

SWAYTHLING PRIMARY SCHOOL

SEN Information Report

September 2022

SENCO: Mrs J Shawyer

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 believe that all teachers are teachers of children with Special Educational Needs and Disabilities (SEND). At our school, all children are valued equally regardless of their abilities, aptitudes, interests and behaviour. We are committed to providing a high quality education for pupils with a wide range of needs.

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

There are four types of Special Educational Needs and Disabilities (SEND) decided by the Department for Education:

1. communication and interaction
2. cognition and learning
3. social, emotional and mental health
4. sensory and/or physical.

If a child has SEND, then their needs will be found in one or more of these categories. Provision for SEND is defined as support which is **additional to** or **different from** that which is available to all pupils.

Pupils at Swaythling are identified as having SEND in a variety of ways, including:

- Concerns are raised by parents/carers
- Concerns are raised by teachers, teaching assistants, or the pupil's previous school
- There is lack of progress
- The pupil is performing significantly below age related expectations
- Liaison with external agencies

If a pupil is identified as having SEND then their name will be added to the SEND Register, however, we recognise that pupil's needs may change over time and provision must reflect this. The aim of any additional provision is for the child to achieve age expectations, so once they

reach this threshold they may be removed from the school SEND register. If they fall behind again at any point, then they may be added to the register again.

What should I do if I think my child may have Special Educational Needs?

Your main point of contact at school should always be your child's class teacher. If you have further concerns please arrange a meeting with 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 adapted accordingly to suit the pupil's individual needs. All children are entitled to quality teaching delivered by the class teacher but 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 Inclusion Leader and other senior leaders 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-related expectations.
- When a pupil has been identified with special needs, their learning will be additionally supported as appropriate by the class teacher to enable them to keep pace with the learning.
- 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 contacting the school office.
- Pupil Progress Plans (PPP) are sent home regularly. Targets are usually set by the class teacher.
- Parents/carers are encouraged to contribute to their child's PPP.
- 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 Shawyer, the Inclusion Leader, may meet with you to discuss how to support your child.
- If the Educational Psychologist or other external agencies 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 works in conjunction with the school wellbeing leads.
- 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.
- Games and activities are made available to help provide the pupils with social skills to enable them to form friendships.
- PSHRE Education (Personal Social Health Relationships Economic Education) is 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 Health 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)
- Southampton Inclusion Partnership and Outreach Service
- MHST (Mental Health in Schools Team)
- Public Health Nursing Service
- An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils whose 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 Inclusion Leader has completed CAMHS training and has an MSc in Specific Learning Difficulties (Dyslexia).
- Whole staff training on how to support pupils with Autism.
- A member of staff has completed the ELSA training and receives ongoing training and support.
- LSAs deliver Speech and Language programmes written in consultation with the Children's Therapy Team or SALSA.
- All LSAs have received Speech and Language training.
- Several 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 as needed.
- There is regular, ongoing training for all staff through Staff Meetings and INSET.
- Teaching and support staff have had de-escalation training provided by Specialist Outreach

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.

We work hard to ensure that all pupils are able to participate in all areas of school life including educational trips.

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
- 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:

- The main secondary school is part of the Aspire Trust and there are strong links between the schools.
- 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 SENCO 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 pre-school/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 Pupil Progress Plan 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 the Inclusion Leader, 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 Sept 2018, August 2019, September 2020, September 2021 September 2022

Next review: September 2023