

Leicestershire's Local Offer template for educational settings



Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014) AF171466

School/College Name:	Swinford C of E Primary School
Address:	School Lane, Swinford, Lutterworth Leicestershire, LE17 6AG
Telephone Number:	01788 860404
Name of Head teacher/Principal:	Co Heads Mr Edy O'Connor and Mrs Rachel Chamberlain
Head teacher/Principal's contact details:	As above
Website address:	www.swinford.leics.sch.uk
Facebook account details:	
Twitter Feed details:	
School/College Specialism:	
Age Range of students (start and finish) to include Post 14 onwards where relevant):	4 – 11 years old
Date of Last Inspection:	January 2020
Outcome of last inspection:	Good

The school does not have a specialist designated unit/additional learning support department.

Total number of students with special educational needs at college/setting :	13
Total number of students receiving additional learning support:	20 (this will fluctuate through the year)

Swinford Primary School's approach to supporting children's learning.

1. How does Swinford Primary School identify children who need extra help?

Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

This may be identified as a result of:

- concerns raised by a parent/carers, teacher or the child;
- limited progress being made;
- a change in the pupil's behaviour or progress.

See Special Educational Needs Policy (available within the 'Policies' section of our website).

2. What should I do if I think my child may have special educational needs?

- The first person to approach with your concerns is the child's class teacher.
- You may also like to speak to the SENCo, Mrs Lewis or the head teacher Mr O'Connor.

3. How will I know how the school is supporting my child?

Having identified a concern about a child's needs or progress, a meeting will be arranged with the teacher, parents/carers, and the pupil, to discuss next steps. During this meeting, if it is decided that the pupil should be placed on the SEND record, then a Pupil Passport will be prepared. The Pupil Passport records the views of the parents/carers, pupil, and teacher with regards to the pupils: strengths and difficulties; what they enjoy doing; what helps them to learn and the targeted areas for support. This will give rise to a support plan which may include:

- additional teaching support;
- small group work;
- extra resources or equipment;
- physical development activities;
- further monitoring or assessment;
- involvement of outside agencies for assessment, guidance or support.

If it is considered unnecessary or undesirable to place the pupil on to the SEND record then a support plan may still be prepared in order to meet the pupil's needs.

The governors of Swinford Primary School are responsible for monitoring SEND procedures and systems and have an appointed member of the governing body who oversees this process. They ensure that all school activities are inclusive and that SEND expectations are maintained. They monitor and review all relevant policies and carry out regular visits and meetings with relevant staff in order to provide support and challenge for current strategies and systems.

We aim to offer excellence and choice to all our pupils, whatever their abilities or needs. We have high expectations of all of our pupils and aim to achieve this through the removal of barriers to learning and participation.

- When a child has been identified with special needs, their work will be differentiated and resourced by the class teacher to enable them to access the curriculum more effectively.
- We use a variety of forms of presentation and the use of visual, audio and kinaesthetic strategies.
- Learning Support Assistants may sometimes be allocated to work with the pupil on a 1:1 basis or in small focus groups.
- The targets identified at the Pupil Passport review meeting will be used to influence the type of support provided. The progress made against these targets will be monitored by the class teacher and discussed with the pupil and parents/carers.
- If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, pencil grips, tinted reading ruler, coloured overlay sheets or ICT equipment
- The 'Graduated Approach' of Assess – Plan – Do – Review is used to continually monitor and adapt the strategies used in order to maximise the provision of effective support.
- Regular review meetings are used to reflect on the progress of the pupil and the effect of strategies being used. New targets and strategies are then planned and applied.

4. How will I know how my child is doing?

The Pupil Passport will be reviewed regularly by the pupil and teacher and a review meeting will be held termly with the parents/carers. Pupil progress will also be discussed at parents' evenings and if there are concerns arising at any other time, parents/carers are welcome to arrange a meeting with the teacher or SENCo.

5. How will Swinford School help me to support my child?

The class teacher and SENCo will be able to suggest ways that you can support your child at home. If an outside agency is involved with assessment, they will provide a report with recommended strategies and resources for you to use with your child. At Swinford School we value the huge benefits for the child that a parent – teacher partnership can bring and therefore very much appreciate the knowledge of the child that the parents can provide to the school and the valuable support they can provide at home.

6. What support will there be for my child's overall well-being?

We feel it is of great importance that provision is made, and barriers are removed, to ensure that pupils with SEND feel fully involved in all areas of school life in order to promote a sense of belonging and security in a welcoming community.

All pupils are positively encouraged to take part in all extra-curricular activities, including: sports, singing groups, drama, art, dance, gymnastics, after-school and breakfast clubs, school trips, residential trips etc. We also ensure that all are encouraged to become involved in our Pupil Voice groups. These include: Sports Ambassadors, Junior Road Safety Officers, Character Detectives and Flying Fish.

As a small community, all of the staff get to know all of the children well and are always available for pupils who wish to discuss any concerns. We promote a caring and supportive environment for, and with, all of the children to enable them to feel valued and secure.

7. What specialist services and expertise are available at, or accessed by, the school?

The school has access to the school nurse within the District Health Authority to whom references are made in accordance with the graduated response for assessment. Similarly, contact is made with the Social Services Department and Education Welfare Service as appropriate. We also work with the following services:

- Educational Psychology Service
- Student Support Service
- Advice and Inspection Unit
- Special Educational Needs Assessment Service
- Speech and Language Service
- Specialist Teaching Service
- Medical Service
- Autism Outreach Services
- CAMHS(Child and Adolescent Mental Health Services)
- Virtual Schools Services
- Other agencies as required.

8. What training have the staff supporting children with SEND had?

The training received by staff has involved the following:

- First aid
- Early Years development
- Training for working with children with ADHD
- Training for working with children with Autism.
- Supporting pupils with speech and language difficulties.
- Supporting pupils with physical co-ordination needs.
- Working with pupils who are Down's Syndrome
- The SENCo holds the Post Graduate NASENCo (National Award for Special Educational Needs and Disability Co-ordination)
- Bio-Feedback Training – working with children with anxiety.
- Executive Functioning Training.
- Working Memory Training.
- Emotional Regulation Training.
- Training from the hearing support services, working with children with hearing loss.

9. How will my child be included in activities outside the classroom, including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures/resources are put in place to enable all children to participate.
- If necessary a parent/carer may be asked to accompany the child in order to ensure they have full access and safety on the activity or trip.

Current facilities to enable access, for all, to the school include:

- ramps up to the school
- all ground level classrooms and facilities
- wheelchair access doorways
- disabled access toilet
- shower and changing facilities
- ramps to the school fields
- ramps for the outdoor classroom

10. How will the school prepare and support my child when joining the school, or transferring to a new school.

Many strategies are in place to enable transitions to be as smooth and positive as possible. These include:

- discussions with parents/carers to cover concerns and hopes that they and/or the child has;
- discussions with previous and future education and care providers in order to maximise understanding of the child's needs, progress, concerns, achievements etc.;
- pre-start visits to the school and days spent with the new class;
- additional visits arranged as necessary;
- home visits by the teacher and LSA for early years pupils;
- home visits for other pupils arranged as necessary;
- secondary school staff visit the pupils at Swinford before they join their new school;
- activity days at the secondary schools;
- buddy support system for transition to secondary schools;
- meetings between secondary school staff and Swinford staff to transfer information to new setting.

11. How is the decision made about how much support my child should receive?

These decisions are made in consultation with the parents, class teacher and head teacher. Decisions are based on the results of monitored progress, outcomes of review meetings with parents and assessments by outside agencies. Additional or reduced interventions will be actioned as deemed appropriate by all concerned.

12. Who can I contact for further information?

If you wish to discuss any concerns about your child's needs you are very welcome to contact the office to arrange a meeting with the class teacher, SENCo or head teacher or SEND Governor.

A link to this report can be found on the Leicestershire County Councils website on the following address: www.leicestershire.gov.uk/local-offer