 **Swainswick Church 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/or disabilities (SEND).

TheSEND policy outlines our plans for the development of SEND and is reviewed every year. This SEND information report is also 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://livewell.bathnes.gov.uk/special-educational-need-or-disability-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](mailto:enquiries@swainswick.bwmat.org)

For the school SENDCo:

E: [Suzy.Pritchard@swainswick.bwmat.org](mailto: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**](https://www.wiltshirelocaloffer.org.uk/send-service/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 (APDR) Graduated Response to SEND support

**Provision Map** (PM) is a document that provides detail about 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 strengths, difficulties, support needs and wishes as a quick reference point (e.g. for 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 identifies any health and care provision that is needed

**Special Educational Need** (SEN) is a category devised by the government to describe children who have a learning difficulty or disability that means they need special educational provision

**SEND** special educational need *and/or* disability

[**SEND Lead**](https://www.wiltshirelocaloffer.org.uk/glossary/lead-workers/)[**Worker**](https://www.wiltshirelocaloffer.org.uk/glossary/lead-workers/)**/Practitioner** 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 created by the Local Authority and 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 my child needs 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 cycle
* 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 specific strengths, difficulties and support needs
* Concerns may be raised by teacher or parent
* The pupil asks for support

We will formally notify you if it is identified that your child 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 any concerns about your child’s 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 important and 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](https://www.sirona-cic.org.uk/services/school-nursing/)

\*[Speech and Language Therapy Service](https://www.sirona-cic.org.uk/services/childrens-speech-and-language-therapy/)

[Educational Psychology](http://www.bathnes.gov.uk/services/schools-colleges-and-learning/support-parentscarers-educational/educational-psychology-serv)

[CAMHs](http://www.oxfordhealth.nhs.uk/children-and-young-people/young-people/south-west/banes/banes-community-camhs/)

\*[Brighter Futures](http://www.brighter-futures.uk.net/)

\*[Autism Outreach](http://www.fossewayschool.co.uk/professional/asd-support/)

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 are a number of ways in which we can 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. Teaching will be adapted to meet individual needs and children may have the support of an adult for specific learning sessions. Occasionally, a child may need more specialist support from an outside agency who can advise the school and parent/carer of further strategies and resources.

We believe in identifying the underlying difficulties 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 Headteacher and 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 every child in their class to ensure that progress is made based on advice from parents/carers, specialists 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 that 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. However, using ICT alternatives to writing (such as a voice recorder for children with dyslexia) needs to be balanced with other interventions to support essential skills development.

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

The class teacher continually monitors the progress of every child in their class 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 progress reviews, one page profile and pupil target plans. These are evaluated by staff and SENDCo together with 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 team may recommend additional strategies, resources or assessment 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 your child’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 Response 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 catch up and no longer need SEND support. Others with more complex, long-term needs will need more assess-plan-do-review cycles to make good progress.

If a 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, catching up with their peers, or reaching age related expectation (ARE). As a result, their support may change as they become more independent. If progress continues to grow, the child may no longer need additional targeted support if their needs are being met by universal quality first teaching available to all. This will be monitored by their teacher and regularly reviewed with the SENDCo.

A very small number of children and young people may not make progress despite support interventions put into place. In this case an Education, Health and Care Needs Assessment (EHCNA) may be needed. This (EHC) Needs Assessment is carried out by the Local Authority and looks in depth at a child’s special education, health and care needs and identifies specific additional support required to help them learn, progress, achieve and thrive.

We will work in partnership with you at every stage to ensure the views and wishes of the child or young person and their parents/carer are valued and considered as part of the process.

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

Children are regularly and actively involved in identifying their strengths and difficulties, how they like to learn, what support they find helpful and areas in which they would like to progress. For a child who requires additional support, this is formally recorded on their individual One Page Profile (1PP). This document is regularly reviewed with the child and updated with a member of their teaching team (e.g class teacher, teaching assistant and/or SENDCo).

Circle times and pupil voice activities 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 teacher report written during the year. There will also be parents’ evenings held across the year.

In addition, if your child has an identified SEND, the class teacher will meet with you and the SENDCo at least 3 times per year to discuss their individual needs, support and progress.

For pupils with a higher need who have an EHC Plan there will also be an annual review meeting. Parents / carers, and all the people involved in the child’s support, including specialists and outside agencies where appropriate, will be invited to attend.

Class teachers are always happy to discuss how well your child is doing – these discussions do not need to be formal or 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 interest in their learning
* Participating in and supporting with home learning projects
* Attending Curriculum open evenings/mornings
* Engaging with and supporting extra-curricular activities such as the school play, sports events and creative and/or outdoor learning activities
* Communicating needs and changes in home environment
* Attending parent-teacher and SEND 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 adapted learning and how will that help my child?**

High-quality research based teaching benefits all pupils including children with SEND. Teachers use a range of strategies to meet children’s needs. Lessons have clear learning objectives All work within class is matched to individual ability through adapted curriculum activities and/or 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 personal 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 and support to ensure that they are effective in 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. This is a structured and cyclical process which helps us to decide upon the resources allocated. It is based upon the severity, persistence and complexity of the special educational need.

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 to ensure progress
* Using pupil interviews
* Monitoring by the SENDCo/SEND team
* Using provision maps, assessment and tracking to measure progress
* Holding annual reviews for pupils with EHC plans
* 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. The Class teacher and SENDCo meet with 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 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 is 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 (CPD) for all our staff. We have an ongoing programme of CPD for staff which is tailored/ adapted to the current cohort 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?**

One of our school 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 Emma Preece, who can be contacted via the school office.

The SENDCo also 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.

**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://livewell.bathnes.gov.uk/special-educational-need-or-disability-send>

Additional advice, information and support can also be obtained via the LA Special Educational Needs and Disabilities Information and Advice Service (SENDIAS): <https://sendiasbathnes.org.uk/>

Tel: 01225 394389 Email: sendias@bathnes.gov.uk