

SEN Information Report

July 2024

SENCo: Kaye Hunter

SEN Governor: C Smith

Contact: (01788-860404) khunter@swinford.embracemat.org

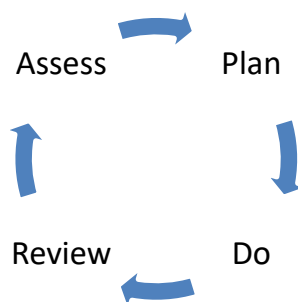
Dedicated SEN time: 1 day a week

Local Offer Contribution: (website link) <https://primarysite-prod-sorted.s3.amazonaws.com/swinford-ce-primary/UploadedDocument/e1daecc21e3b4f55b4ef7e18a7fcf534/swinfordsendlocaloffer.pdf>

Whole School Approach:

At the start of the autumn term, we conduct a whole school provision review with stakeholders. Having consulted with children and parents, all our additional provision is based on an agreed outcomes approach.

Underpinning ALL our provision in school is the **graduate approach** cycle of:



Assess:

In addition to current assessment procedures in school for all, children with SEND will be assessed to their area of need using assessments such as:

Boxall profile

Strength and Difficulties assessment

Small steps tracker

Diagnostic Reading/ Maths Assessment

Single Word and Reading assessment

British Picture Vocabulary Scale

Sensory Stress assessment

Nuffield Early Language Intervention assessment and screener

These are carried out by experienced members of staff within the school.

External assessments, from outside agencies such as educational psychologist and speech and language therapists, may be conducted where additional information and support is required.

Plan:

Under the direction and support of the SENDCo, the class teacher will plan the outcomes and provision based on this assessment information.

Do:

This provision will be delivered on a 1:1 basis or a small group based on the needs of the child. This support will come from the class teacher, learning support assistants and any other adult who is working under the direction of the class teacher or SENDCo. Review: The SENDCo and the class teacher will track the progress towards the agreed outcomes and will review this at regular points with parents and children. This may be in the form of:

Parents' SEND meetings

Parents' evening meetings with the class teacher

Email/Class Dojo correspondence

Informal conversation with the class teacher/SENDCo These are held face to face where possible or over the phone if more convenient for the parents/carers.

SEN Needs:

Children's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

All pupils	Targeted Support	Additional support including external
Differentiated curriculum planning, activities, delivery & outcome. E.g. simplified language. Increased visual aids / modelling etc. Visual timetable. Structured school routines. Talk partners. Group work.	In class support from TA's with some focus on support of speech and language. Speech and language support Exercises Talk Partners Group work	Support from SALT Speech and language programme. Speech and language support, e.g. speech therapist or TA 1:1 classroom support

2. Cognition and Learning

All pupils	Targeted Support	Additional support including external
Differentiated curriculum planning, activities, delivery, outcomes. Increased visual aids / modelling etc. Visual Timetables. Use of Writing Frames. Word mats / banks / number lines. Talk tins.	Maths intervention group Writing intervention group Reading intervention Phonics intervention for chn not passed the screening Direct precision teaching for children struggling with phonics.	1:1 TA support Support from Leicestershire Support Services (Reading Writing Maths) Support from Autism Outreach Support from EPIC Educational Psychologists Support from ATfEST (assisted technology)

Illustrated dictionaries. Access to a word processor. In class support from a TA / teacher. Focussed group work with TA / teacher. e.g. guided read. Individual reading with TA or other adult Enabling environment Individual targets	In class support from TA Dyslexic equipment support i.e. coloured overlays / buff paper. Handwriting intervention time Intervention Maths 121 Intervention Writing 121 Intervention phonics 121 Direct Precision Teaching – Reading Direct Precision Teaching – Spelling Direct Precision Teaching – Times Tables	
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3. Social, emotional and mental health

All pupils	Targeted Support	Additional support including external
Whole school behaviour policy. Whole school / class rules. Class reward and sanction system. PSHE / Circle time. Healthy school agenda. Character Detectives. Boxall profiling.	Small group circle time / friendship groups Group / class reward system Lunch clubs Playground / Friendship monitors Family support worker Individual reward system Star charts etc Emotional Regulation intervention Sensory circuits Wobble cushions Chair bands Fidget toys (where appropriate and not a distraction)	Support from EP (EPIC Services) Support from Virtual Schools Support from Autism Outreach 1:1 classroom support

4. Sensory and/or physical needs

All pupils	Targeted Support	Additional support including external
Flexible teaching arrangements. Staff aware of impairments. Medical support. Use of pencil grips. Modified worksheets.	Group handwriting intervention Brain gym exercises. Physical intervention eg Big Moves Access to equipment i.e. pencil grips. Dough Disco Sensory box / fine motor skills exercises Motor skills exercises.	Physiotherapy programme. Occupational Therapist. Speech Therapist. 121 classroom support Personalised access plan Personalised evacuation plan Risk assessments for additional equipment i.e. wheel chairs / standing frames / hoists

(Reference: SEN Policy Sept 24)

As at 1st July 2024 we have **14** children (14%) listed on our SEN register.

We have internal processes for monitoring quality of provision and assessment of need. These include, discussions with teachers and Learning support assistants, SEN learning walks, monitoring of lesson plans, monitoring of frequency, quality and effectiveness of intervention sessions, an overview of interventions being carried out at one time, including the entry and exit criteria. SEN monitoring of small steps targets which are reviewed and updated half-termly.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Learning Plans for children with SEND.	Teacher, parents / carers, child.	Annually
Review and setting of small step targets	Teacher, parents / carers, child.	Autumn 1 Autumn 2 Spring Summer
Annual Reviews of EHCP	Teacher, support staff, SENCo, parents / carers, child. (On occasion Head teacher)	Annually
Provision review	Parents / carers All Staff Governors Children	Annually (Sept)
Parent meetings	Teacher, SENCo, Parents / Carers	As and when required

Staff development

We are committed to developing the on-going expertise of our staff. We have current expertise in our school:

Initial of person	Area of expertise	Level (as per p68-9 of SEND Code of Practice 2015)
Kaye Hunter	Understanding Dyslexia and dyspraxia	Delivered by specialist teaching service
Kaye Hunter	National SEND and Inclusion conference	Education Trust
Kaye Hunter	WE SEND Evaluation, coaching and collaboration	Whole education through Embrace
Kaye Hunter	Access to Inclusion Services	LCC enhanced
All staff members	5 a day strategies to support pupils with SEND	Embrace enhanced
All Staff	Autism (AET)	Level 1

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

This year we have 0 children with EHCP's

There are 3 children receiving intervention funding this year. The funding has been used to provide the adaptations and additional support identified as part of individual learning plans for

each pupil. This enables greater access to the learning opportunities within school and has a direct impact on progress for all pupils.

In all classes there is at least 1 additional member of staff, as well as the teacher at any one time. The LSA in each class is directed by the class teacher. LSA's are used to support small groups of children or individuals in the classroom, or can also be used to support the class with independent work, whilst the class teacher works with the less able pupils. It is the less able pupils who require the expertise of the class teacher.

In the event of staff sickness or absence, LSA's are re-deployed thoughtfully and resourcefully by the head teacher, ensuring that the classes with the most significant need are fully covered. We also have a strong pool of ex members of staff who are familiar with the setting and the children and can cover on an ad-hoc basis.

A full list of our external partners who we work with can be found below. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

Funded by school:

Epic Psychology and Wellbeing Services (EP assessments and staff training)

We believe this has benefitted our children and their families in the following ways:

- Supporting a successful EHC Assessment application.
- Successfully supporting funding requests for additional intervention funding.
- Supporting diagnosis of ASD.
- Supporting children and their families with SEMH difficulties.
- Enabling us to help children who have developed anxiety and attachment difficulties through the Covid Lockdown period.
- Supporting children with Executive Functioning difficulties.
- Implementing specialist advice

Funded by LA:

SALT (Leicestershire)
Occupational Therapist (Leicestershire)
Physio Therapist (Leicestershire)
Vision Support Team (Leicestershire)
Hearing Support team (Leicestershire)
Autism Outreach (Leicestershire)
Virtual Schools (Leicestershire)
Violence Reduction Network (on-line training)

School Partnerships and Transitions

Our academic assessment for children with special educational needs is moderated through our cluster of schools and through Embrace Multi Academy Trust.

This year, we worked with our feeder partners to welcome 1 child with special educational /disability and we supported 2 children transition to the next phase in education.

Our approach involved:

Intake:

Liaising with the Early Years Inclusion Team where necessary.
Site visits to children in current settings or at home.

Transition to next setting:

Meeting with Tutors and SENDCo's of transition KS3 schools and having an in depth discussion regarding all of our children due to move up.

Making arrangements for some children to have extended transitions by an additional visit to the new setting.

Supporting one family by arranging and attending school visits of SEN settings to support their decision making process.

Complaints

Our complaints procedure is outlined in our SEND Policy, which can be found on our website.

This year we have received 0 number of complaints.

Challenges this year

Long waiting times for appointments with Paediatrics, Educational Psychology services, SALT and CAMHs means that accessing support can take years to complete. This in turn can mean that diagnosis and support is delayed making it harder for school to ensure pupils have the correct kind of support. Complex and changeable processes within the LA (SENA) also make applications for funding and EHCP's lengthy and difficult.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include a continued collaboration with Embrace Multi Academy Trust. Head teachers will be able to update this development further once final plans are in place.

Relevant school policies underpinning this SEN Information Report include:

Accessibility Plan
Admissions Policy
Anti-bullying Policy
Behaviour Policy
Children with health needs who cannot attend school Policy
SEND Local Offer
SEND Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body: