



Swanland Primary School's Response to the Local Offer

Important: This document can only be considered valid when viewed on the School website or SharePoint. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.

Name and Title of Author: **Natalie Dodds**
Reviewed by **Joanne Bloxam**

Name of Responsible Committee: **Swanland Local Governing Body**

Trade Union Representative Approval:

Implementation Date: **September 2021**

Review Date: **October 2023**

Version: **3**

Approval Date: **November 2021**

Target Audience: **All Key Stakeholders**

Related Documents: **Inclusion and Protected Characteristics Policy**

References: **SEND Code of Practice**

Revision History

Version	Date	Summary of Revision	Revision Author
2	October 2022	Updated with new SENDCo details	JB
3	October 2023	Names and training updated	JB

Contents

No table of contents entries found.

Policy Statement

At Swanland Primary School we promote value, nurture and fulfilment through support, harmony and praise.

Purpose

Swanland School's Response to the Local Offer includes information on identifying, assessing and making provision for pupils with SEN and the admission of disabled pupils at Swanland School.

Scope

This report applies to all key stakeholders.

Responsibilities

The **Local Governing Board** is responsible for monitoring the effectiveness of this report, ensuring that a consistent approach to the provision for children with SEND is applied in the school.

The **Head Teacher and Inclusion Team** are responsible for ensuring that this report reflects provision at Swanland Primary School.

Equality and Diversity

Swanland Primary School is committed to:

- Promoting equality and diversity in its policies, procedures and guidelines.
- Ensuring staff are protected from unlawful direct or indirect discrimination resulting from a protected characteristic (e.g., age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation).
- Delivering high quality teaching and services that meet the diverse needs of its children and its workforce, ensuring that no individual or group is disadvantaged

1. What are the following contact details for your setting/school/academy/college? (Please provide contact name, telephone number and email address)

	Special Educational Needs Coordinator (SENDCO)	Special Educational Needs (SEN) Governor	Who should parents/ carers contact if they have a compliment, concern or complaint about your setting/ school/academy/ college?
Name	Joanne Bloxam	Louise Wright	1st contact: Class teacher or Inclusion Team
Contact number	01482 631300	01482 631300	2nd contact: Head Teacher
Contact email	Jo.bloxam@edukos.co.uk Gillian.fountain@swanlandschool.co.uk		Miss Hannah Stephenson 01482 631300
Address	Swanland Primary School Tranby Lane Swanland HU14 3NE	Swanland Primary School Tranby Lane Swanland HU14 3NE	Hannah.stephenson@swanlandschool.co.uk 3rd contact: Chair of Governors Suzi Storr via the school 01482 631300

2. What is the ETHOS of the setting/ school/ academy /college regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?

At Swanland, we believe that every pupil, regardless of any additional needs has the right to a broad and balanced curriculum. We consider it essential to value the individuality of each child and provide a personalised approach to support them to achieve their full potential.

3. Provide the link to the following policies on the website of the setting/ school/ academy /college

All relevant policies are on the school website <https://swanlandeducationtrust.co.uk/swanland-primary-school>

4. What is the standard admissions number?

We have 424 children on roll
34 children have an identified Special Educational Need
15 children have an Educational Health and Care Plan

5. How does the setting/ school/ academy /college:

Identify and assess Children and Young People with SEND?

- We track the progress of every child so that we can quickly identify any concerns.
- We have termly meetings involving senior leaders and class teachers to look more closely at those children who have not made expected progress. This may lead to further assessments carried out by the Inclusion Team (details for the Inclusion Team are in section 6). Appropriate measures are put in place to enhance the provision for these children.

- If a class teacher or teaching assistant has a concern about a child, they do not need to wait for this time. At any time, they can alert the Inclusion Team who will work with the teaching team, you, the child and where relevant outside agencies to identify any issues and deal with them as quickly and effectively as possible.
- If you are worried that your child may have any **Special Educational Needs or Disabilities**, you are encouraged to speak to the class teacher or to contact a member of the Inclusion Team. If we have any concerns, we will contact you.

Evaluate the effectiveness of provision for Children and Young People with SEND and assess and review progress of Children and Young People with SEND

- Wherever possible assessments are completed prior to an intervention and repeated following an intervention, this is so that the success can be monitored and adaptations made as necessary. Where appropriate, you will be informed if your child is participating in an intervention and invited to discuss their progress once it has been completed.
- Children identified as having a high level of need, have a ‘termly support plan’ meeting. All key people are invited to attend and contribute to these. A key element of the meeting is evaluating the progress made and how effective the provision has been to enable this.
- Children who have an Education, Health and Care Plan have an annual review as well as the provisions detailed above.
- All provision is recorded using the school’s internal data system. This enables individual children’s progress to be matched to the provision they have received as well as the progress of groups and cohorts of children to be tracked and evaluated.
- We use national data to compare the successes of our provision with other schools locally and nationally.

6. Who are the best people to talk to in your setting/ school/ academy /college about a Child or Young Persons difficulties with learning/ Special Educational Needs or disability (SEND)?

Each member of staff within school has a part to play in ensuring that your child has a happy and fulfilling school experience. We work collectively to ensure the best for our children. Every teacher in our school is a teacher of **SEND**. Your child’s class teacher is responsible for the progress of your child and for their day to day provision. They will usually be your first port of contact. However, we also have an Inclusion Team.

Our Inclusion Team is made up of:

Mrs Elizabeth Hobbs (Edukos Trust SENDCo)

Miss Joanne Bloxam (SENDCo responsibility for the day to day provision for pupils with **SEND** at Swanland School)

Miss Hannah Stephenson (Head Teacher)

Mrs Gillian Fountain (SENDCo Assistant)

Mrs Barbara Ramsdale (Inclusion and Welfare Support Officer)

We work very closely as a team and any one of us would be happy to talk to you about your child and to further explore with you what we can offer as a school, however in the first instance please contact Mrs Gillian Fountain.

7. What are the different types of support available for Children and Young People with SEND in setting/ school/ academy /college?

We use a number of interventions across the school to support children when extra support is needed.

These include:

- Literacy support
- Numeracy support
- Memory development
- Fine motor skills
- Gross motor skills
- Speech and language development
- Concentration and sensory activities
- Social and emotional development.

Each year group has teaching assistant support, which is used creatively to enable all children to flourish. In addition to this, we have a number of TAs who are available to support individuals or particular areas of need. All support is flexible and outcome focused.

We have a range of equipment and resources which enhances provision for children. This includes:

- Laptops, Samsung tablets and iPads and a range of software
- Recordable devices
- Sloping desks
- Wedge cushions
- Pencil grips
- Tangle toys
- Coloured overlays
- Numicon
- Weighted cushions

8. How will the setting/ school/ academy /college ensure ALL staff are aware and understand a Child or Young Person's SEND?

One-page profiles are created with the child. These provide an overview of the child's strengths, needs and relevant support strategies. These are shared with staff and are kept in a folder electronically; they are also kept by the child in the classroom. When relevant, individual medical care plans are written and kept in a care plan file electronically and in the child's classroom where relevant. Supply staff are made aware of the file and directed to look at the key information. The senior mid-day supervisor and office staff also hold a copy. Information on the key medical needs is outlined on our internal registration database (ScholarPack). Staff meetings are used to share key information and any important changes to children's needs.

We work very much on an individual basis, working closely with you as parents and any outside agencies involved ensuring all relevant information is shared. There are strong transition arrangements. Many parents choose to meet with the new class teacher to share relevant information prior to the start of a new year. There are planned meetings between existing and new teachers in order to transfer information. There is further information on transition arrangements in section 18.

9. How will the setting/ school/ academy /college let a parent/ carer know if they have any concerns about their Child or Young Person's learning?

In the first instance, your child's class teacher will discuss your child's progress and any additional arrangements which are being made to support your child. You will be able to discuss this further with a member of the Inclusion Team at any time. To arrange this, you can ring or email the school office. If necessary, when your child is participating in a specific intervention, once completed you will be contacted to discuss the progress that your child has made and be informed of any future plans to support your child. In addition to this, please remember that we operate an 'open door policy'; you are welcome to meet with your child's class teacher or a member of the Inclusion Team at a mutually convenient time. We are happy to provide you with strategies to support the work going on in school at home.

10. How is support allocated to Children and Young People?

Support is allocated following the assessment procedures outlined in section 5. We also act on advice from outside agencies. For children with an Education, Health and Care Plan, the document, as well as the 'termly support plan' meetings, drive the support. All support is focused on achieving outcomes for children.

We use the following questions to help us focus support:

- What do we want the child to achieve with the next term / year?
- What support will enable the child to achieve this?
- What services / resources could support this in happening?

All support is documented and tracked using the school's internal data tracking tools.

11. How does support move between the key stages?

Support is allocated on a basis of need and is transferable between key stages if it is still considered to be the most effective means of supporting a child to achieve their outcomes. All support is reviewed regularly.

12. Which other people and organisations provide services to Children and Young People with SEND in your setting/ school/ academy /college?

We work closely with a number of outside agencies including:

- Sensory and Physical Support Team (SaPTs) – supporting physical difficulties, hearing and vision impairments
- Educational Psychologist
- Speech and Language Therapist
- Inclusion Practitioners (working with individuals who have social communication difficulties)
- CAMHS
- Neurodiversity Service
- School nurse
- Downright Special (supporting individuals with Down Syndrome)
- Physiotherapist
- Children's Centre (offering support for families with children under 9)
- Youth and Family Support Service (offering support for families over 8)
- Young Carers

- FISH / Look Ahead
- SENDIAS
- Occupational Therapy
- Physiotherapists
- SEND 0–25 Team

13. What training have staff received to support Children and Young People with SEND?

Many staff (provided by external agencies)

- An Introduction to Supporting Children with Trauma
- Introduction to working with children with Downs Syndrome
- Epilepsy Training /Update
- Staff Awareness for Supporting Children with Physical Difficulties
- ‘Little Wandle’ Phonics Training
- Introduction to Signing (3 sessions) (through Downright Special & NHS Speech and Language Service)
- Comic Strip Conversations
- Intensive Interaction
- Supporting Children with Literacy Difficulties
- Positive Handling Training / TEAM Teach
- Emergency First Aid

Many staff (provided internally)

- SEND updates – identification and procedures
- Interventions to support children with SEND
- ‘Little Wandle’ Phonics Training
- Writing SMART outcomes
- B-Squared Assessment Tool (support given as needed)
- Clicker Training
- Speech and Language Support to deliver social groups and a range of other interventions.
- Precision Teaching

Training that has been accessed recently by one or more members of staff:

- Autism & Girls
- Supporting Children with Literacy Difficulties and Dyslexia
- Picture Exchange Communication System (PECS) Training
- Precision Teaching
- Sensory Integration Training
- Supporting Children with Speech, Language and Communication Needs
- Co-ordination Difficulties for Children with Down Syndrome
- Anxiety & Wellbeing Training
- Supporting verbal children with autism and social communication difficulties
- ELSA (Emotional Literacy Support Assistant) training
- Supporting low attainers
- Progression and attachment
- Types of hearing loss and strategies to promote inclusion

- ELSA – Anxiety Training
- Autism – Managing Anger
- Helping the dysfluent child in the classroom
- SaPTS – Strategies to promote inclusion of pupils with visual difficulties
- SaPTS – How to ensure inclusion in PE for pupils with physical difficulties, visual impairment and hearing impairment.

Training Accessed by our Inclusion Team:

- National SENDCo Award (completed by both our trust SENDCo and school SENDCo)
- Postgraduate Certificate in Vulnerable Learners and Inclusion
- Safeguarding Children with a Disability
- Understanding and Managing ADHD (ADHD Foundation & NHS Training)
- Data Protection
- Sensory Processing Training
- Strengthening Young People against Anxiety
- Autism and Girls
- Effective support for children, young people and families in the East Riding of Yorkshire – Thresholds, referrals and consent briefing
- Strategic Leadership of SEND
- Positive Handling Training /TEAM Teach training
- ELSA Training
- SENDCo Forum
- Speech and Language Support
- SENDCo Conference
- NASEN – New to the SENCO Role – Part 1, 2 & 3
- Precision Teaching
- Dyspraxia through the ages
- Emotional Health and Wellbeing Services for Children and Young People
- An Introduction to Emotionally Based School Avoidance (EBSA)
- Supporting Children with literacy Difficulties and Dyslexia
- Anxiety and Autism for SENCO's (Primary and Secondary)
- SAPTs – Deaf Awareness Training
- Introduction to Coaching (4 days)
- Misunderstood Defiance – Understanding & Supporting PDA & ODD
- How to run Lego Therapy
- Understanding Specific Learning Difficulties (Cache Level 2)
- Behaviour that Challenges (Cache Level 2)
- Autism Awareness (Cache Level 2)
- ASD Key Characteristics and referral Process
- Clicker Training
- Introduction to Autism
- Autism – Managing Anger
- Attachment and Trauma Demystified – Primary
- SENCO – Mainstream SEND Funding Model

14. How will teaching be adapted for a Child or Young Person with SEND?

Class teachers plan lessons according to the specific needs of all children in their class, they use a variety of groupings, learning styles, a range of activities and resources to support children in making progress. They are creative with the use of teaching assistants to ensure that children are supported effectively, whilst still developing independence. In addition to this, if your child is receiving an intervention, the class teacher will be aware of their targets and will ensure that there are opportunities for overlearning these in the classroom. Children identified as having a SEND have a 'termly support plan'. This will specify the next steps for the child and how and when these will be achieved. The teacher will ensure that the actions from the TSP are built into the classroom provision.

15. What support is available for parents/ carers of a Child or Young Person with SEND?

We believe that working in partnership with parents / carers is essential if we are going to do the best for our children. Parents / carers of all children in school are invited to a parent consultation in the Autumn and Spring Term. In the Summer term you will receive a written school report and are given the opportunity to meet with the class teacher if you want to discuss the content of the report. In addition to this, throughout the year you may be invited into your child's class to experience some of the learning or events that your child participates in. Every year group provides at least one parent information session in the evening. On the school website, every year group has their own page where they post information and photographs of their learning experiences. Many parents choose to volunteer either on a regular basis or for special events. Classes also share their learning experiences via Seesaw or Tapestry.

We operate an 'open door' policy. This means that we welcome you to phone, email or come in to meet with us at school as often as you feel is helpful. You are also invited to all significant meetings regarding your child.

If your child has Special Educational Needs, you will also be invited to a termly support plan meeting where you can contribute to discussions on their strengths, needs, the desired outcomes and the strategies and resources which will be used to work towards these.

We host regular parents 'Coffee and Chat' sessions. These provide an opportunity for parents / carers to chat together, as well as with members of the Inclusion Team. The focus of each session comes from suggestions made by parents. Regular newsletters are also sent to provide additional information and ideas of useful resources and support packages available.

We have a termly newsletter, which is put together by the inclusion team. It provides minutes from the Coffee and Chat session, a 'spotlight' on one member of staff, a review of a website / resource and information on any training available.

We have worked with parents/ carers and outside agencies to build an inclusion area of our website "SEND-Include Me." This website can be accessed from a link on our main school website. It provides parents with information about SEND at the trust. It provides more information about our interventions

and resources that we use, and parents can look at key documents that we use at our school and gain a better insight into what they are for. Parents can use this website to gain resources to use at home and to send a message to the Inclusion Team if they would like to.

16. How is the setting/ school/ academy /college's physical environment accessible to Children and Young People with SEND?

Our school site is on one level. There is ramp access via the main door and into the mobile classroom. We have three accessible toilets. All doors are large enough to enable wheelchair and mobility scooter access. We ensure that resources are at a level that is accessible to children. There are handrails for use by children in some class toilets. We have a medical intervention room. All staff have had training on making the classroom accessible for children with Dyslexia. We make reasonable adjustments to meet the needs of individuals.

17. What facilities are available for Children and Young People with SEND on the setting/ school/ academy /college site e.g. special quiet room, lunchtime club?

We are a large school on a small site; consequently, space has to be used creatively and flexibly to meet the needs of all of our children. We use spaces in corridors and some quiet spaces to enable much of our intervention work. We offer lunchtime clubs to key stage one and key stage 2 children. This is by invite only and primarily supports children who find lunchtimes challenging. It promotes social skills and interaction. For the foundation stage children and key stage 1 children we have planned activities every lunchtime, which are run by a play leader and supported by older children. The play worker organises a range of activities for the children to access. The children are inside for part of lunchtime and spend the remaining time on the playground. We offer Sensory Circuits some mornings before school. This is a physical intervention which supports children to be ready to learn and often increases children's eagerness to arrive at school! We offer a homework club which is open to all year six children, but can be particularly useful for children with Autism, who may find it difficult to understand why they should complete schoolwork at home. There are a number of extra-curricular clubs which are open to all children in set year groups.

18. How will Children and Young People be supported during transitions? (when moving to another setting/ school/ college or between classes/ groups in the setting/ school/ college)

When joining Swanland School in the Foundation Stage, we have a full induction programme:

- We have a good relationship with the feeder nurseries and whenever possible will have visited the nursery before the children start
- A member of the Inclusion Team will also visit individual children, if it is felt that this would be beneficial
- For children where there are multi-agency meetings planned, a member of the Inclusion Team will endeavour to attend
- The Foundation Stage teachers conduct home visits
- All children receive a starting school book
- The children are invited into school during the summer term
- Additional arrangements can be made on an individual basis

When children are moving between year groups:

- Children with additional needs create a 'passport' which contains information that they feel their new teacher should know about them. This is then given to their new teacher.
- Children with additional needs have an opportunity to prepare questions that they have about the change and are given opportunities to find out the answers.
- Children are asked to take messages to the new teacher, to create opportunities for them to familiarise themselves with the teacher and area of school.
- Children take excellent work that they have produced to show their new teacher.
- When relevant, children are given a book of photos of their new room, key staff, the cloakroom and toilets to share at home over the summer holidays. Children also use iPad Apps to support creating books together. The children are involved in this process.
- We have a 'move around' morning in the Summer term, where all children will spend some time in their new classroom and meet their new teacher. There are additional transition visits for Key Stage One children.
- Teachers visit the classes they are going to receive in the following academic year to familiarise themselves with the children.
- Individual transition packages are created for children whom it is felt would benefit from this.

When children are transferring to secondary school:

- The SENDCo from the secondary school is invited to 'termly support plan' meetings for all children in year six.
- There are a number of visits to South Hunsley and members of South Hunsley visit the children in year five and year six.
- There are extra transition visits to South Hunsley for children whom it is felt would benefit from this.
- We have a resource pack which explores 'moving to secondary school', we use with individuals as and when it is relevant.
- Individual transition arrangements are made according to the child's needs during the 'termly support plan' meetings.

When a child with SEND is transferring to Swanland at any other point in their education:

- We will make contact with members of staff from the current school.
- Where possible we will visit the setting the child is coming to us from.
- Depending on the level of need the child has, we may hold a meeting to look arrangements to support the child's inclusion.
- We will provide the child with a 'buddy' to support their transition.
- Their 'buddy' will show them around the school and be there for them during social times.