

# Swimbridge CE Primary School SEND Report

September 2019



## General Information

Swimbridge CE Primary School is a mainstream primary school which prides itself on being an inclusive school where every child remains at the heart of all we do. The Headteacher works closely with all members of staff to ensure that all children are able to achieve their full potential and have access to all areas of the curriculum.

All pupils at Swimbridge receive quality first teaching. This means that a range of teaching styles and approaches are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs. Children have access to different support in lessons and often work in small groups or one to one with a teacher or teaching assistant.

The progress of all children, including those with special educational needs and disabilities (SEND) is monitored carefully and systematically to ensure that appropriate resources, systems and procedures are in place.

Swimbridge CE Primary School adheres to the 2014 SEN Code of Practice.

## School Policies for SEND provision

The school's policy for SEND is regularly reviewed by the governing body and is available on our website. To help us identify the particular needs a child might have, the progress data of all children is monitored rigorously, parents and carers views are listened to and professional guidance is sought from a range of external agencies including educational psychologists if appropriate. If, after thorough assessment, SEND support is required then a detailed plan is laid out within the class Provision Map. The range of support and strategies used and expected outcomes is mapped out clearly in our Provision Maps and these are then monitored termly by the SENDCo.

## The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

## Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline

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- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### Interventions and Strategies

All pupils at Swimbridge School have access to high quality teaching which takes account of pupil's differing needs. We make appropriate use of delegated budgets to support children with additional needs. All children are encouraged to take part in the full range of curriculum based and extra-curricular activities and all children are invited to take part in all aspects of school life.

We will also provide the following interventions:

- **Thrive** - We promote a positive attitude to SEND among all staff and children and we place a strong emphasis on the pastoral and emotional well-being of our children. We promote a positive approach to behaviour management, more details of which can be found in our behaviour policy. We provide a safe environment for our children including their physical, mental and emotional well-being. When appropriate, we will seek further advice from advisory services and outside agencies to support this. There is a link to Thrive online from the school website to provide further information.
- **Talk Boost**
- **Pre-teach groups**
- **Speech and language**
- **1:1 reading**
- **Fun Fit**

Further to school provision, some children identified as having SEND may need more specialist support and we would therefore seek a referral to an external agency. Agencies and experts we currently work with are; educational psychologists, the communication and interaction team, the speech and language team, the school nurse team, occupational therapy and SEMH support. Parents would of course be involved in the decision to refer a child for external support and we would be holding TAC/F meetings (Team around the child/family) to ensure the child's needs were being met in the most appropriate way. When external support is sought, we register the child's details on a DCC online system called 'Right for Children', so their progress can be monitored by the appropriate agencies working with that child.

### Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

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The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviours
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## Transition

All children are carefully supported during their transition from class to class, between key stages and in year 6, when preparing for their secondary education. For children with SEND, these can be particularly challenging times and extra support is put in place at the earliest opportunity wherever necessary.

## Staffing

Our Headteacher and SENDCo are responsible for coordinating and implementing the school SEND policy. The range of these duties and responsibilities can be found in the school's SEND policy which is available on the school's website.

Staff training needs are identified at the earliest opportunity and relevant training is put in place. Staff are regularly informed about effective strategies to use within their class to support children with SEND and often work closely with external agencies to facilitate the best possible approach.

## Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

## Parents

We pride ourselves on having close links with parents and carers. In addition to formal reporting, parents are encouraged to engage in regular discussions about their child's specific needs and what interventions are in place to support them and the expected outcomes of these.

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Parents are invited to attend routine open evenings, new parents visits and informal consultations with the class teachers, SENDCo or Headteacher. Parents of children with SEND are provided with advice and information about SEND matters as appropriate or are clearly signposted to where information can be located. All parents are made aware of the planned support and interventions for their child and how this will help them achieve their expected outcomes. We recognise that parents have a right to request an Education, Health and Care needs assessment.

## **Local Authority Local Offer**

We are committed to the local authority local offer. Please click on the link to find out more: <https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>