

Swinton Queen Primary School SEND Information Report

Swinton Queen Primary School is committed to providing equal opportunities for all our children regardless of Race, Gender or Special Educational Need and/or Disability. We promote the right of all children to be included in the routines of the school and to become as independent as possible.

Useful links:- Local Authority Local offer website www.rotherhamsendlocaloffer.org

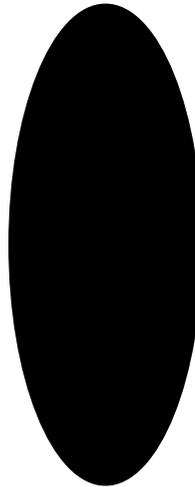
Swinton Queen Primary website www.swintonqueenprimary.org.uk

Contacts: - Special Educational Needs and Disability (SEND) co-ordinator- Paula Wagstaff

What kinds of SEND are provided for in our school?

We provide for children with a wide range of needs including: -

- Autism Spectrum Condition
- Attention Deficit Hyperactivity Disorder
- Speech Language and Communication needs
- Social Emotional and Mental Health needs
- Cognition and Learning needs
- Dyslexia
- Dyspraxia
- Sensory, physical, Genetic and medical conditions



What do we provide for children with SEND?

All children at Swinton Queen Primary School receive Quality First Teaching. We make sure that all children can access the curriculum with differentiation and reasonable adjustments where necessary. Focus groups and interventions are used routinely throughout school to address learning needs and some children have Individual Education Plans (IEPs) or Individual Behaviour Plans (IBPs). Outside agencies work with school to provide more bespoke interventions and support for specific needs and monitor their progress when required.

How do we Identify children with Special Educational Needs?

Children with Special Educational Needs are identified as :-

- children whose progress is significantly slower than that of their peers
- Children who fail to sustain previous progress
- Children who fail to close the attainment gap between themselves and their peers

This may be identified by parents, teacher or outside agencies though observation or pupil progress.

What will happen if your child has been identified as having a Special Educational Need?

If your child has been identified as having a Special Educational Need the Teacher will begin a gradual response to their need within the parameters of Quality First Teaching. This may be in the form of focus group work, boosting or an intervention. If this fails to address the need then the Teacher may consult the SENDCo and in consultation with parents/carers may decide to set small targets for the child to achieve in the form of an Individual Education Plan. Children with an IEP will work on their targets in and/or out of the classroom at least 3 times weekly. These are monitored by the teacher and the SENDCo and Parents/Cares will receive a copy of their current targets to support at home. If the child achieves their targets and makes sufficient progress they will no longer require an IEP. If the child does not reach their targets smaller goals will be set and progress monitored through PIVATs. If progress is still not made, outside agencies will be contacted for advise with parental permission. If parents are in agreement formal referral to the relevant outside agency may be made and school will act on any advice provided. Those children requiring the highest level of support may require an Education Health and Care Plan.

What Outside Agencies do we work with?

These may include:-

- The Educational Psychology Service(EPS)
- The Learning Support Service(LSS)
- The Social and Emotional Mental Health Service(SEMHs)
- The Autism Communication Team(ACT)
- Speech and Language Therapy Services(SALT)
- Visual Impairment Team(VI)
- Hearing Impairment Team(HI)
- READ(Dyslexia Support)
- Child Development Centre(CDC)
- Social Services
- Early Help

Partnership with Parents/Carers

Parents and Carers play a pivotal role in their child's education and therefore school seeks to work in partnership with them to maximise achievement. Parents and Carers will be fully consulted from the moment their child is identified as requiring extra support in any area. This may be through informal discussion with the Teacher or at a Parents/Carers evening. If the child has an IEP, a copy will be sent home with suggestions for how Parents/Carers may help their child work towards their targets. Class Teacher and/or SENDCo are available to discuss their child's progress towards their targets at parents/Carers request informally or more formally at parents' evenings. Parents/Carers of Children who have contact with outside agencies will have meetings according to need. Parents/Carers may contact the SENDCo to arrange additional meetings according to their need.

Transition

Children with SEND may require additional transition arrangements when moving between classes, Key stages and schools. Outside Agencies support and advise in this where required. Children may have extra visits to their new class/school depending on their need and they may create resources to support them through the transition. This may take the form of a book with pictures or reminders of the new staff and environment they are going into. There is continuity throughout classrooms with environment and routine to support this purpose.

For those Transitioning to KS3 contact is made with the new school when it is confirmed and meetings arranged with Parents/ Carers to raise awareness of need and formalise arrangements. Transition may be bespoke according to need.

Staff training

Staff are regularly trained in how best to support children with a variety of needs in order to maximise their achievement. This may be through local Authority agencies or through private providers. If children have specific medical needs training is given to relevant staff so as their needs are sufficiently met. Some children may have personalised care plans or risk assessments.

Teaching assistants are trained to deliver interventions under the guidance of the class Teacher.

There is a continuous schedule of staff training and development.

What do I do If I have a complaint?

Swinton queen Primary school seeks continuing co-operation between school and Parent/careers in order to maximise the full potential of the child. Complaints can be made directly to the class teacher both formally or informally to the SENDCo, Senior Management or the Head Teacher.

In the case of unresolved concerns contact may be made to the school's Governing body or to the Local Authority.