher or parent
- The pupil asks for support

We will formally notify you if it is identified that a pupil will receive SEND support.

What should I do if I am concerned that my child needs extra help or may have special educational needs?

Talk to us – firstly contact your child's class teacher if you have concerns about their learning, communication, emotional, social, physical or sensory development.

Meet with the SENDCo (Special Educational Needs & Disabilities Coordinator) by booking an appointment via the office. At Swainswick Church School the SENDCo is Mrs Suzy Pritchard. The SENDCo is always happy to meet with you and to discuss your concerns. These will always be taken seriously – your views on your child's development and progress are always valued.

Together we will look at whether your child has some gaps in their understanding and needs a little extra help or whether they have a special educational need.

Who does the school use to support children with SEND?

In addition to our SpLD (Specific Learning Difficulties) Specialist support, the school has access to a range of services including:

[The School Nurse](#)

*[Speech and Language Therapy Service](#)

[Educational Psychology](#)

[CAMHs](#)

*[Brighter Futures](#)

*[Autism Outreach](#)

We would refer to these services after we have spoken with you and identified which would be the most appropriate service to engage.

*Subject to availability of funds.

How will the school support my child?

There will be a number of ways in which we will support a child with SEND depending on their needs. This may be through giving an additional programme of support to help with reading, writing, spelling or maths, communication or speech and language. Occasionally children may have the support of an adult for specific learning sessions. Occasionally, they may need more specialist

support from one of the agencies above who can advise the school and parent/carer of further strategies and resources. We believe in identifying the underlying difficulties and identifying these as early as possible so that the most suitable support can be tailored to each child's unique and individual needs.

Who will oversee, plan, work with my child and how often?

The SENDCo oversees all support and progress of SEND children in the school and will be accountable to the governing body.

The class teacher is the first point of contact as they know your child better than anyone else in school. They will oversee, plan and work with each child in their class to ensure that progress is made based on advice from you and the SENDCo.

A teaching assistant (TA) may work with your child individually or as part of a group. This can be for extra reading, extra phonics, maths, motor activities, etc. The TA will keep records in order that we can evaluate whether the intervention is helping your child to learn and use their newly developed skills in the classroom.

What kind of support is offered in school?

The first approach to supporting children with SEND is to ensure that the environment and teaching/learning strategies, meet their needs. Staff will adapt teaching and/or resources including items such as a writing slope or pencil grip for handwriting issues. Using a voice recorder for children with dyslexia or other ICT alternatives to writing is balanced with interventions to support skill development.

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

The class teacher continually monitors the progress of each child and notes areas where they are improving and where further support is needed. As a school, we use a variety of different methods to track progress and attainment including provision maps and pupil target plans. These are evaluated by staff and by parent/carers so that we can track your child's progress towards their individual targets and set new targets with you.

The SENDCo and class teachers hold termly meetings to look specifically at the progress for pupils with SEND. As a result of these meetings the SENDCo/SEND team may provide additional strategies or resources to support a child's needs to ensure that they continue to do well, enjoy their learning and have high expectations of what they can achieve.

What opportunities will there be for me to discuss my child's progress?

As well as meeting with the class teacher at parent/carer consultations, you will have the opportunity to discuss your child's needs outside of these meetings at least three times per year if your child has an identified SEND and is on the schools SEND register. The purpose of these additional meetings is to look at the progress your child is making towards their individual targets. We will discuss the pupil's areas of strengths and difficulty, highlight any concerns and review, refine and plan support following the assess-plan-do-review cycle of SEND support.

What is the assess, plan, do, review cycle?

This is a graduated approach based on a four step cycle:

- Assess – analyse the child's progress and need
- Plan – identify any additional and different support needed
- Do – put the support in place
- Review – regularly check how well it is working so that we can change the amount or type of support needed

Some children will make progress and will no longer SEND support. Others with more complex, long-term needs will need more assess-plan-do-review cycles to make good progress.

If the child continues to make less progress than expected despite receiving additional support matched to their need, then other professionals may be asked for their help and advice.

Many children respond well to support and make good progress. As a result, their support may change as children become more independent. Following a review, the child's needs may be met by the universal support available for all. If progress continues, the child may not require additional targeted support any longer. This will be monitored by their teacher.

A very small number of children and young people may not make progress despite interventions put into place at SEND support. In this case an Education Health and Care (EHC) Needs assessment may be needed. An (EHC) Needs assessment looks in depth at a child's special education needs and identifies additional, specific support they may need to learn, progress and achieve.

At every stage, the views and wishes of the child or young person and their parent and carer will be listened to.

How will my child be able to contribute their views and ideas?

Children are involved in identifying areas in which they would like to progress and these are recorded on their individual one page profiles.

There is an annual pupil questionnaire where we actively seek the viewpoints of children.

Circle times are used regularly to discuss any worries or concerns.

How will progress be reported to me?

There will be the normal reporting arrangements of an annual report written during the year. There will also be parents' evenings held across the year.

The class teacher will meet with you and the SENDCo at least 3 times per year to discuss your child's SEND needs, support and progress.

For pupils of a higher need who have a statement or EHC Plan there will also be an annual review meeting with all the people involved in your child's support.

Class teachers are always happy to discuss how well your child is doing – these discussions do not need to be limited to regular review meetings.

How can I support my child with their learning?

- Reading with your child every day is extremely helpful
- Helping with homework and showing support for learning
- Reading year group newsletters to engage with learning
- Participating in home learning projects

- Attending open evenings/mornings
- Communication of needs and changes in home environment
- Attending parent-teacher meetings
- Working in partnership with the school

How will the curriculum be matched to my child's needs? What are the school's approaches towards differentiation and how will that help my child?

Teachers use a range of strategies to meet children's needs. Lessons have clear learning objectives. All work within class is matched to ability through differentiated activities/outcomes so that all children can access a lesson according to their specific needs. The benefit of this type of differentiation is that all children can engage with their peers, learn at their own level and make progress.

How are the school's resources allocated and matched to children's SEND needs?

Children who are identified as having a SEND can access resources and support that meets their needs. We regularly review our interventions to ensure that they are helping children to succeed and make good levels of progress.

How is the decision made about what type and how much support my child will receive?

There is a document which has been produced by BANES Local Authority that helps schools to decide upon the level of need of children with SEND called the BANES Graduated Response to SEND Support which helps us to decide upon the resources

allocated and is based upon the severity, persistence and complexity of the special educational needs.

Parent/carers are very much a part of this process and if we feel that we are unable to meet a child's needs within the allocated SEND budget that the school receives, then we may apply for an EHC Plan. It will then be up to the local authority to decide if your child's needs require additional resources to support them.

How do we evaluate the effectiveness of SEND provision?

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their pupil target plans
- Reviewing the impact of interventions termly
- Using pupil interviews
- Monitoring by the SENDCo/SEND team
- Using provision maps and tracking to measure progress
- Holding annual reviews for pupils with EHC plans
- Termly assessment of all interventions to ensure progress
- Ongoing observation and discussion of pupil's progress by class teacher, teaching assistant and SENDCo/SEND team

How will the school prepare and support my child when joining the school and when transferring to a new class or school?

We encourage all new children to visit the school prior to starting. For children with SEND we may organise additional visits to assist with the transition. We might also visit children in their current school or pre-school setting. If a child transfers mid-year from another school we will endeavour to ensure that we receive all

paperwork so that we get a full picture of the child's educational needs and history.

Most of the children moving to Key Stage 3 go to local secondary schools here in Bath and the SENDCo meets with the staff from a range of secondary settings to ensure transfer of information. We often make a 'transfer book' and provide other useful information that will help to ensure a smoother transition for those children with social and/or communication difficulties or for those who have anxiety about transition. A one page profile is a useful document created for children with a SEND. It collates information about what the child likes, what they find difficult and how they like to be supported. This information will be passed on to your child's new school along with all other relevant information.

How will my child be included in activities outside the school classroom including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.

All of the children, including those with SEND have the opportunity to attend after school clubs.

What support will there be for my child's overall well-being?

Swainswick Church School is an inclusive school that values diversity and celebrates the contribution of all. We encourage the children to do so too and believe that these are firm foundations for

accepting individual differences. We have a zero tolerance approach to bullying.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENDCo/SEND team for further advice and support. This may involve working alongside outside agencies.

What support is there for behaviour, avoiding exclusion and increasing attendance?

As a school we have a very positive approach to all types of behaviour with a clear behaviour policy that is followed by all staff and known to the children.

It is our practice to look at the underlying causal factors of any behaviour issue in order to appropriately address any difficulties rather than to look solely at the behaviour.

Attendance is regularly monitored to ensure that absence can be investigated and any identified needs can be supported.

How does the school manage the administration of medicines?

The school has a policy regarding the administration and managing of medicines on the school site. Please ensure that you fill out all medical forms provided detailing long term medication and pass on any information about medication to the class teacher. We keep a list of children who have allergies and asthma so that all staff are aware and can administer medication if needed.

Parents need to contact the school office if medication is prescribed by health professionals to be taken during the school day. Staff will oversee the administration of any medications.

Staff have regular training and receive regular updates of conditions and medication affecting individual children. This supports us to manage medical situations.

What training is provided for staff supporting children with SEND?

Our school is dedicated to providing the best quality support for all pupils with SEND. We are constantly revising and improving our provision through continuing professional development for all our staff. We have an ongoing programme of CPD for all staff to engage and support pupils with SEND.

How accessible is the school environment?

The school has an Accessibility Plan, which conforms with the Equality Act of 2010. This highlights the arrangements for the admission of disabled pupils at the school and the facilities provided to assist access to the school for these pupils.

The school is located on a naturally steep incline as it is set on a hillside. Due to the location of the school site, any pupil or adult with mobility difficulties would find it difficult to access the setting.

How are parents/carers currently involved in our school?

We have an active and supportive PTA.

Swainswick Church School holds regular events across the year in which parents have the opportunity to meet with each other and support the school.

How are the Governors involved and what are their responsibilities?

The SENDCo reports to the Governing Body annually to inform them about SEND issues. This report does not refer to individual children and confidentiality is maintained at all times.

One of the governors has a specific responsibility for SEND and meets regularly with the SENDCo. It is their duty to report to the other governors to keep all informed. The SEND governor is currently Mrs Sasha Taylor.

Who can I contact for further information?

First point of contact is your child's class teacher to discuss all matters regarding your child.

You could also arrange to meet the SENDCo, Mrs Suzy Pritchard by contacting the school office or making a request through your child's class teacher.

What steps should I take if I have a concern about the school's SEND provision?

If you have worries or concerns then contact the SENDCo or Headteacher. If you have a complaint concerning the provision for your child this should be raised in line with the school complaints procedure. For more information please see the Complaints Policy.

Where can I get further information about services for my child?

The SENDCo or Head teacher can help you to contact other organisations, services etc. that can provide additional support for you. You can also find information about the BANES Local Offer:

<https://beta.bathnes.gov.uk/get-help-children-or-young-people-additional-needs-send>