

School Name: Swinton Queen Primary School

Address: Queen Street Rotherham S64 8NE

Contact details: Telephone: 01709 570438

Email: swintonqueenprimary@rotherham.school

Website: <http://www.swintonqueenprimary.org.uk>

Age Group: 3- 11 (Primary)

Number on roll: 353 Number on SEN register: 59 No with EHCP: 3

SEN Coordinator: Paula Wagstaff

Lead Governor for SEND: Margaret Parr

Link to current SEND policy: <http://www.swintonqueenprimary.org.uk>

Do you focus on a particular specialism within school? If so, what? No

Any Additional Information:

Swinton Queen Primary School is a larger than average primary school. It has mixed aged classes across school. Teachers are supported in class by Teaching Assistant for 15 hours a week. The proportion of pupils supported by school or have an Education Health and Care Plan, is slightly above national.

Please provide the name and email of a contact should any of the information provided lead to a query: Sharon Joyce Headteacher swintonqueenprimary@rotherham.school

Summary of Services/Support at Swinton Queen Primary School

Please include in the boxes below all provision school makes including within literacy and numeracy and use of any services external to school.

		Universal	Additional School Support (no EHC plan)	With EHC
Communication and Interaction Needs	Autistic Spectrum Condition	<p>Quality first teaching and differentiation to meet the needs of the child.</p> <p>Personalised Visual Timetables.</p> <p>Break down of task/instructions using visual prompts.</p> <p>Targeted</p>	<p><i>Work in partnership with outside agencies as required e.g. ACT, LSS, Educational Psychologist, CAMHs</i></p>	<p><i>Work in partnership with outside agencies e.g. Early Years Outreach Team, Portage, CDC, ACT, LSS, Educational Psychologist, CAMHs</i></p>
		<p>Support/interventions to meet the needs of the child such as: Socially Speaking Social Stories literacy/maths interventions</p> <p>Use of the strategy checklist/evaluation Parents asked to complete a Sensory Questionnaire</p> <p>Signpost parents to ASC meetings/workshops</p> <p>Autism Communication Team support</p> <p>Specialist Resources Fidget toys Ear defenders</p> <p>Autism awareness staff training</p> <p>Play Therapy</p> <p>Learning Mentor</p>		

	Speech, Language and Communication Needs	<p>Quality first teaching and differentiation to meet the needs of the child.</p> <p>Targeted SLC support/Interventions such as: Early Talk Time to Talk Socially Speaking SALT programmes run in school</p> <p>Staff trained in using Makaton</p> <p>Learning Mentor</p>	<i>Work in partnership with outside agencies as required e.g. LSS, Educational Psychologist, SALT</i>	<i>Work in partnership with outside agencies as required e.g. Early Years Outreach Team, Portage, CDC, LSS, Educational Psychologist, SALT</i>
Cognition and Learning Needs	Moderate Learning Needs	<p>Quality first teaching and differentiation to meet the needs of the child.</p> <p>Booster Groups/ Targeted support Interventions: FFT Wave 3 Literacy</p>	<i>Work in partnership with outside agencies as required such as Learning Support Services, Educational Psychologist</i>	<i>Work in partnership with outside agencies as required e.g. Early Years Outreach Team, LSS, Educational Psychologist</i>
		<p>1st Class at Number Reading Rescue Wave 3 Maths/1:1 Tuition/ Focus Groups/IEPs</p> <p>Learning mentor</p>		
	Specific Learning Difficulties	<p>Quality first teaching and differentiation to meet the needs of the child.</p> <p>Booster Groups/ Targeted support Interventions: FFT Wave 3 Literacy 1st Class at Number Reading Rescue READ Wave 3 Maths/1:1 Tuition/ Focus Groups/IEPs</p> <p>Learning Mentor</p>	<i>Work in partnership with outside agencies as required outside agencies as required such as LSS, Educational Psychologist, School Nurse etc.</i>	<i>Work in partnership with outside agencies as required e.g. Early Years Outreach Team, LSS, Educational Psychologist, School Nurse etc.</i>

Social, Emotional and Mental Health Needs	Social Needs	<p>Small Group interventions such as: Early Talk STEPS, Theraplay – Socially Speaking SIBS Social Stories</p> <p>Social and Emotional Mental Health Team/EPS/LSS</p> <p>Learning Mentor – Pastoral Care</p> <p>Staff trained in Positive Handling</p>	<i>Work in partnership with outside agencies as required outside agencies as required such as LSS, Educational Psychologist, Behaviour Support, Social Care, Local Police, NSPCC</i>	<i>Work in partnership with outside agencies as required e.g. Early Years Outreach Team, Educational Psychologist, CDC, Portage CAMHs SEMHS</i>
	Emotional Needs	<p>Quality first teaching and differentiation to meet the needs of the child.</p> <p>Support/interventions such as: Early Talk STEPS, Theraplay –</p>	<i>Work in partnership with outside agencies as required outside agencies as required such as LSS, Educational Psychologist, CAMHs, Get Real</i>	<i>Work in partnership with outside agencies as required e.g. Early Years Outreach Team, Educational Psychologist, CDC, Portage</i>
		<p>Socially Speaking Social Stories, IEPs Children as Carer’s Bernardo’s interventions LAC Policy Winstons Wish Young Carers Policy</p>	<i>team, Bernardo’s, Behaviour Support, Social Care, NSPCC, SEMHS</i>	<i>CAMHs Behaviour Support SEMHS</i>

	Mental Health Needs	<p>Quality first teaching and differentiation to meet the needs of the child.</p> <p>Targeted support/intervention such as: Early Talk STEPS, Theraplay – Socially Speaking SIBS Social Stories</p> <p>Learning Mentor – Pastoral Care</p>	<p><i>Work in partnership with outside agencies as required outside agencies as required such as LSS, Educational Psychologist, CAMHs, Get Real team, Bernardo's, SEMHS, Social Care, NSPCC</i></p>	<p><i>Work in partnership with outside agencies as required e.g. Early Years Outreach Team, Educational Psychologist, CDC, Portage CAMHs SEMHS</i></p>
Sensory and Physical Needs	Hearing Impairment Needs	<p>Quality first teaching and differentiation to meet the needs of the child.</p> <p>Allocated 1:1 hours to deliver individual targeted support programmes from allocated agencies</p> <p>School Nurse – hearing tests in school/</p>	<p><i>Work in partnership with outside agencies such as LSS, Hearing Impaired Services and Speech and Language</i></p>	<p><i>Work in partnership with outside agencies such as LSS, Hearing Impaired Services and Speech and Language</i></p>
	Visual Impairment Needs	<p>Quality first teaching and differentiation to meet the needs of the child.</p> <p>Allocated 1:1 hours to deliver individual targeted support programmes from allocated agencies</p> <p>School Nurse – eye test in school/</p>	<p><i>Work in partnership with outside agencies such as LSS, Visual Impaired Team and the School Nurse</i></p>	<p><i>Work in partnership with outside agencies such as LSS, Visual Impaired Team and the School Nurse</i></p>
	Multi-Sensory Impairment Needs	<p>Quality first teaching and differentiation to meet the needs of the child.</p>	<p><i>Work in partnership with outside agencies such as LSS, EPS, ACT,</i></p>	<p><i>Work in partnership with outside agencies such as LSS,</i></p>

		Allocated 1:1 hours to deliver individual targeted support programmes from allocated agencies.	<i>School Nurse</i>	<i>EPS, ACT, School Nurse</i>
Physical and Medical Needs	Physical Needs	Quality first teaching and differentiation to meet the needs of the child. Allocated 1:1 hours to deliver individual targeted support programmes from allocated agencies. Staff trained in moving and handling	<i>Work in partnership with outside agencies such as LSS, EPS, ACT, School Nurse, Occupational Therapy, Physiotherapy</i>	<i>Work in partnership with outside agencies such as LSS, EPS, ACT, School Nurse, Occupational Therapy, Physiotherapy</i>
	Medical Needs	Quality first teaching and differentiation to meet the needs of the child. Allocated 1:1 hours to deliver individual support if needed Medication in School policy Trained staff to administer medication as required Appropriate signing in and signing out procedures plus appropriate storage facilities	<i>Work in partnership with outside agencies such as School Nurse, Occupational Therapy, Physiotherapy</i>	<i>Work in partnership with outside agencies such as School Nurse, Occupational Therapy, Physiotherapy</i>

Type of Support	Details
Whole school Behaviour Strategy/System	Whole school Behaviour policy/ Clear reward systems (Stickers, Team Points, Golden Tickets, Positive Playground, Behaviour Certificates etc.) /Consequence ladders and sanctions/ Treat Visits/ School and Classroom rules/ Home

	School Agreement/ Learning mentor
	Support/Staff trained in Team teach/Involvement of Behaviour support and parents/ Behaviour Plans/ NSPCC work/ Local Community Police Force Work/ Anti Bullying Week/ Access to Early help.
Provision to facilitate/support access to the curriculum and to develop independent learning for children with SEND	Quality first teaching. TA support for individuals and focus groups, group interventions, targeted intervention, work with SENCO and outside agencies as needed. Assessment for Learning used across school with clear learning objectives, success criteria and “what a good one looks like”. Self and peer assessments. Accurate feedback given to children by all adults.
Support/supervision at unstructured times of the day including personal care	Additional TA staffing, SENCO, Learning Mentor, lunch time nurture groups, Breakfast Club, after school clubs run by teaching staff.
Planning for, assessment of, and identification of children with SEND	SENCo lesson observations, discussions with teachers, parents, TAs and children, IEPs, IEP records and diaries written each week, monitoring of outcomes and Data on MAGs, monitoring of lesson planning differentiated 5 ways, monitoring of intervention groups and 1 to 1 input, Provision maps.
Staff training for meeting needs of children with SEND	Team Teach, Safeguarding, First Aid, Attachment, Moving and handling, Makaton, Talk for writing, First Class at number, wave 3 maths (Springboard) and wave 3 literacy(ELS, ALS, FLS), PAT, reading rescue, social story etc. CPD needs of staff regularly monitored through appraisal three times a year.
Liaison/communication with parents	Open door policy, discussions during parents evening, arranged meeting by SENCO, letters, Text to parents, newsletter, Records of achievement, IEP and BIP meetings.
Liaison/communication with children and young people	Discussions with children, discussions with staff, outcomes in planning, IEP meetings, BIP meetings, Children’s Questionnaires, Home School Agreement, Behaviour Reports and Behaviour certificates, Achievement Assemblies.
Liaison/communication with External Services	We work alongside all relevant outside agencies including the Learning Support Services, SEMHS, Autism Communication Team, Educational Psychologist, Children and adults Mental Health Service (CAHMS) and Speech and Language Services, School Nurse, Social Care, Local Police, NSPCC, Early Help, Banardos, Young Carers, READ, etc.

Access to medical intervention or provision for medical needs	Additional to the school's policy on medicines in school and children with medical needs, information can be obtained at: https://www.gov.uk/government/publications/supportingpupils-at-school-with-medical-conditions Care plans are available in school.
Transition Provision	As children move into the Foundation Stage we try to visit them at their previous setting. Children are assigned with a Key Worker in the Foundation Stage. Welcome visits and a gradual integration in to FS is used. As children move through school, we offer early transition activities for all of our children, which take place before the Summer break, so that they can meet their new teacher and become familiar with their new classrooms and
	settings. Parents also get the opportunity to visit the new classroom and teacher during this time to discuss any concerns. Additional visits are used for our more vulnerable children and this practice is carried on in Y6 with the children's move to secondary school. Meetings with other professionals are arranged to pass on relevant information.
Post 16+ Provision (where applicable)	
Transport Provision (where applicable)	

Please add any further information you would wish parents and young people to know about the SEND offer in your setting in the additional boxes provided.