

## **SEN Information Report (THE LOCAL OFFER)**

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This information sets out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child. The Local Offer provides parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it enables parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings. At Swaythling Primary School the Local Offer has been developed in consultation with parents/carers, staff and governors. Within the Green Paper there are questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests.

## **INTRODUCTION**

Swaythling Primary School is a mainstream school that serves the needs of the community of Swaythling, Southampton. At Swaythling Primary School we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets. We are committed to providing a high quality education for pupils with a wide range of needs. This includes those with particular needs in the areas of communication and interaction, cognition and learning, social, emotional and mental health, sensory and/or physical.

## **How does Swaythling Primary School know if children need extra help?**

We know when pupils need help if:

- concerns are raised by parents/carers, teachers, teaching assistants, or the pupil's previous school
- there is lack of progress
- poor test scores
- there is a change in the pupil's behaviour

## **What should I do if I think my child may have special educational needs?**

If you have concerns then contact your child's teacher or Mrs Shawyer, the school Inclusion Leader.

## **How will I know how Swaythling Primary School supports my child?**

Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.

If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a half-term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

Pupil Progress reviews are held at least twice per year. This is a meeting where the class teacher meets with the Assessment Leader and Inclusion Leader to discuss the progress of the pupils in their class. This shared discussion may highlight any potential difficulties in order for further support to be planned which will be discussed, implemented and monitored by the Inclusion Leader.

Occasionally a pupil may need more expert support from an outside agency such as the Educational Psychologist or outreach from a special school, or Children's Therapy Team. Referral forms are then completed in conjunction with parents/carers and submitted to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

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

- As a school we are embracing the Mastery Approach to enable all pupils to achieve. We encourage all pupils to aim high and this teaching approach enables pupils to close the gap and reach age expectations.
- When a pupil has been identified with special needs their work will be differentiated as appropriate by the class teacher to enable them to access the curriculum more easily.
- Teaching Assistants may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- Same day intervention and/or pre-teaching will take place to reinforce that day's learning and prepare the learner for the next day's lesson.
- If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, wobble cushions, pen/pencils grips, enlargers etc.

### **How will I know how my child is doing?**

- You will be able to discuss your child's progress at Parents' Evenings.
- Appointments can be made to speak in more detail to the class teacher or Inclusion Leader by visiting the school office.
- Learning Journeys are sent home regularly. Targets are usually set by the class teacher.
- Parents/carers are encouraged to contribute to their child's Learning Journey.
- Reports are sent annually.
- Regular messages are sent home via the Marvellous Me app and for Year R, Tapestry.

### **How will you help me to support my child's learning?**

- The class teacher may suggest ways of supporting your child's learning through messages, at parents' evenings or if you are requested to attend a meeting.
- Mrs Sawyer, the Inclusion Leader may meet with you to discuss how to support your child.
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home.

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

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- The Inclusion Leader has participated in training by CAMHS, and attends regular Primary Mental Health Hubs.
- Members of staff such as the class teacher, teaching assistants, Inclusion Leader, and ELSAs (Emotional Literacy Support Assistants) are readily available for pupils who wish to discuss issues and concerns.
- We have several members of staff who are trained coaches and provide coaching sessions.
- A Nurture Group is run by the ELSAs.
- Pupils who find lunchtimes difficult are able to go to the Drop In Club run by an ELSA.
- Games and activities are made available to help provide the pupils with social skills to enable them to form friendships.
- SEAL (Social and Emotional Aspects of Learning) is also a key component of our curriculum.
- Children learn about how to look after their mental health.

### **Pupils with medical needs**

If a pupil has a medical need then a detailed Care Plan is compiled by Mrs Shawyer in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. A number of members of staff will receive basic First Aid training in addition to those that are already fully trained, as appropriate.

Where necessary, and in agreement with parents/carers, medicines are administered in school but only with a signed Medication agreement (in line with the Health Care Plan) to ensure the safety of both child and staff member.

### **What specialist services and expertise are available at or accessed by the school?**

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Child Protection Advisors
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Educational Welfare Officers
- Specialist Teacher for Hearing Impaired Pupils
- Specialist Teacher for Visually Impaired Pupils
- Inclusion Team
- Social Services
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- SALSA (Speech and Language Support Assistants)
- SAOS (Southampton Advisory Outreach Service)
- Compass Centre
- Public Health Nursing Service

- An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. In order to help understand the pupil's educational needs better, the Psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

### **What training are the staff supporting children and young people with SEND had or are having?**

All staff have received training related to SEND. This includes:

- The SENCo has completed CAMHS training and has an MSc in Specific Learning Difficulties.
- Whole staff training on how to support pupils on the autistic spectrum.
- How to support pupils with emotional needs. Two members of staff have completed the ELSA training and receive ongoing training and support.
- One of our teaching assistants delivers Speech and Language programmes written in consultation with the Child's Therapy Team.
- All LSAs have received Speech and Language training.
- All members of staff have received training by the Occupational Therapy Team to deliver programmes to support pupils with fine or gross motor problems.
- A number of members of staff have completed Manual Handling training and receive ongoing training from the OT and Physio teams.
- There is regular, ongoing training for all staff through Staff Meetings and INSET.

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

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

### **How accessible is the school environment?**

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Ramps into school to make the building accessible to all
- Disabled toilet
- Changing bench
- Hoist and standing frame
- Platform lift access between the hall and library

### **How will the school prepare and support my child when joining Swaythling Primary School or transferring to a new school?**

Swaythling Primary School understands what a stressful time moving schools can be, therefore many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Meetings between the previous or receiving schools prior to the pupil joining/leaving.
- All classes have a transition morning in the Summer Term with their new teacher.
- Additional support is provided for pupils who may struggle with transition e.g. extra time with their new teacher, Social Stories.
- Year 6 pupils attend a Transition Day/week where they spend the day/week at their new school.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Mrs Shawyer meets with parents/carers prior to their child joining the school.
- Secondary school staff visit pupils prior to them joining their new school.
- Staff from Swaythling Primary School meet the Inclusion Leader from the secondary schools to pass on information regarding SEN pupils.
- Children joining Year R are invited to several transition events – after school stay and play sessions, transition morning and have a staggered start in September.
- Y5 attend several workshops throughout the year at the main feeder school.

#### **How are the school's resources allocated and matched to children's special educational needs?**

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs. The additional provision may be allocated after discussion with the class teacher at pupil progress reviews or if a concern has been raised by them at another time during the year. If any concerns are raised on completion of the assessments Mrs Shawyer will investigate further support or advice from outside agencies if required. Individual Pupil Premium payments are used to support that pupil's learning.

#### **How is the decision made about how much support my child will receive?**

When children join the school, support is allocated on the information provided by pupil's parents, the feeder school, and any other involved agencies. Usually, in consultation with the SLT, the Inclusion Leader will allocate teaching assistants to individuals or small groups to support in class or in other focus groups tailored to the pupils' needs. During their school life, if further concerns are identified due to the pupil's lack of progress or wellbeing then other interventions will be arranged.

#### **How will I be involved in discussions about and planning for my child's education?**

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher.
- During Parents Evenings.
- During discussions with Mrs Shawyer or other professionals.
- Parents are encouraged to comment on their child's Learning Journey with possible suggestions that could be incorporated.
- Attending school events such as curriculum assemblies, school trips and workshops

#### **Who can I contact for further information?**

If you wish to discuss your child's educational needs please make an appointment to see Mrs Shawyer.

If you are unhappy about something regarding your child's schooling please follow the school's Complaints Policy.

We hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.

September 2015

Reviewed September 2016, September 2017

Reviewed and updated September 2018, August 2019

Next review: September 2020