



Fulfilling Potential, Rewarding Success.

SEN INFORMATION REPORT

(Special Educational Needs and Disability (SEND) Information Report)

The kinds of special educational needs for which provision is made at the school

Swinefleet Primary is a smaller than average sized mainstream school. We believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We aim to be an inclusive school, which enables all children to fulfil their potential. At Swinefleet, our learning environments aim to stimulate and reward all our learners. We consider it essential that the curriculum is presented in a supportive and encouraging atmosphere, which values each child.

This encompasses the four main areas of SEND:

- Communication and interaction
 - Cognition and learning
- Social, mental and emotional health
 - Sensory and/or physical

Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs

Where a teacher has concerns that a child may have SEND, in the first instance (s)he will monitor the child's progress and support as necessary using his/her professional judgement. The teacher will use a process of continuous observation and assessment to support this process and appropriate intervention will be put in place.

If a parent has a concern that their child may have SEND they should approach the class teacher and/or the SENCO to discuss these concerns.

All school teaching staff with senior leaders make half termly assessment judgements of all pupils and hold meetings to discuss progress. Pupils who are not making good progress are identified and discussions are held to try and identify barriers to their learning. Appropriate interventions which will support individual pupil's learning will be undertaken and the impact of these interventions will be monitored.

A possible concern about SEND may be identified as part of this process. If it is felt

appropriate, further assessments may be carried out in order to find out more about the child's strengths and weaknesses. We use a range of assessments to identify areas of need. There are also several agencies that we can refer to including speech and language services and the Educational Psychologist.

Parents can find other information about services available to them on the East Riding Local Offer website that can be accessed via our SEND tab on the school website.

Roles and Responsibilities of staff involved in SEND

Who is involved

SENDCO: Miss M R Parkin

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - o Involved in supporting your child's learning
 - o Kept informed about the support your child is getting
 - o Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist, etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are detailed records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Monitoring the impact of policies and the effectiveness of provision in the school.
- Working with the Local Authority and External Consultants to implement and monitor our provision.

Class Teacher

Responsible for:

- The progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the SENCO as necessary.
- Writing children's Provision and Learning Maps and keeping them up to date.
- Ensuring that all staff working with your child in school is helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Executive Headteacher: Miss L Bishell-Wells

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND

SEN Governor (and sub-committee avai): Mrs S Walker

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of SEND provision in the school.

A Teaching assistant (TA) may be allocated to some pupils with SEN and or disabilities

A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. Of course, as a school we welcome daily dialogue between parent/carers and TAs on how a child's day has been and we do actively encourage this regular feedback.

Other agencies

The school liaises with and has strong links with a range of agencies. We work closely with the speech and language service, using them for advice and support in delivering programmes for pupils with speech and language needs. We also access support from the Educational Psychology Team and are able to refer to other services such as behaviour support, CAMHS, Early Support and IPASS. FISH are also a source of information for the school. We also work closely with our local children's centre who offer parenting advice and courses and with the Home Start organisation.

Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—**(a) how the school evaluates the effectiveness of its provision for such pupils;**

At Swinefleet we use a process of Individual Provision Mapping in school for pupils with SEND. Interventions are planned between the SENCO and the class teacher each half term based on current assessments and data reports. At the end of each 6-8 weeks interventions assessments are made in relation to progress by the Lead Staff member and passed onto the SENDCO and class teacher. The class teacher also reviews how the interventions are impacting the child within class. This information is then used to inform the next set of interventions that are planned.

The Senior Leadership team (encompassing SENDCO, English and Maths Co-ordinators)

are responsible for tracking attainment and progress of all groups of children in school including those with SEND.

Governors are involved with monitoring progress made of all groups including those with SEND and ensuring actions are taken to ensure progress can be made.

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

Pupil progress is monitored continuously through: teachers' classroom observations, lesson feedback, looking at pupil's work and discussions with the pupils. Teachers make half-termly formative judgements of pupils' progress against the yearly expectations on Class Track and then make summative termly judgements which are reported on O-Track. The SLT meet with staff to look at data and investigate any pupils who are not making expected progress. Interventions and Individual Provision Plans are developed alongside the quality first teaching to ensure these pupils get the support they need. Individual Provision Plans are written and sent home to parents.

Pupils with SEND complete assessments at the beginning of their interventions and after a certain amount of sessions (this changes dependent upon the intervention but averagely is 20 sessions). This allows the SENCO to monitor each child's progress, this information is reported to the class teacher and governing body termly.

The Senior Leadership Team complete lesson observations, book scrutinies and pupil voice interviews as part of the monitoring process inclusively.

Pupils' progress is discussed with parents during parents' evenings. At Swinefleet Primary School we have an open door policy whereby parents are welcome to request time to speak to the class teacher, SENCO or Head Teacher at any time.

(c) the school's approach to teaching pupils with special educational needs;

Our school curriculum is based upon a range of interesting and engaging topics which stimulate the children's interests. The curriculum is taught through topics and due to mixed age classes differentiation is a high priority for our staff. Lessons are clearly differentiated to ensure all children have the opportunity to achieve their potential. For any pupils with additional needs learning will be adjusted to allow success. If your child has received support from an outside agency, staff will endeavour to follow guidance that has been suggested in the classroom.

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(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

Pupils with SEND are fully included within all aspects of school life including extra-curricular activities and trips. The child's individual needs are responded to in each class

as appropriate. All classes receive adequate support for all the pupils within their classroom. If needed supporting resources can be purchased to support the learning environment.

(e) Additional support for learning that is available to pupils with special educational needs;

In school, the nursery nurse is trained to deliver ELSA (Emotional, Literacy Support) to any children who require additional emotional support.

Children who require additional support during transitions, break and lunch times, specific provision will be put in place.

All classrooms have accessible, labelled equipment for children to access independently whenever they need it. This does vary dependent on the classroom however, all children are aware of where to access resources. The use of equipment and learning behaviours are promoted in every classroom. Class teachers are aware of Dyslexia friendly resources to support children during learning. Seating arrangements are based upon a range of needs including visual and hearing.

In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator

Miss Melanie R Parkin
Swinefleet Primary School
Low Street
Goole
DN14 8BX

Email: missparkin.swinefleetprimay@gmail.com
Tel : 01405 704386

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

Staff receive training in school based on needs and regular updates throughout the year. Where there is need for specific training, such as dyslexia awareness, training is arranged. The SENCO attends termly updates from the local authority at the SENCO forums. The nursery nurse is trained to deliver the ELSA programme. We have lead teaching assistants for a variety of intervention programmes including reading catch-up. All staff are trained in a variety of intervention programmes we run within school.

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The school and car park are fully accessible for wheelchairs. The school building has suitable space for a wheelchair, with multiple routes to classrooms, making it accessible. We have disabled toilets and changing facilities.

The arrangements for consulting parents for children with special educational needs about, and involving parents in, the education of their child.

At Swinefleet Primary School, we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. We provide a creative curriculum which covers a broad range of topics and provide every child the opportunity to fulfil their potential.

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Together we take great pride in making a positive contribution to our school and wider community.

Parents are central to our school, our open door policy means that parents are always welcome to visit our school.

We maintain contact with parents in the following ways:

- Parents Evenings (twice a year)
- School Reports
- Welcome meeting at the beginning of the academic year
- Celebration assembly at the end of the year
- Parent Workshops linked to enrichment weeks (Example – space workshop to end space week)
- Coffee Mornings with the Head Teacher
- Tapestry – comments
- Open Classroom Afternoons
- Curriculum Overviews
- Weekly Newsletters
- Twitter
- New Starter Meetings

Parents of children with SEND can contact the class teacher or SENCO at any time to discuss progress.

The arrangements of consulting young people with special educational needs about, and involving them in their education.

Staff discuss with children their views on learning to as part of their Individual Provision Plan (IPP). They involve the children in creating targets, and ways they could be supported. When consulting the education psychologist for support with an education, health care plan children contribute their thoughts about their education.

Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from aprents of pupils with special educational needs concerning the provision made at the school.

Complaints Procedure

Any concerns parents have about the school's ability to meet the needs of a child with SEND will be considered, as far as possible, dealt with through informal discussion with the Head Teacher, SENCO and/or class teacher in the first instance. If this does not resolve the issue, or if the complaint is about the Head Teacher, then complaints should be made to the chair of Governors, Mrs Cusick.

The complaints policy is on the website found in the policy section.

How governing body involves other bodies including health and social services, local authority, and voluntary organsiations in meeting the needs of pupils with special educational needs and in supporting families of such pupils.

Services from the local authority are bought into via school to provide support and meet the needs of the pupils with SEND and school.

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Many services are available to parents, these can be found on the East Riding Local Offer Website, and this can be accessed via a link on the SEND section of the school website.

<http://www.eastridinglocaloffer.org.uk/>

FISH (Family Information Service) 01482 396469 or email: fish@eastriding.gov.uk

<http://www.eastridinglocaloffer.org.uk/care-and-support/support-for-parent-carers/fish-information-on-send/>

SEND Co-Ordinator: Miss Melanie R Parkin
SEND Governor: Mrs Sheila Walker

The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

When a child joins our school in nursery, they will have a home visit led by the EYFS staff. If a child comes into our school at any age and has additional needs it is the role of our SENCO to ensure all the child's needs are met. The SENCO can do this in a variety of ways including: liaising with parents, linking with previously involved agencies, discussions with previous settings including child minders. This allows the SENCO to establish a good understanding of the needs of the child, if further support is needed extra outside agencies maybe brought in to aid.

At the end of each academic year, a transition meeting is held between the current teacher and the next teacher. Specific conversations are held here to discuss the needs of children with SEND.

If a child with SEND leaves our school, we will work closely with the new school to pass on all information to ensure a smooth transition.

When our Year 6 children move onto secondary school, a transition meeting is held with the Secondary SENCO, our SENCO and children with SEND are identified to have extra support in their transition. This maybe extra activities, extra tours of the school, anything to support the child in their transition to secondary school.

Information on where the local authority's local offer is published.

Parents can access the East Riding Local Offer through the SEND tab on the school website or through the council website.